The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

**Assurances**

The above named school agrees to the following assurances:

* Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;
* Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
* Jointly develop/revise plan with parent and make available to the local community;
* Involve parents and families in planning, reviewing, and improving schoolwide program plan;
* Use the findings of parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school’s parent and family engagement plan;
* Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals;
* Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;
* Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

**Mission Statement**

|  |  |
| --- | --- |
| **1. Does the mission statement include:**  How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement plan will assist in providing high quality instruction for all learners? | **The mission of Sadler Elementary School is to lead our students to success with the support and engagement of families and the community. Sadler Elementary feels strongly that parent and family engagement is a driving force in a child's education and is a shared responsibility. We are committed to working jointly with parents and families to develop a plan for activities and workshops. These activities and workshops will aim to support high quality instruction needed for all learners to successful and model instructional strategies that can be implemented at home.** |

**Involvement of Parents**

|  |  |
| --- | --- |
| **2. Does the plan include:**  How the school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]? | **Sadler Elementary will involve parents and families in an organized, consistent and timely manner using the following methods:**   * **Home to School and School to Home Communication in English, Spanish, Haitian Creole and other languages as needed.** * **Student Planners** * **Flyers** * **Connect Orange Messages** * **Newsletters** * **School Website** * **Email** * **Class Dojo**   **At Sadler Elementary, parents and families are involved in the planning, review and improvement of Title I Programs. This includes decision making on how to best spend funds for Title I. Parents and Families will be included through their participation in:**   * **School Advisory Council (SAC) Meetings** * **Title I Annual Meetings** * **Multilingual Parent Leadership Council (MPLC)** * **Parent and Family Engagement activities**   **These meetings and activities will serve as opportunities to review school data and plans such as this one in order to make the best decisions for our students.** |

**Coordination and Integration with Other Federal Programs**

|  |  |
| --- | --- |
| **3. Does the plan include:**  How the school will coordinate and integrate parent and family engagement programs and activities?  How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]? | **Sadler Elementary will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents and families research based strategies as well as best practices to assist their child(ren) at home.** |
| **Program** | **Coordination** |
| **Pre-K** | An opportunity for orientation to kindergarten and classroom visits will occur in the spring and/or summer. Pre-K families will be invited to all family nights. |
| **Varying Exceptionalities**  **ESE**  **IDEA** | The school will work with the school staffing specialist, VE teachers and paraprofessionals to coordinate transitions for students into the regular classroom. Meetings will be held to discuss student needs and develop new IEPs/504s. |
| **Title I** | The Principal and Title I Contact will coordinate with the Title I office to provide opportunities for parent and family engagement such as family nights, media center hours and parent workshops. |
| **Title II** | The school will continue to inform parents of Florida Standards and assessments. Teachers will acquire professional development using Title II funds. |
| **Title III** | This school will continue to use this program to support our ELL students through small group instruction and with the purchase of the Imagine Learning program to support language development. |
| **Title X** | McKinney Vento Program provides support to our homeless students. |

**Annual Parent Meeting**

|  |  |  |  |
| --- | --- | --- | --- |
| **4. Does the plan include:**  A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s  Title I program?  A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?  A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting? | **Sadler Elementary will host an annual Title I Meeting to inform parents and families of children participating in the Title I program at the beginning of the school year. We will educate parents about:**   * **Annual Yearly Progress (AYP) via Digital Presentation and handouts** * **School Choice via district handouts** * **Parent rights via digital presentation and handouts**   **Parents and families are informed of the nature of the Title I program using the following statement:**  **Title I schools receive services from the largest federal aid to education in existence. Title I has been in existence since 1965 and continues to level the academic playing field for children victimized by poverty. Title I funds provide services and educational programs to help students achieve. Title I/Migrant Programs administer in excess of $500 million in federal funds to school districts and agencies in Florida for high quality supplemental instruction and support services for educationally disadvantaged children. Our mission is to provide leadership and technical assistance to local education agencies (LEAs) and local operating agencies (LOAs) to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. We provide service to local school districts, agencies, private schools and local neglected and delinquent institutions for Title I, Migrant, and Homeless Programs.**  **For more information, please visit the Florida Department of Education, Office of Title I Programs and Academic Intervention Services at** [**http://fldoe.org/policy/federal-edu-programs**](http://fldoe.org/policy/federal-edu-programs) **and our district’s Title I website** [**www.ocps.net/departments/title\_i**](http://www.ocps.net/departments/title_i) | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Notices sent home to parents in English, Spanish and Haitian Creole** | Title I Coordinator | September 1st-10th, 2020 | Copy of Notice with Date of Dissemination |
| **Annual Meeting Date Set and Posted on Social Media** | School Administrators | September 1st-10th, 2020 | Picture and date posted |
| **Agenda and Presentation materials developed** | School Administrators/Title I Coordinator | September 1st-10th, 2020 | Copies of Agenda and PowerPoint Presentation |
| **Connect Orange Message Sent** | School Administrators | September 7th-10th, 2020 | Copy of Message |
| **Develop Sign-In Sheets** | Title I Coordinator | September 1st-10th, 2020 | Copy of Sign-In Sheets |
| **Conduct Annual Title I Meeting** | School Administrators | September 10th, 2020 | Copies of Agenda/Handouts and PowerPoint Presentation |
| **Maintain/Store Documents** | Title I Coordinator | September 10, 2020-onward | Copies of all documents |

**Flexible Parent Meetings**

|  |  |
| --- | --- |
| **5. Does the plan include:**  How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]? | **Sadler Elementary will offer a number of flexible parent meetings by implementing the following:**   * **Morning, Afternoon and Evening Opportunities for activities and teacher conferences** * **Developing and Distributing a yearlong calendar in the first weeks of school and update as needed** * **Conduct parent surveys and use results to accommodate most requested times for school-wide activities**   **As it pertains to services related to parent and family engagement, Sadler Elementary will provide the following:**   * **Transportation to a minimum of 1 Parent Academy** * **Cover the cost of staffing a childcare room with OCPS staff members for parents to utilize during parent activities and meetings.** |

**Building Capacity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6. Does the plan include:**  How the school will implement activities that will build the capacity for meaningful parent/family involvement?  How will the school implement activities that will build relationships with the community to improve student achievement?  How the school will provide material and training to assist parents/families to work with their child(ren)?  How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]? | **Sadler Elementary takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal and external workshops that strengthen these relationships throughout the school year. Our doors are open to the community through during and after school activities that include community members as well as community organizations that can volunteer through our Partners in Education and ADDitions programs.**  **Our Parent Engagement Liaison (PEL) will be a main point of contact for parents and families to receive resources, support and information about activities that engage the Sadler community. Below are specific steps and activities that Sadler Elementary will take to build capacity for meaningful parent and family engagement.** | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **Meet the Teacher** | Instructional Staff | Teachers will introduce classroom expectations, routines, and establish rapport. | August 2020 | Connect Orange Message, Marquee, Teacher Sign-In Sheets |
| **Report Card Conference Night** | Classroom Teachers | Teachers will conduct individual conferences to discuss child’s test results, expectations, progress towards benchmarks and individual needs. | October 2020; January 2021; March 2021 | Conference/Parent Communication Logs |
| **Family Night Series (Literacy, Math and Science)** | Instructional Staff | Parents and families will interact with their students while learning a targeted skill. | October 2020  January 2021; February 2021 | Flyers, Sign-In Sheets, Make and Take Activities |
| **Connect Orange Messages** | School Administrators | Increased parental awareness of school events and participation | Ongoing | Copies of Messages |
| **Newsletter/Website/Class Dojo/Planners** | Instructional Staff | Parents, Families and Students will have access to information about school events/activities | Ongoing | Website resources, survey feedback, copies of newsletters/messages |
| **Regularly Scheduled SAC/PTA Meetings** | School Administrator, Instructional Staff, Parents, Families, Community Members | Parents and Families will actively participate in decision-making process for school | Ongoing | Meeting Minutes, Sign-in sheets |
| **PLC Meetings** | School Administrators | Teachers can discuss student data and progress in order to evaluate, plan and adjust school event plans. | Ongoing | Sign-In Sheets, Agendas |

**Staff Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **7. Does the plan include:**  A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff:  - with the assistance of parents/families, in the value and utility of contributions of parents/families?  - in how to reach out to, communicate with, and work with parents/families as equal partners?  - in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]? | **Sadler Elementary strives to build the capacity of all school staff. Throughout the year, various professional development activities are provided to build capacity of teachers, specialized instructional support staff, administrators and other staff around parent and family engagement.**  **Below are the specific activities and tasks that Sadler Elementary will implement to build capacity for meaningful parent and family engagement.** | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **Title 1 Annual Meeting** | School Administrators | Information given about programs at the school that serve to assist and support students as well as their families. | September 10, 2020 | Agenda, PowerPoint, Sign-Sheets |
| **Parent and Family Engagement Professional Development—Module I: Building Strong Partnerships with Families** | School Administrators, Title I Coordinator, Parent Engagement Liaison | Improve school staff resources to create a welcoming school environment, understand the benefits of working in partnership with families and learn ways to cultivate strong school to home partnerships. | November 2020 | Sign-in sheets and exit slips |
| **Parent and Family Engagement Professional Development—Module II: Building Ties between Home and School** | School Administrators, Title I Coordinator, Parent Engagement Liaison | Improved ability of staff to work with parents and families. | January 2021 | Sign-in sheets and exit slips |
| **Parent and Family Engagement Professional Development—Module III: Implementation and Coordination of Parent and Family Engagement Programs** | School Administrators, Title I Coordinator, Parent Engagement Liaison | Increased parent and family participation in school activities which support student achievement. | February 2021 | Sign-in sheets and exit slips |
| **Parent and Family Engagement Professional Development—Module IV: Communicating and Working with Parents as Equal Partners** | School Administrators, Title I Coordinator, Parent Engagement Liaison | Improved relationship, communication and collaboration between parents and schools. | March 2021 | Sign-in sheets and exit slips |

**Other Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| **8. Does the plan include:**  How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116]? | **Sadler Elementary will use various school resources to assist parents and families with their needs. The following are some of the school resources available to parents and families:**   * **The ESE and Guidance Office have a resource center that includes information about but not limited to the following:**   + **Homeless Education**   + **Retention**   + **Counseling Services**   + **Exceptional Education Services**   + **Behavioral Support Services**   + **Other resources outside of the school** * **The Media Center offers computer access to allow students and their parents the ability to access district applications and other materials during weekly extended hours.** * **District Parent Academy and Virtual Academy events offered throughout the year.**   **Below are the specific activities and tasks that Sadler Elementary will use to encourage and support parent and family engagement in the well-being of their child(ren).** | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Resource Center** | Guidance Counselor, ESE Contact, Parent Engagement Liaison | Ongoing | Sign-in sheets |
| **Media Center** | Media Specialist, Parent Engagement Liaison | Ongoing | Sign-in sheets |
| **Love Pantry** | Guidance Counselor, Parent Engagement Liaison | Ongoing | Sign-in sheets |
| **Virtual Academy** | Parent Engagement Liaison, Media Specialist | TBD by OCPS | Parent Registration, Media Center Sign-in sheets |
| **Parent Academy** | Parent Engagement Liaison | TBD by OCPS | Pictures, Parent Registration, Flyers |

**Communication**

|  |  |
| --- | --- |
| **9. Does the plan include:**  How the school will provide timely information about the Title I programs?  How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?  How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)/  How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]? | **Sadler Elementary will maintain timely communication about Title I programs through the following:**   * **Hosting the Title I Annual Meeting** * **Conducting monthly New Parent Orientation for parents new to the school to cover Title I programs**   **Teachers and other staff members will support parents'**  **understanding of curriculum, forms and assessments used to measure progress and expected achievement through the**  **following:**   * **School Compact** * **Report Card Nights** * **Progress Book** * **Planners** * **Parent Conferences** * **Connect Orange Messages** * **Other School Communication Methods**   **Parents will be included in the formulation of suggestions and decision making through the following:**   * **One-on-one meetings with teachers, administrators,**   **and/or support personnel**   * **Parent Surveys** * **Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan**   **(PFEP), and School Compact**  **If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and needed updates.** |

**Accessibility**

|  |  |
| --- | --- |
| **10. Does the plan include:**  A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?  A description of how the school will share information related to school an parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand? | **Sadler Elementary will establish a host of opportunities for parents and families to participate in school activities through ensuring multiple levels of access for parents and families. The following methods will be used:**   * **Family Nights will be presented in multiple languages to services our ELL families.** * **Offer activities at multiple times throughout the day for parents and families to participate during the morning, evening and afternoon.**   **We will share information through various best known practices in multiple languages in order to reach the highest number of parents and families. The following outlines some of those methods:**   * **Home-to-school and school-to-home communication in English and/or other languages** * **Student planners** * **Flyers** * **Newsletters** * **Connect Orange messages** * **School Website** * **Email** * **And other known best practices as needed** |

**Discretionary Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11. Does the plan include:**  Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.) | **Sadler Elementary will utilize Title I, Part A funding for additional activities to support student achievement. Although not required, these activities support student achievement.**  **Below are additional activities and tasks that Sadler Elementary will implement that are funded by Title I, Part A.** | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **Training opportunities for parents to enhance the engagement of other parents.** | School Administrators, Parent Engagement Liaison | Increase the engagement of parents and their knowledge of student's level of performance and needs in the classroom. | Ongoing | Sign-in sheets  Parent program survey |
| **Maximizing parent engagement and participation in their children's education by arranging school meetings at a**  **variety of 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.** | School Administrators, Curriculum Resource Teacher | Increase the engagement of parents and their knowledge of student's level of performance and needs in the classroom. | Ongoing | Sign-in Sheets  Parent Program Survey |

**Barriers**

|  |  |  |
| --- | --- | --- |
| **12. Does the plan include:**  A description of the barriers that hindered participation by parents during the previous school year?  A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]? | **Sadler Elementary, after reviewing the previous years' Parent and Family Engagement Plan and accompanying feedback, acknowledges the existence of the following barriers to parent and family engagement:**   * **Transportation** * **Language** * **Education** * **Economically disadvantaged**   **Below are the specific steps that Sadler Elementary will take to address barriers that existed in the previous year.** | |
| **Barriers (Including the Specific Subgroup)** | | **Steps the School will Take to Overcome** |
| **Transportation for parents (FRL)** | | Look into transportation options for parents as needed. Change location of activity to a community center or alternate site. |
| **Language barrier (ELL)** | | Provide Spanish, Haitian-Creole and other language translation as needed. |
| **Education barrier (FRL, SWD, ELL)** | | Open House -preview of the grade level expectations for the year. Explain education terminology in a way that all are able to understand (i.e. Instead of just using the words fluency, fact family, etc.) we will accompany these terms with a definition and model strategies accordingly. |
| **Economically disadvantaged (FRL) Provide** | | Provide food during some evening events, free lunch for all students, Food Pantry, clothing closet, Thanksgiving food baskets, Holiday gifts and food. |

**School-Parent Compact**

|  |  |
| --- | --- |
| **13. Does the plan include:**  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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement? | **Provide a scanned copy with this document of the School-Parent Compact and evidence of parent, staff and community input in the development of the compact.** |

**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by

|  |
| --- |
| **5/1/2020** |

|  |
| --- |
| **7/1/2020-6/30/2021** |

This policy/plan was adopted by the school on and will be in effect for the period of .

|  |
| --- |
| **9/10/2020** |

The School will distribute this policy to all parents of participating Title I, Part A children on or before .

|  |  |
| --- | --- |
| **Signature of Authorized Personnel** |  |
| **Date** |  |

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years Parent and Family Engagement Plan if applicable.

The following documents can be submitted as evidence:

* Parent survey of previous year’s events and activities
* Any SAC and PTA artifacts where Title I/PFE topics were on the agenda
* Parent Feedback Summary of PFEP Evaluation
* Parent and Family Engagement Activities Tracking Form