**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.

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

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.

**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.

**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.

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| **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. |

**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.

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| **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. |

**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.

**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.

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Family Engagement Curriculum Nights | 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 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, Student gains on District and/or State Assessments |
| 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  |

**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.

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| **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.  |

**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.

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| **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. |

**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.

**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.

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| **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 will also be provided. Transportation and childcare assistance will be provided for literacy/curriculum nights.  |

**Parent-School Compact**

**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.

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| **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’lied 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. |

**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.

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| **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. |

**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).

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| **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 |