

SEMINOLE ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan 2017-2018

I, Dr. Thelma B. Jackson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent;
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community;
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan;
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy;
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response:

Seminole Elementary School will provide a high quality education to a diverse community of learners in a nurturing environment committed to achieving excellence through partnerships involving our parents, community and businesses in school decisions that will benefit all students. Parents will be asked to make suggestions on dispersing Title I funds and will be included in opportunities to help their children reach full academic potential. All students will be challenged to reach their maximum potential by learning at their own level and pace to provide a solid foundation of skills, knowledge and values. This foundation enables each student to become a well-educated, productive adult capable of coping with an ever changing world.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status: Adequate

Review Comments:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used.

Response: Seminole Elementary will involve parents by way of the SAC, PTO, the Parental Involvement Committee (PI) and the newly formulated Migrant Parent University (MPU). These programs will be responsible for planning, reviewing, and improving the Title 1 program. SAC faculty members will be elected by their peers. The Principal will choose one grade-level representative to serve on the Parental Involvement Committee. At Open House in August and prior to September 30th, an open invitation will be extended to parents encouraging participation in the SAC, PTO, the Parent Involvement Committee and the Migrant Parent University. All communication will be done in dual languages to increase parent participation. Translation services will be provided at all SAC, PTO, and Parental Involvement meetings.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities.

Review Status: Adequate

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

count	Program	Coordination
1	Title I Part A	Funds will be allocated in the amount of \$3,702.00 for paraprofessionals and support personnel, supplemental instructional resources, classroom supplies, professional development and parent involvement activities.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status: Adequate

Review Comments:

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Title 1 program information will be provided at the Title I Annual Meeting.	Principal, Assistant Principal, Instructional Faculty, Guidance Counselor, Reading Coach	September 2017	Parent Survey and sign-in sheets as evidence of participation.

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate**Review Comments:**

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement.

Response: Seminole Elementary will provide flexible days, convenient morning and evening times, translation services and support staff as needed for all meetings, activities and conferences to ensure maximum parental involvement.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status: Adequate**Review Comments:**

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Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Involvement Workshop(s) with Dr. Angela Walker.	Classroom Teachers, Reading Coach, Administration, Students, Parents, & Parental Involvement Team	Improve reading and/or math scores on District and/or State Assessments due to the increase in parent participation	2017-2018 school year	Sign in sheets, improved student achievement
2	APTT meetings will support children's academic goals by linking school and home learning.	Principal, Assistant Principal, Instructional Faculty, Guidance Counselor, Reading Coach, PI	Improve reading and/or math scores on District and/or State Assessments due to the increase in parent participation.	2017-2018 school year	Sign in sheets, Student gains on District and/or State Assessments

		Team			
3	PTO activities will target Science Fair and Florida Standards Assessments	Principal, Assistant Principal, Classroom Teachers	Improve reading and/or math scores on District and/or State Assessments due to the increase in parent participation.	2017-2018 school year	Sign in sheets, improved student achievement

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status: Adequate

Review Comments:

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Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	APTT	APTT Team	District and State assessment scores of students will improve due to professional development.	2017-2018	Effectiveness will be measured by District and State assessment data.

2	PLCs	Reading Coach, Principal, & APTT Team	District and State assessment cores of students will improve due to professional development.	2017-2018	Effectiveness will be measured by district and state assessments of students.
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Review Rubric:

Content and type of activity including the following:

- Valuing of parental involvement,
- Communicating and working with parents,
- Implementation and coordination of parental involvement program,
- Building ties between home and school,; and
- Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children.

Response: Seminole Elementary will provide a literacy/curriculum nights in the Fall and Spring presented collaboratively by the Reading Coach, teachers, administration and district curriculum staff.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the schoolwide program plan under is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency.

Response: Seminole Elementary will ensure and monitor that all information, to the extent feasible, is provided to parents dual languages. This includes: APTT flyers, stickers and magnets; teacher and school newsletters; the school website; Facebook; the school marquee and the automated calling system. Bilingual staff are also available to provide onsite translation services as needed.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status: Adequate

Review Comments:

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency,

disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

Response: Flexible times and dates will be offered for parent meetings. Newsletters and notes from teachers will be sent home in dual languages. ELL paraprofessionals, translators, and the Migrant Advocate will assist with translations, information distribution, and further communication. Interpreters will also be provided. Transportation and childcare assistance will be provided for literacy/curriculum nights.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent’s native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status: Adequate

Review Comments:

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council,

and/or developing roles for community organizations and/or business in parental involvement activities;

- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:

Review Comments:

Upload Evidence of Input from Parents to your school PI folder. [SEM PI Folder](#)

Upload evidence of parent input in the development of the plan.

Review Rubric:

Review Status:

Review Comments:

Upload Parent-School Compact to your school PI Folder. [SEM PI Folder](#)

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in

decisions relating to the education of their children and positive use of extracurricular time); and

- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact.

Review Status:

Review Comments:

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school PI Folder. [SEM PI Folder](#)

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Review Rubric:

Review Status:

Review Comments:

Evaluation of the previous year's Parent and Family Engagement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Involvement Committee Meeting	1	6	Improved student achievement on state and local assessments due to the planning of parental involvement activities to support literacy and student achievement at both school and home.
2	Title I Annual Meeting	1	7	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.
3	Open House	1	576	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.
4	Red Ribbon Week: "Don't Be 'BULL'ied by Drugs" Barn Dance	1	125	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student

				achievement at both school and home.
5	Family Science Night	1	126	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.
6	Veteran's Day Flag Raising Ceremony	1	21	Improved student achievement on state and local assessments due to increased awareness of citizenship.
7	FSA Math Carnival	1	26	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.
8	APTT Rounds	4	617	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.
9	SAC Meetings	3	33	Improved student achievement on state and local

				assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.
10	PTO Meetings	3	33	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	APTT Planning Meeting	1	48	Improved student achievement on

				state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.
2	PLCs - Standards Based teaching and learning; strategies and resources for parents to support literacy at home.	7	43	Improved student achievement on state and local assessments due to increased parent awareness and provision of resources to support literacy and student achievement at both school and home.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

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Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Limited English Proficiency (Hispanic)	Provide additional translators
2	Literacy Deficits (economically disadvantaged, Hispanic)	Provide verbal explanations and written information in native language to the extent

		feasible
3	Scheduling and Transportation (economically disadvantaged, Hispanic)	Provide morning and evening meeting dates; encourage carpooling and facilitate community resource connections

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies.

Review Status: Adequate

Review Comments:

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status:

Review Comments: