

**Sallye B. Mathis Elementary Title I, Part A Parent and Family Engagement Plan 2017-2018**

School Name

I, Kathleen Adkins, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Engage parents and family, 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 policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent and family 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 and family 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 and family 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)].



January 8, 2018

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**Signature of Principal**

**Date Signed**

## Involvement of Family

How the school involves the parents and families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used? [ESEA Section 1116]

Sallye B. Mathis Elementary stakeholders (including parents and community partners) will be invited to an annual Title I meeting to discuss current Title I guidelines. Parents and stakeholders will also participate in a developmental meeting at the beginning of the year to add input and aid in planning the Parent and Family Engagement plan for 2017-2018. During the developmental meetings parents will discuss possible barriers and solutions for parental involvement and add input to how Title I funds will be used to support student achievement. Parent workshops and meetings will be offered at flexible times throughout the school year to keep parents well informed to student achievement. Parents will be notified of the meetings and translation will be provided according to needs. The workshops and meetings will be used to support academic programs, give input on policy and school improvement, address the school needs assessment and provide ideas to promote education in the home.

## Coordination and Integration with Other Programs

How the school coordinates and integrates Parent and Family Engagement programs and activities with other Programs?

Choose all that apply	Program	Coordination
<input type="checkbox"/>	IDEA (Students with Disabilities)	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input checked="" type="checkbox"/>	VPK	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input checked="" type="checkbox"/>	Title I, Part D	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.

<input type="checkbox"/>	Title IX, Part A	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	Supplemental Academic Instruction (SAI)	This “super categorical” is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input checked="" type="checkbox"/>	Violence Prevention Programs	Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, target youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered “primary prevention”. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	Title II	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school.
<input checked="" type="checkbox"/>	Parent Academy	Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year.

How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116]

In order to educate parents of VPK students and provide them with strategies to work with their students at home; parents will be invited to literacy night and math night. During literacy night, the VPK teachers will provide parents with hands on activities that can be used to help their students master letter recognition. Parents will be given the opportunity to create and take reading centers using resources from FCRR. Teachers will also conduct parent conferences and share the individual results of the PreK BDI assessments and instructional strategies to use with students at home.

Sallye B. Mathis Elementary will collaborate with parents, students, and outside agencies to provide resources for at risk students. This will include teachers make referrals for at risk students to Full Services to pair families with outside agencies to meet the mental, social, and physical needs of students. Sallye B. Mathis also has an onsite psychologist who will provide therapeutic services to at risk students. Teachers will identify students at risk using data from classroom observations, report cards, attendance, discipline, RTI, and local/state assessments. Based on the data, the teachers will make a referral for services and the school psychologist will follow up with families. Parents will be informed of resources offered by Full Services and the school's psychologist during monthly parent nights, parent conferences, and annual Title I meetings.

Sallye B. Mathis Elementary will also provide tutoring services to supplement instruction. Tutoring will be offered in the morning and afternoons. During the morning sessions, students will be provided additional opportunities for blended learning. Students will receive remediation in reading, math, and science through Penda, Iready, Achieve 3000, and IXL. During afternoon tutoring sessions, students will receive explicit instruction from a certified teachers. Sallye B. Mathis will also purchase interactive learning tablets that will be available for parents to check out and use with their students at home.

Lastly Sallye B. Mathis Elementary will offer Parent Academies in the evening to provide parents information on resources and strategies available to help meet the emotional, academic, mental, and physical needs of students and families.

Sallye B. Mathis Elementary, A STEM School, understands that parents work both during the week and/or on weekends. All meetings will be provided at flexible times in the evenings that do not conflict with the nearby high school and middle school. Our Annual Meeting for parents of participating children will be offered before our regular Open House in September. Parents that could not attend this date are invited to set up an appointment with the Assistant Principal to receive any needed information. Administration will work with the Parent Involvement Team to create a flexible schedule to ensure that parents can come to the school to pick up materials and/or meet with the parent facilitator. The Assistant Principal will maintain records of parent participation. The schedule may be modified as needed based on parents' participation.

## Annual Family Meeting

A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?

Sallye B. Mathis Elementary will provide parents with a formal meeting at the beginning of the school year to share with parents the school's Title I Program. During the meeting, parents will be informed of the school's current data and goals for the current school year. Parents will also be provided with a brochure that provides an school's current data, goals, and the school's Title I Program.

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Advertise/publicize Annual Parent Meeting through flyers, Parent Link, marquee, etc.	Administration	08/20/17 - 09/07/17	Flyer with date(s) of distribution, Parent Link script, posted on school marquee for one week
2	Develop agenda and handouts for Title I presentation	Kathleen Adkins, Principal	09/08/17	Agenda, Printed copy of PowerPoint

	addressing the Annual Title I Meeting			
3	Prepare sign-in sheets (including parent/guardian name, student name, phone, email)	Jaime Johnson, Assistant Principal	09/08/17	Sign-in sheets
4	Conduct Title I meeting on Title I programs, funds, and resources	Administration	09/08/17	Agenda, Printed copy of PowerPoint
5	Advertise/publicize Midyear Stakeholders Meeting through flyers, Parent Link, marquee, etc.	Administration	01/04/18 - 02/04/18	Flyer with date(s) of distribution, Parent Link script, posted on school marquee for one week
6	Develop agenda and handouts for Title I presentation addressing the Midyear Stakeholders Meeting	Kathleen Adkins, Principal	02/01/18	Agenda, Printed copy of PowerPoint
7	Prepare sign-in sheets (including parent/guardian name, student name, phone, email)	Jaime Johnson, Assistant Principal	02/01/18	Sign-in sheets
8	Conduct Midyear Stakeholders Meeting to discuss Title I programs, State Testing, School Grade, etc.	Kathleen Adkins, Principal	02/06/18	Agenda, Printed copy of PowerPoint
9	Maintain Title I documentation	Jaime Johnson, Assistant Principal	August 2017 - June 2018	Title I documentation box housed in the Assistant Principal's office. Documentation will be shared with Title I specialist for monitoring purposes.

A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?

Sallye B. Mathis Elementary is a Title I school and implements and school-wide Title I / Parental Engagement Plan. Funds provided through Title 1 pay for services and programs for students to raise student achievement such as instructional positions, part- time tutors, and instructional materials for students, parent, and teachers, as well as educational field trips. All services and programs will help raise overall student achievement at Sallye B. Mathis.

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?

Title I law requires that all Title I schools and families work together. Parents will be provided a brochure at the beginning of the year to inform them of all services and resources offered as a Title I School. The brochures will be readily available to current and potential parents throughout the entire school year in the front office.

Parental involvement is required in the development, implementation, and review of the Parent Engagement. Parent meetings will be held three times a year (September, January, and May). During the meetings, parents will be updated regarding the school's progress towards AYP and progress towards goals in the school improvement plan (increase reading and mathematics proficiency by 10% for grades 3<sup>rd</sup>- 5<sup>th</sup>, and increase 5<sup>th</sup> grade science proficiency by 10%).

Parents will also be informed of the school choice options through an invitation to the district's annual School Choice Expo. School tours will be available during recruitment season to allow parents the opportunity to visit the campus and see the learning that takes place daily. The Parents of 5<sup>th</sup> grade students will be informed of application processes and deadlines for school choice and magnet options.

Parents will receive formal notice via PowerPoint and brochure of their rights at the annual meeting held during the beginning of the year and the midyear stakeholder meeting. Parents will also receive a letter outlining their rights to know.

### **Flexible Family Meetings**

How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.

- AM Sessions at different times
- PM Sessions at different times
- AM & PM Sessions (Meetings offered at different times on the same day, same content)

How will the school provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement?

If needed, Title funds will be used to provide transportation to the district's annual reading celebration.

### **Building Capacity**

How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)

The school will conduct a developmental meeting to get input from parents about planning and offering parental engagement opportunities. During the developmental meeting parents noted that they often struggle with teaching content at home because they are unaware of the strategies that teachers use in the classrooms and the vocabulary used. To address this concern during parent nights, teachers and instructional coaches will share and teach parents explicit strategies to use at home to help students in reading, math and science.

During the developmental meeting, parents also noted that in previous years, parent events at Sallye B. Mathis conflicted with events at the nearby middle school and high school. To prevent conflicting events between the nearby high school and middle school, Sallye B. Mathis will coordinate with the high school and middle school when scheduling events.

How will the school implement activities that will build relationship with the community to improve student achievement?

The school will implement activities that will build relationships with the community to improve student achievement by offering several parent engagement nights through the school year. During the parent engagement nights, parents will receive information regarding their students’ curriculum, academic progress, and specific strategies that can be used to help their child learn at home. The school will also host annual meetings to inform the parents and community the school’s current progress in terms of meeting the school goals.

How the school will provide materials and trainings to assist parents or families to work with their child(ren)?

During quarterly parent nights, parents will be given the opportunity to learn about the curriculum (math, science, and reading) their student is learning per grade level by teachers. Teachers will provide parents with specific strategies that can be used with students at home. During the parent nights, teachers will also provide parents with “make- and take” activities for reading and math that can be used immediately with students at home.

Parents will be allowed to check on instructional materials, such as interactive learning tablets from the parent resource center.

How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]

In addition to quarterly parent nights, parents will be invited to data nights to stay up to date with their students academics and progress. During data nights, teachers will provide parents with student’s progress towards mastery of state standards. Data reviewed with parents will include, but not limited to, baseline assessment, iReady and Achieve 3000 data, district progress monitoring assessments, teacher made assessments, and informal assessments.

Other engagement opportunities will include inviting parents to for school related events such as being a guest reader for a class, participating in Muffin with Moms and Donuts with Dads, volunteering for school play day, and student performances.

**Parent and Family Engagements Events:**

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>

1	Literacy Parent Night	Reading Coach	<p>During literacy night, parents will have the opportunity to create literacy centers using resources from FRCC that can be used with students at home. Parents will also be provided with question stems and graphic organizers that can be used with students to increase reading comprehension. Parents will have the opportunity to explore Iready Reading and Achieve 3000 to become familiar with blended learning that the district offers to improve reading. Increase reading overall reading achievement for students</p>	October 2017	<p>Increased reading proficiency for 3<sup>rd</sup>-5<sup>th</sup> grade students on FSA. Increased percentage of student reading at or above grade level in k-2<sup>nd</sup> based on iready end of year assessment in the spring. Completion and input from parent surveys about effectiveness of event.</p>
2	Data and Donuts	Instructional Coaches, Classroom teachers, administration	<p>During data and donuts, parents will be provided with a detailed report from Iready informing them of their child's current progress. The report will also outline academic strengths and weaknesses in reading and math.</p>	November 2017	<p>Increased reading/math proficiency for 3<sup>rd</sup>-5<sup>th</sup> grade students on FSA. Increased percentage of students performing at or above grade level on the science end of course assessments and 5<sup>th</sup> Science State Assessment. Completion and input</p>

			<p>Parents also be provided specific strategies on the parent report to meet the individual needs of their student in reading and math. Parents of student in 5<sup>th</sup> grade will receive an additional report from Penda informing them of their child's current progress and specific strategies to use at home to improve areas of concerns.</p>		<p>from parent surveys about effectiveness of event.</p>
3	Science Parent Night	Science Specialist, Classroom Teachers	<p>During science night, parents will be provided with hand- on activities and labs that can be done at home to improve the student's understanding of the Scientific Process (Nature of science). Through these at home labs parents and students will go through the scientific process to investigate the world around them. Increase overall science achievement for 5<sup>th</sup> grade science on state exam. Increase overall student</p>	December 2017	<p>Increased percentage of students performing at or above grade level on the science end of course assessments and 5<sup>th</sup> Science State Assessment. Completion and input from parent surveys about effectiveness of event.</p>

			achievement for students on end of year district science assessments		
4	Math Parent Night	Math Coach, Classroom teacher	During math night, parents will have the opportunity to create at math centers that can be used with students at home. Parents will also be learn how to used specific math strategies that can used to assist their students at home. These strategies will include tape diagrams, number bonds, place value charts, and area models. Increase reading overall math achievement for students	January 2018	Increased math proficiency for 3 <sup>rd</sup> -5 <sup>th</sup> grade students on FSA. Increased percentage of student performing math at or above grade level in k-2 <sup>nd</sup> based on iready end of year assessment in the spring. Completion and input from parent surveys about effectiveness of event.
5	Writing Parent Night	ELA Coach and Classroom teacher	During writing night, parents will become familiar with the rubric used to assess student writing. Parents will also analyze a sample paper to identify elements of model paper and provided specific strategies to use with students at home. Increase reading overall reading	February 2018	Increased writing/reading proficiency for 3 <sup>rd</sup> -5 <sup>th</sup> grade students on FSA. Completion and input from parent surveys about effectiveness of event.

			achievement for students		
6	FSA Data Parent Night	Instructional Coaches, Administration, and Classroom teacher	During FSA data night, parents will be provided specific information about their child's performance on previous assessments and anticipated goals. Parents will also have the opportunity to navigate through the FSA portal to become familiar with the Practice test and sample questions that their students are expected to answer. The parents will be able to access the FSA Portal at home and provide their student with additional opportunities to complete the FSA practice test. Increase reading overall student achievement for students in reading, math, and science.	March 2018	Increased reading/math proficiency for 3 <sup>rd</sup> -5 <sup>th</sup> grade students on FSA. Increased percentage of students performing at or above grade level on the science end of course assessments and 5 <sup>th</sup> Science State Assessment. Completion and input from parent surveys about effectiveness of event.
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**Other School wide Activities:**

How other activities such as the family resource center, the school will conduct encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

<u>Count</u>	<u>Name of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1					
2					
3					
4					
5					
6					
7					

### **Staff Development**

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on the assistance of parents and families and in the value of their contributions.

<u>Count</u>	<u>Content and Type of Activity</u>	<u>Person Responsible</u>	<u>Anticipated Impact on Student Achievement</u>	<u>Timeline</u>	<u>Evidence of Effectiveness</u>
1	Staff training to increase parental engagement and teacher- parent collaboration, as well as ways to create opportunities to engage parents/community.	Jaime Johnson, Assistant Principal	Student achievement will increase as a result of parents and teachers working collaboratively to make sure the student is making progress.	August 2017-May 2018	Sign In Sheets, Agenda, teacher evaluations
1	ALERT Training	Edith Smith Guidance Counselor	Provide teachers with early signs for identifying students in need of intervention and counseling as a first responder. Provide teachers with steps to properly inform parents when the teach has to act as a first responder.	August 2017-May 2018	Sign In Sheets, Agenda, teacher evaluations

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

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Staff training to increase parental engagement and teacher- parent collaboration, as well as ways to create opportunities to engage parents/community.	Jaime Johnson, Assistant Principal	Student achievement will increase as a result of parents and teachers working collaboratively to make sure the student is making progress.	August 2017-May 2018	Sign In Sheets, Agenda, teacher evaluations, handouts
1	Progress Monitoring Plan	Jaime Johnson, Assistant Principal Edith Smith, Guidance Counselor	Provide teachers with the steps for creating a PMP for students who have been identified as at risk for retention. Inform teachers of steps for scheduling conferences with parents to explain the plan and strategies parents can use with students at home.	August 2017- May 2018	Sign in Sheets, Agenda, teacher evaluations, Handouts
1	RTI	Edith Smith, Guidance Counselor	The purpose of this training is to provide teachers with explicit directions and strategies for collecting data of interventions used for Tier 2 and Tier 3 students. This training will increase teacher knowledge of the RTI process in order to successfully inform parents of interventions used and documented for students who are performing below grade level.	August 2017-May 2018	Sign In Sheets, Agenda, teacher evaluations

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

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Staff training to increase parental engagement and teacher- parent collaboration, as well as ways to create opportunities to engage parents/community.	Jaime Johnson, Assistant Principal	Student achievement will increase as a result of parents and teachers working collaboratively to make sure the student is making progress.	August 2017-May 2018	Sign In Sheets, Agenda, teacher evaluations
1	Wraparound Services	IMPACT TEAM Administration	Faculty and staff will be provided training about wraparound services that are available to students and parents in needs. Knowledge of these resources will support students and family with mental, health, and social services.	August 2017-May 2018	Sign In Sheets, Agenda, teacher evaluations
1	Diversity Training	Teach for America	Faculty and Staff will be provided with cultural diversity training at to learn strategies for collaborating with parents and students of various backgrounds.	August 2017- May 2018	Sign In Sheets Agendas, ppt

### **Communication**

How the school will provide timely information about the Title I program and activities?

Each month parents will receive a calendar of events to include any Title I events. Parents will be receive a flyer at least 2 weeks before a Title I event is held. A flyer, automated phone call, and text message will be sent home to parent the week of the event. Lastly, an automated phone call will be sent to parents the day of the event. Events will be posted on the school's marquee.

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?

Parents will be provided a copy of the parent handbook, which includes detailed information of ways to help their child be successful throughout the school year. Upon the conclusion of the meeting, parents will be invited to visit their child's classroom, meet staff, and sign up for additional resources during Open House.

During monthly parent nights, parents will be informed of curriculum covered each nine weeks. Parents will have the opportunity to engage in various types of learning tasks students are expected to perform. Parents will also be provided with resources available online as well as items available to be checked out from the parent resources room.

Parents will also be invited out to regular Data Nights. During data nights, teachers will update parents about their child's academic progress and how their student is performing towards mastery of state standards.

All of the aforementioned information will also be provided to parents during parent conferences held throughout the year.

How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)?

During classroom visits at Open House, teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help students at home. The same information will be provided to students in the back- to school packets distributed for all parents unable to attend. Teachers will maintain sign in sheets and provide a copy to the Assistant Principal who will also maintain documentation on the dissemination of information, distribution methods, and timelines.

Throughout the school year, parent conferences will be held to keep parents informed of their child's progress and strategies they can use at home to assist their child. Additionally, monthly parent night will provide parents an overview of the curriculum, specific strategies, and resources available through the parent resource center.

Parents will also be given opportunity to provide the school with feedback and input through completion of parent surveys at the end of each parent night or Title 1 events. SAC meetings will also provide parents the opportunity to add input and strategies to improve the overall school.

How the school will submit parents' and families' comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]

Information provided through surveys completed at the end of Title I events will be turned in prior to parents leaving events. Information from the surveys will be used to improve future Title I events. Additionally, a sample of the surveys will be submitted to LEA through Title I Digital Compliance.

As Title I Parent Programs are planned and delivered, notification will be sent to parents via flyers, the school's automated voice messaging system, postings on the school's marquee, social media, monthly calendar of events, and text messages using REMIND. Two notification periods will take place, at least 2 weeks prior to the event happening and the same week as the event. The school will monitor the effectiveness of the notification process through an evaluation method at the end of each parent event addressing the method in which each parent was notified.

## **Accessibility**

A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?

Sallye B. Mathis Elementary will make sure than all Title I workshop titles and times are distributes via flyers to students in grades K- 5<sup>th</sup>, as well as sending out automated phone calls. We will post larger posters with information at dismissal and arrival locations around the school for parents to see. Each grade level will also produce a newsletter weekly or monthly informing parents when meetings and workshops will be held for each month. The school will also distribute monthly calendars will all school related events to include parent nights and parent workshops. For families at the school who may speak another language other than English, we will take necessary steps to provide copies of literature in their native language and a separate automated phone call in their native language as well.

Parent meetings and programs will be offered at flexible times to include evenings and days/times that do not conflict with events held at the nearby middle school and high school. Parent meetings and programs will be held at the school, to include large gathering places like the media center or cafeteria

A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?

Sallye B. Mathis Elementary will ensure that all learning styles are take into consideration when presenting a parental involvements workshop. All workshops will be visual, auditory, and hands- on to help all parent stay engaged in the material being presented. The presenter will be responsible for making sure that all materials are in an easy to understand format that allows participants to comprehend its components. Each part of the plan will allow participants to ask follow up questions for clarification or set up appointment with the present and/or the Assistant Principal, to get further understanding later. Translations will be provided to parents upon request.

## **Barriers**

A description of the barriers that hindered participation by parents during the previous school year?

Based on the developmental meeting held with parents at the beginning of the school year, parents mentioned that conflicting events and times between the surrounding high school and middle school affected their participation at the elementary level. Parents shared concerns that having students at both the elementary and secondary level is challenging because both schools planned events at the same time.

Parents also noted that most parents are only involved in fun activities such as student performances, field trips, award ceremonies, and play day. The parents noted that there is limited interest of parents wanting to participate in academically related functions.

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116]

Steps the school will take to address the barriers mentioned by the parent include collaborating with the Jean Ribault High School and Middle School to make sure that events are not schedule on the same night. The school will also work with teachers and the music teacher to include student performances at parent nights as well. By allowing student to perform will entice more parents to attend parent nights.