Below is an outline of our parent and family (and community) engagement funds as a part of their Title I, Part A allocation. The PFEP outlines the resources the school will provide for parents and guardians, and how they will work together to strengthen the academic success of all students.

The plan will include the following components:

Health/Mental Wellness-Teacher Appreciation incentives; testing incentives, supplies, replenishing classroom student incentives, ongoing classes (Local Colleges), Team building (exercise) activities, Tampa Family Health working with teachers to get communication home to families; Resources for parents: Designated/welcoming space, hiring staff dedicated to family engagement, resource brochure, health classes-Parent Resource Center; Recognition/Appreciation: Breakfast with Partners and Schools; Incentives: House structure & points, student of the month awards to citizenship, Morning meetings in each homeroom; Hillsborough County Public Schools will contract with a local mental health provider to provide onsite, full-time mental health counseling to the students at Sulphur Springs and their families;

Collaborative Leadership-Connecting teachers with community resources (volunteers in classroom, speaking at partner breakfast) Community School Director to provide quarterly Report to Funders, Partners & Teachers presenting community & school success and areas of continued growth; Recruit/retain min. of 2 Parents on leadership cabinet and other work groups; Community Partner Visibility: On campus, on printed materials, at events; Student representation on committees, House System; student government/house leaders, YMCA Leaders Club, safety patrol, morning show anchors; student goal setting

Extended Learning/Out of School Time-Referrals for community resources, support coaches and paras, communication liaison for services needed and options available; Parent volunteers in classroom, Classes for parents: All Pro Dads, Moms for Minors, first time homebuying, resumes, advocating for your child

Parent Engagement-Conference Night, Chaperoning Field Trips, Parent Passport, Engagement/Participation: Volunteer in school, participate in parent groups (i.e. All Pro Dads, Moms of Minors), invites to awards

Conference night, attendance at parent meetings, on-time arrival at school, attending events (sign in procedures)

Hire Para to support parent involvement & work closely with the parent engagement coordinator hired through the YMCA.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student’s performance including an assessment of how well the student masters the performance standards approved by the state board. The district’s program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th graders back early for orientation

Train a cadre of student ambassadors to help orient other students

Parent information and/or education opportunities

Hold articulation meetings between 5th and 6th grade teachers

Campus visits

Shadow days

Middle school students visit, tutor and or perform at elementary schools

High school students visit, tutor, or perform at middle schools

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:

Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district’s assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed.

Sulphur Springs Elementary has a wide variety of community partners. Community partners will be made aware of the school’s area of focus: positive culture and climate.

Community partners include:

• A cabinet with core members who participate in the strategic planning and sustainability of Sulphur Springs. Representatives from: Tampa YMCA, University of South Florida (USF) College of Education, Tampa Family Health Centers, Sulphur Springs Neighborhood of Promise, and the Conn Foundation are members of the cabinet.

• The Sulphur Springs Neighborhood of Promise workgroup provides community reports and is conducting a longitudinal study to increase student achievement.

• Donors who provide support and resources for various school projects and initiatives on a one-time or reoccurring basis (e.g., Idelwild Baptist Church, Citi Bank, Hope Street One More Child). They have provided holiday gifts, student incentives, testing snacks, t-shirts.

• Programmatic Partners who provide extended learning time or mentoring for students (e.g., Tampa Metropolitan Area YMCA, Girl Scouts, Breathe One Mentoring, Inspired By Queens, Center for Girls, City of Tampa Parks and Recreation, Citi Black Heritage Committee, Better Parents Better Health, G3 Life Applications).

• Health Partners who provide or develop health and wellness initiatives to serve students, their families, and the community. This includes the Tampa Family Health Centers, USF College of Nursing, and Success for Kids and Families.

• Special projects, communication/marketing, volunteers, and other miscellaneous initiatives are supported through Layla’s House and Abundant Life Church.

Sulphur Springs will engage in quarterly Coffee and Conversations. This is an event where caregivers and school administrators will come together and engage in conversation to determine how Sulphur Springs can best meet the needs of the families and have a designated welcoming space for families with a variety of resources that will be purposefully selected to meet the needs of the school families.