

## Richard L. Sanders School

---

### Parent and Family Engagement Plan

I, Heidi E. D'Ambrosio, 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;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school 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 [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(I)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

---

Signature of Principal or Designee

Date Signed

## Mission Statement

**Response:** The mission of Richard L. Sanders is that all students will master the academic, behavioral, and affective skills necessary to grow into successful adults preparing them for college, career, and life.

## Engagement 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 parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Richard L. Sanders School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

## Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	Principal and Assistant Principal	August 2020	Title I audit box housed in Eagle's Nest in the front office at the Title 1 Parent Station
2	Maintain Documentation Electronically in the Audit Box	Social Worker	August 2020	Documentation will be uploaded to electronic audit box
3	Annual Title I Parent Meeting	Assistant Principal	August 2020	Agendas and sign-in sheets
4	Create sign-in sheets	Office clerk	August 2020	Sign-in sheets for meeting and individual classrooms
5	Advertise/publicize event	Principal/ Office Clerk	August 2020	School Messenger messages and posting on school website
6	Develop and disseminate invitations	Office clerk	August 2020	Flyer with date of dissemination and posting on school website
7	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August 2020	Copies of agendas, PowerPoint presentation, and handouts

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Response:** Richard L. Sanders School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year.

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
-------	------------------------------	--------------------	---	----------	---------------------------

1	Curriculum/Open House/ Annual Title I Meeting	Principal and Assistant Principal	Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	August 27, 2019	Sign-in sheets, handouts, agendas, and presentation materials
2	Literacy and Art Walk	Principal and Assistant Principal	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FSA gains.	December 2019	Sign-in sheets, handouts, agendas, and presentation materials
3	Curriculum and the Arts Showcase	Principal and Assistant Principal	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% gains on FSA Reading and Math.	February 2020	Sign-in sheets, handouts, agendas, and presentation materials
4	Parent-Principal Round Table Meeting	Principal	Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest student achievement, making learning gains in math and ELA.	September SAC meeting	Sign-in sheets and handouts
5	SAC – School Advisory Council	Principal	Provide background knowledge on student population, collaborate on school wide routines and processes	September 2019	Teacher /Administration observations and meetings, Feedback from Surveys

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and count	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
-------------------	------------------	--------------------	---	----------	---------------------------

1	Ongoing PLC	Principal, Assistant Principal	Improve the ability of staff to work effectively with parents. Increase ELA and Math gains	August 2020- May 2021	Conference agenda and other appropriate documentation as required – Evidence of Data Review
2	Cross Content Parent Out Reach	Principal, Assistant Principals, Team Leaders, teachers	Work within cross content teams to identify students strengths and areas of support and reach out to parents to work with them to support their children throughout the year	August 2020- May 2021	Parent Conference Logs or Parent Log in Focus, IEP Meetings Monthly Student Achievement Programs
3	Restorative Practices	RP Trainer	building relationships and repairing harm – students learn to work cooperatively together and problem solve through conflict	August 2020- May 2021	Increased positive behaviors evidenced by observation, daily point sheets, and the number of students earning a Level 2 or Level 3 on the Level System.
4	All Staff PLC	Principal and Assistant Principal	Learned more about our student demographics, and writing lesson plans aligned to the Florida Standards. Standards based lesson planning increases the rigor in classrooms and enables teachers to match instruction to the correct depth of knowledge in the standard	August 2020- May 2021	Increase student learning gains in ELA and Math – Data demonstrating growth throughout the school year on assessments.
5	Data Chats by Level and Schoolwide	Principal and Assistant Principal	Understanding where are students are currently performing and what they need to learn to make gains helps us identify specific strategies to ensure student success and differentiate instruction	August 2020- May 2021	Increase student learning gains in ELA and Math – Data demonstrating growth throughout the school year on assessments.
6	Equity Modules	Equity Champion	Increase student achievement in an equity/student centered classroom.	September 2020-May 2021	Training sign In Sheets
7	Trauma Trainings	Prevention Department and Administration	Increase awareness and ways to supports students of trauma	August 2020- May 2021	Training sign in sheets, changes in practice

8	CHAMPs Training	Principal	Increase in prosocial behaviors, common language across the school	August 2020-September 2020	Training sign in sheets, common language posted across the school for example Guidelines for Success.
---	-----------------	-----------	--	----------------------------	---

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

**Response:** Richard L. Sanders School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication.

## Communication

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

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- 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 [Section 1118(c)(4)(B)];
- 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 [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) 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 [Section 1118(c)(5)].

**Response:** Richard L. Sanders School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Open House / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided a response form to provide input or to ask questions. Questions will be answered at the end of the meeting and if needed the principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I

office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

## **Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** Richard L. Sanders School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

## **Discretionary Activities**

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

Not Applicable

---

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

Upload evidence of parent input in the development of the plan

## **Upload Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at school site.

## **Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how

parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

## Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Curriculum/Back-2-School Night Annual Title I Meeting	1	40	Parents understand what it is to be a Title I school, where to find important information and how to get involved – the more we are able to collaborate with our families the more successful our students will be academically and behaviorally.
2	Literacy and Art Walk	1	50	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FSA gains.
3	Curriculum and the Arts Showcase	1	50	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support learning gains on FSA ELA and Math.
4	Parent-Principal Round Table Meeting	1	5	Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest student achievement, making learning gains in math and ELA.

## Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
-------	------------------------------	----------------------	------------------------	---



1	Ongoing PLC's to include data reviews	36	29	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.
2	Restorative Practices	1	51	Led by RP Trainer – building relationships and repairing harm – students learn to work cooperatively together and problem solve through conflict
3	All Staff PLC	8	29	Led by the principal with support from AP, staff collaborated on the Marzano Evaluation, learned more about our student demographics, and writing lesson plans aligned to the Florida Standards. Alignment with standards increases the rigor in classrooms and enables teachers to match instruction to the correct depth of knowledge in the standard
4	Cross Content PLCs	36	29	Work within cross content teams to identify student's strengths and areas of support and reach out to parents to work with them to support their children throughout the year.
5	Data Chats by Level and Schoolwide	12 (1x per month)	29	Increase student learning gains in ELA and Math – Data demonstrating growth throughout the school year on assessments.
6	Equity Module	1	25	Shift in mindset and change in practices in the classroom.

**Review Rubric:**

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

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent involvement at Title I Events (African American, economically disadvantage)	Offer alternate meeting times in the morning periodically throughout the year
2	Unable to contact parents/multiple calls from several teachers in one day(African American, economically disadvantage)	Work with Social Workers and Behavioral team to make home visits and provide parents various ways

		(email or text) to reach the school if phone calls are not easily accessible.
3	Parents unable to get information on what is happening in their child's classes (economically disadvantage)	Monthly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to contact parents via the phone.