I, **Letitia Whitfield-Hart**, do hereby certify that all facts, figures, and representations made in this plan 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 with the parent involvement project. All records necessary to substantiate these requirements will be available for review by appropriate local, 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 8101 of the Elementary and Secondary Education as amended by Every Student Succeeds Act (ESSA);
* 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 [ESEA Section 1116];
* Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA Section 1116];
* 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 Parent and Family Engagement Plan and the joint development of the school wide program plan under [ESEA Section 1116]
* Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [ESEA Section 1116];
* If the plan for Title I, Part A, developed under [ESEA Section 1116] 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 [ESEA Section 1116];
* Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1116];
* 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 out of field [ESEA Section 1116]; 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 [ESEA Section 1116].

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| **Signature of Principal** | Date Signed |

**Mission Statement (Optional)**

How the parent and family engagement plan is a shared responsibility?

How the parent and family engagement will assist in providing high quality instruction for all learners?

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| **Response:** |
| **Response:** Our Vision: NEST: Nurturing and Educating Students for Tomorrow.  Within a nurturing, safe environment, Sebastian Elementary staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.   Our Mission: The Sebastian Elementary School mission is to provide a nurturing and safe environment committed to achieving excellence. At "The Nest" all students are challenged to reach their maximum potential by providing a solid foundation of skills, knowledge and values. This foundation will enable each student to become lifelong learners who are college and career ready. |

**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 [ESEA Section 1116].

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| **Response:**  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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].   |  | | --- | | **Response:** Sebastian Elementary 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 through:    Title I Annual Meetings  SAC Team  School Survey  PTA Meetings  Grade-level Parent Information Nights  Use of marquee  School Website and Online Calendar  School App  Principal and Teacher Newsletters  School Messenger    Sebastian Elementary, as a school wide Title I program, receives ongoing support and technical assistance(beginning in July) designed to assist them in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal and leadership team to review student achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to: State and regional parent involvement forums/conferences/TA meetings.  Coordination and technical assistance is provided via a variety of ways including on-site training, phone calls, emails, site visits, and staff development for staff.  Title I Program staff provide training and present parent involvement information at faculty meetings upon request.  The district Title I Office provides technical assistance and support to Sebastian regarding the development of their school-level PIP. The district Title I coordinator, project specialist, Title I resource teacher and parent involvement specialist meet with the Title I leadership team to review the PIP to ensure that all requirements of Section 1118 [34 CFR 200.30(e)] are met.   Title I staff review the agendas of school-level parent involvement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual Title I staff, when feasible, facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English, may participate fully in meaningful opportunities to become more involved in the education of their child.  Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist Sebastian as a Title I, Part A school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance is detailed below:  Technical assistance meetings are provided at Sebastian Elementary throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science, Florida Standards Assessments, ACCESS 2.0 and other local data and the development, implementation, and review of their Title I Parent Involvement Plan and SIP.  The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure NCLB parent involvement requirements for district and schools are met for the School Improvement Plan, Parent Involvement Plan, and School Parent Compacts.  The District Title I Team, in consultation and coordination with the school based leadership teams and the Professional Development Department, recommend district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for guest speakers and family involvement presentations upon request.  District staff provides the School Family Partnership and Cultural Competencies trainings for school staff members to enhance their abilities to engage families in the education of their child.  Sebastian's Title I Parent Involvement Plan ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education.   The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings and through this process is kept abreast of the most current research based findings and programs for family involvement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, the District Title I staff share information through informal means as well and are available (to schools) for consultation and assistance as requested.     Parents, parent involvement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement and strengthen student academic achievement.   The LEA shares information with Sebastian Elementary School regarding all available parent involvement/family engagement workshops and trainings as the information becomes available.  The school must submit to the Title I office each semester a Parent Involvement Activity Plan/Calendar. The Parent Involvement Plan serves as a school /parent activities tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Orientation, Open House, FSA Nights, Book Fairs, Family Nights focusing on Math, Science and/or Reading).   The Title I leadership team solicits recommendations, ideas and suggestions on parent involvement activities from parents and school staff throughout the school year.  The LEA and school site funds opportunities for guest speakers to provide parent involvement workshops and trainings, and to purchase researched based books and materials on parent Involvement for Title I Schools to support parent assistance with the curriculum (i.e. math manipulatives, bi-lingual materials, books, etc.).   The District Title I staff provides technical assistance in the effective use of a Parent Resource Room at Sebastian Elementary.  The Title I school social worker/parent specialist/student support specialist and other SES team members facilitate the access to community resources needed to support the engagement of families. Services include but are not limited to providing and assisting with uniforms, clothing, shoes, food, housing assistance, shelter, transportation, counseling and crisis intervention. | |

**Coordination and Integration with other federal programs**

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: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

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| **count** | **Program** | **Coordination** |
| 1 | Title II | Title II provides schools with supplemental funding to support the professional development needs of staff. Funds are used to support attendance at local and state conferences and pay for consultants related to strategies to support student achievement and facilitate effective family engagement opportunities. |
| 2 | Title III | Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education. |
| 3 | Title I Part C | Migrant staff will support family engagement by facilitating home-school communication, conducting parent involvement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement. |
| 4 | Title X | Homeless program staff work closely with the Title I Office to coordinate services for homeless students. Activities may include: coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students. |
| 5 | VPK | Title I Part A supplements the funding of the district's VPK program. The Title I and VPK office work together to coordinate appropriate early childhood programs and transition programs for pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers. |
| 6 | Adult Education | Adult Education services are communicated to parents, as needed. |
| 7 | The Learning Alliance | The Learning Alliance (TLA) support the District's Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade in 2018! The Learning Alliance initiated a "Moonshot Moment Book Drop Off/Book Mobile" Program to supply students who attend a Title I school appropriate books to support parents and students at home. The Learning Alliance assists parents in preparing their children to be "Ready for Kindergarten" and offers extended learning opportunities throughout the district. |
| 8 | Education Foundation | The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Through the generously of community partners such as Impact 100, Bank of America, The Community Foundation, The John's Community Service League, The John's Island Foundation, Motorola, AT&T, Toyota of Vero Beach, School District Education Foundation Matching Grant Program (from the Florida Legislature), Indian River Lawyers Auxiliary and a Business Partnership with Piper Aircraft, they have been able to help the Indian River School District achieve BIG Dreams. Some projects include: STEP into Kindergarten, Sneaker Exchange; School Supplies. |
| 9 | 21st Century | After school tutoring and enrichment that supports the school improvement plan in grades 1-5 in reading, math and science. |
| 10 | Mardy Fish Foundation | The Mardy Fish Foundation supplements after school sports programs, mainly cheering and dance, for all grades K-5. |
| 11 | Treasure Coast Food Bank | The Treasure Coast Food Bank provides food (weekend backpacks) for homeless and at-risk families. |

**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 (school wide or targeted assistance), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

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| **Number**  **of**  **Activities** | **Activity** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Kindergarten Parent Meeting | Principal and AP | July 2017 | Parent Survey |
| 2 | Orientation Title One Meeting | Principal and AP | August 2017 | Parent Survey  Results |
| 3 | Plan meeting with Title I Leadership Team and SAC | Karen Malits, School Administration, Krista Sadlers, Katy Bartolini | August 2017 | agenda/sign-in  sheet |
| 4 | Send information flyers home | Sharon Miles-Brown | August 2017 | Flyer |

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| **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 [ESEA Section 1116].  **Response:** PTA and SAC meetings occur at times that allow the greatest opportunity for parents to attend. This is revisited on a yearly basis. Teachers are also available before and after school by appointment when school is in session.   The school principal conducts home visits and conferences to meet with parents in order to overcome transportation barriers, collect parental input on how the school can best support students, and to develop personal relationships with new and returning families.  Food and child care may be provided for Parent Training and Information Nights.  Parents are invited to come for special activities during the school day.   Title I program staff work with parents and teachers to coordinate and provide flexibility in the scheduling of conferences (child care, home visits, heritage language assistance). |

**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 [ESEA Section 1116]. 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 [ESEA Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

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| **Number of Activity** | **Activity** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | District Title I Annual Meeting | Karen Malits, Krista Sadlers, School Administrators | August | open communication with parents |
| 2 | School-based Title I Annual Meeting | Karen Malits, Krista Sadlers, School Administrators | August | input from parents |
| 3 | Orientation | Principal | August | Parents more comfortable in school |
| 4 | Back to School Open House | Administration and Staff | August | Parents are prepared to work with their children |
| 5 | SAC/PTA Meetings | Principal/Katy Bartolini | Ongoing | Administration and parents working together |
| 6 | Parent Teacher Conferences | All staff | September, February | Academic improvement of students |
| 7 | Parent Involvement Activities Calendar | Principal, Krista Sadlers | By semester | Increase numbers of parents attending events |
| 8 | Field Trip Training | Principal | Fall/Spring | Attendance & participation |
| 9 | Academic Nights (reading, math & science) | Resource and classroom teachers | 3x per year | Academic improvement of students |
| 10 | 21st Century Saturday Field Trips | 21st Century staff | 1 Saturday per month | Attendance & participation |
| 11 | Walk to School/Bike to School Days | Paula Essig | Ongoing | Academic and behavior improvement |
| 12 | PTA Family Nights | PTA | 4x per year | Attendance & participation |
| 13 | Science Fair | Principal | December | Attendance & participation |
| 14 | Summer Program Take Home Materials | Karen Malits | May | Improved academic performance |
| 15 | Kindergarten Camp | Katy Bartolini | August | Families feeling more familiar and comfortable with school setting |
| 16 | Volunteer Orientation | Chadwick Bacon | Fall | Participation in volunteering through-out the school |
| 17 | Take Dads to School | Principal | September | Open communication with parents |

**Staff Development**

Describe 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.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in how to reach out to, communicate with, and work with families as equal partners.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs and in building ties between parent/ families and the school. [ESEA Section 1116]

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| **Number**  **of**  **Activities** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | CHAMPS Implementation School Wide | Principal and FDRLS Team | Training provided for teachers and parents on behavior modifications | Year Long | Decrease in Student behavior issues |
| **Number of Activities** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 2 | School-Family Partnership | Principal | Teachers work with parents meaningfully | September | PD Roster, Administrator Walkthrough Data |
| 3 | Consultations with teachers | School Leadership Team | Training to provide strategies for working with parents | Throughout the school year | Parents feeling more comfortable in school setting; Parent surveys |
| 4 | Cultural Competencies | Principal | Teachers work with parents meaningfully and increase cultural awareness | Throughout the school year | Parents feeling more comfortable in school setting; Parent Surveys |

**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 child(ren ).

[ESEA Section 1116].

**Response:**

* The 21st Century Program builds capacity for parents in their abilities to fully participate in the education of their children.
* Parent Resource Center/Parent Supplemental Materials:

District Social Workers and/or Parent Specialist provides additional home-school parent resources.

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**Communication**  
  
Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

* Timely information about the Title I programs [ESEA Section 1116];
* 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 [ESEA Section 1116];
* 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 [ESEA Section 1116]; and
* If the school wide program plan under [ESEA Section 1116] 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 [ESEA Section 1116].

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| **Response:** |
| * **Weekly ROBO Calls from Principal with upcoming events and happenings at school** * **Monthly Principal Newsletters** * **Sebastian Elementary Facebook Page for Parents with events and happenings at the school** * **Principal and Sebastian Elementary TWITTER pages with events.** * **Tuesday Folders** * **Updated Marquee in Front of School** * **School Website and Calendar** * **District Calendar\*** * **21st Century Family Nights** * **Title One Annual Meeting** * **SAC meetings** * **PTA Meetings** * **Conference Nights with teachers and Administration** * **Principal Home Visits** |

**Accessibility**  
  
Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. 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 [ESEA Section 1116].

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| **Response:**   **Response:** The Parent Involvement Plan (PIP) is discussed and distributed during the Annual Title I Meeting and other parent informational meetings to parents of Sebastian students. Parents are notified of the availability of the PIP via School Messenger, parent meetings and school newsletter. Parents requesting the Plan in Spanish will receive that support. The Parent Involvement Plans are distributed and made available via hard copy and on the district and school's website. The SDIRC website has the capability to toggle between English and other languages.   All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages. All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities. The district's Title I Parent Specialist, Title I Social Workers, and Project Specialist are also bilingual and facilitate communication between the home and the school.   The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Title I Coordinator and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.  The district also works collaboratively with the Exceptional Student Education department to ensure that parents may fully benefit from the parent involvement activities. |
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**Discretionary Activities (Optional)**  
  
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:

X Not Applicable

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
|  | **THIS SECTION IS OPTIONAL** |  |  |  |  |
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**Attach Evidence of Input from Parents**

**ploaded in Title ONE CANVAS COURSE**

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**Attach Parent-School Compact**  
  
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 1116.   
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**Attach Evidence of Parent Involvement in Development of Parent-School Compact**

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 1116.

**Uploaded in Title ONE CANVAS COURSE**

**Evaluation of the previous year’s Parent Involvement 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 [ESEA Section 1116]. 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 | Math Nights | 2 | 20 | Increased math Achievement for students |
| 2 | Reading Nights | 2 | 20 | Increased Reading 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 [ESEA Section 1116].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Cultural Competencies | 1 | All teachers (29) | Increase in student achievement due to cultural sensitivity training. |
| 2 | Cultural Competencies | 1 | SAC parents (12) | Increase in student achievement due to cultural sensitivity training |

**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 an migratory children) [ESEA Section 1116].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | **Limited number of African Mercian parents attended meetings** | **Principal will work on providing transportation for parents for Family Night events**. |
| 2 |  |  |

**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).

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| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | **THIS SECTION IS OPTIONAL**  **IF COMPLETED, ADD ROWS AS NEEDED** |  |