

# **Sandy Lane Elementary School 2020-2021**

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## **Parent and Family Engagement Plan**

I, Jeffrey Moss, 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 in accordance with the definition outlined in Section 9101(32), ESEA;
  - 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 [Section 1118(b)(1) and (c)(3)];
  - Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
  - 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 under section 1114(b)(2) [Section 1118(c)(3)];
  - 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 [Section 1118(a)(E)];
  - If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1118(b)(4)];
  - 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 [Section 1111(h)(6)(B)(I)];
  - 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 within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; 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 [Section (h)(6)(A)].
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## Mission Statement

### Parental Involvement Mission Statement (Optional)

**Response:** We will support our school's theme of Dream It, Believe It, Achieve It, as we partner with our scholars families to promote high levels of student success.

## 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response: Sandy Lane Elementary**

Our school Compact and Parent Involvement Plan is jointly developed by Staff, parents and community partners. To assist our families and parents, Sandy Lane will offer monthly parent involvement opportunities throughout the school year, including events focused on academics, parent-advocacy, and student performances/arts. In order to create an atmosphere that is conducive to parental involvement and highest student achievement, our staff will participate actively and consistently in our various opportunities. However, due to the ongoing COVID-19 health pandemic, we are providing all family engagement opportunities "virtually" through pathways such as online video conferencing/broadcast and other electronic forms of communication and social media tools.

## 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 [Section 1118(e)(4)].

| count | Program  | Coordination   |
|-------|--|--|
| 1     | Parent University events – teaching parents/families skills to advocate for their scholar's success.   | Administration & Magnet Coordinator + Academic Coaches   |
| 2     | Student-Led Parent-Teacher Conferences (end of 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Quarters) – focused on scholars' achievement data | Administration & Magnet Coordinator + Classroom Teachers |
| 3     | Annual Public Meeting + Open House Events – disseminate information through presentation / handouts on helpful resources,                            | Administration & All Instructional Staff                 |

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|  | how to use Class Dojo, and links to websites to support student success |  |
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## 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 [Section 1118(c)(1)].

| count | Activity/Tasks                                      | Person Responsible                                | Timeline                         | Evidence of Effectiveness        |
|-------|---|---|----------------------------------|----------------------------------|
| 1     | School Messenger calls                              | Principal   | August 2020 to June 2021, weekly | School Messenger summary reports |
| 2     | Virtual Annual Parent Meeting / Open House          | Principal / Magnet Coordinator                    | September 17, 2020               | Virtual Participation - Zoom     |
| 3     | "Meet the Teacher" Family Event – YouTube Broadcast | Principal   | August 20, 2020                  | YouTube live broadcast           |
| 4     | Website, Social Media posts/updates                 | Principal / Magnet Coordinator / Media Specialist | August, ongoing                  | Website access summary data      |

## 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 [Section 1118(c)(2)].

**Response:** We offer flexible meeting times in a variety of areas in the table below in an effort to reach as many parents as possible.

\*SAC – 5:00 PM on the third Thursday of every month with Dr. Moss in our Media Center.

\*Monthly Parent Engagement / Conservatory of the Area-related Meetings, on Thursdays or Tuesdays, beginning at 6:00 PM, also associated with student-centered events and performances

\* Student-led, Parent/Teacher Conferences offered at various times before and after instructional day, to allow for flexible scheduling with our families (ex: 2<sup>nd</sup> grade published times before school for parents to hold conferences / teacher communication.

## 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 [Section 1118(e)]. 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 [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

| count | Content and Type of Activity                   | Person Responsible                  | Anticipated Impact on Student Achievement   | Timeline                   | Evidence of Effectiveness  |
|-------|--|-------------------------------------|---|----------------------------|--|
| 1     | Monthly SAC Meetings                           | Principal                           | Increase parental involvement   | August - May               | Attendance rosters   |
| 2     | "Parent University" academic advocacy meetings | Administrators / Magnet Coordinator | Parents will better understand how to support math and literacy skill development   | October through April      | Attendance rosters, materials disseminated to parents / families |
| 3     | Annual Meeting – Open House event              | Administrators / Magnet Coordinator | Parents will receive handouts and view presentations the outline academic resources to help students achieve more academically  | September                  | Attendance rosters, materials disseminated to parents / families |
| 4     | School Messenger Calls/Emails                  | Principal                           | Weekly updates will be sent out to parents/families – topics will include calendar of family engagement events, School Advisory Council meetings, and helpful information, such as promoting Personalized Learning Pathway (PLP) for at home use. | Weekly, August through May | Record of weekly communications                                  |

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**Review Rubric:**

## 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 [Section 1118(e)(3)].

| count | Content and Type of Activity | Person Responsible  | Anticipated Impact on Student Achievement  | Timeline                         | Evidence of Effectiveness  |
|-------|------------------------------|---|--|----------------------------------|--|
| 1     | Preschool PD                 | Administration  | Thinking Maps – all staff PD   | August 18, 2020                  | Increase engagement, thinking / learning strategies  |
| 2     | Full staff PD                | Principal   | Refocus of school goals, initiatives   | Once a month<br>August - May     | Classroom observations   |
| 3     | Subject Area PLCs            | Structured Planning with Content Coaches, Achievement Network consultants, Student Services | Effective implementation of pacing guide, standards and to ensure differentiation and collaborative rigor is built in for all students | Twice/ per week:<br>August - May | Lessons aligned to standards, instructional focus calendars, various parent engagement events. |

## 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 [Section 1118 (e)(4)].

**Response:** Sandy Lane Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. Our school has developed a Title 1 Parent Resource Center located in our Front office lobby. This allows for all guests/parents and community members to access information we have on Title 1. We will host family outreach events at our school through “Parent University” and other arts-related family engagement events. Food will be provided at evening events and during special family breakfast events, utilizing our Title I parent engagement funds.

## Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

**Response:** \_Sandy Lane Elementary School will provide Parents information on getting involved in our school’s various volunteer opportunities, School Advisory Council, and /family engagement events (before and after school). We will provide regular updates of school events, themes, and points of pride through our school webpage and district-sanctioned social media platforms (Twitter & Facebook), as well as through weekly School Messenger update (phone/email) and monthly parent newsletters.

## 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 [Section 1118(e)(5) and 1118(f)].

### Response:

School Reports and opportunities are available for all parents in a clear and simple understandable language and format. Translation features are available online and for routine and ongoing communication

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## Discretionary Activities

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

| count | Activity   | Description of Implementation Strategy                          | Person Responsible | Anticipated Impact on Student Achievement                           | Timeline        |
|-------|--|---|--------------------|---|-----------------|
| 1     | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and                                | Input at SAC meetings   | Principal          | Culturally responsive instructional strategies                      | August - May    |
| 2     | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Parent University events  | Administration     | Increase parental awareness, involvement                            | August - April  |
| 3     | Training parents to enhance the involvement of other parents [Section 1118(e)(9)];   | Weekly communication  | Principal/parents  | Increase parental engagement  | August - May    |
| 4     | Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of   | Student-led parent/teacher conferences, three-times per student | Administration     | Variety of available times increases parents ability to participate | September - May |

|   |   |   |   |  |              |
|---|---|---|---|--|--------------|
|   | times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; |   |   |  |              |
| 5 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].   | Lunch Pals mentoring program, community partnerships with Ruth Eckerd Hall, Dunedin Fine Arts Center, Clearwater Arts Council | Administration/Magnet Coordinator, along with Volunteer Coordinator | Increase in number of mentors, community events, over 2018-19 totals | August - May |

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## Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

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

## Upload Parent-School Compact (into the Audit Box KIA 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 Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

## Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA 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 Section 1118(d)].

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

## 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 [Section 1118 (e)(1-2)]. 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     | Meet the Teacher event                    | 1                    |                        | Parents and students had the opportunity to get to know the teachers and learn ways to support students at home.  |
| 2     | Annual Title I Parent Meeting/ Open House | 1                    |                        | Parents had the opportunity to meet and greet teachers, understand what it is to be a Title I school, and where to find important information and how to get involved |
| 3     | Discovery Nights                          | 1                    |                        |   |
| 4     | Parent University events                  | 1                    |                        |   |

### Review Rubric:

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

## 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 [Section 1118 (e)(3)].

| count | Content and Type of Activity   | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement   |
|-------|--|----------------------|------------------------|---|
| 1     | Ongoing PLC's with Instructional Coaches for ELA/Reading and Algebra | 36                   |                        | Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.   |
| 2     | Teacher Retreat – Pre-service Professional Development               | 4                    |                        | Teachers learned from other teacher leaders about how to build engaging welcoming and positive culture in their classrooms. Teachers learned from their peers how to unpack standards and build goals and scales and specific task alignment. Teachers learned how to use data to tailor instruction to each individual student for them to learn, grow and make a positive learning. |



## 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) [Section 1118(a)(E)].

| count | Barrier (Including the Specific Subgroup)   | Steps the School will Take to Overcome  |
|-------|---|---|
| 1     | Lack of parent involvement in nights and meetings designed to increase family engagement and involvement    | Consistent communication on weekly basis, excellence in public relations through parent contacts, building relationships, and positive, timely communication with our parents/families in an ongoing basis. |
| 2     | Parents unable to get information on what is happening in their child's classes (economically disadvantage) | Utilize monthly parent newsletters, weekly phone calls/emails, and direct contacts with parents to promote involvement and mitigate circumstances that are barriers to family participation.                |

### 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 described in Section 1118.

## 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.