


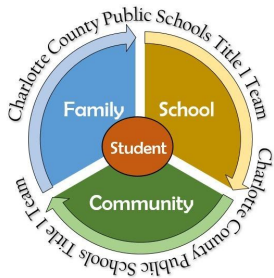
# SCHOOL IMPROVEMENT AND PARENT & FAMILY ENGAGEMENT PLAN

2020-2021

## SALLIE JONES ELEMENTARY SCHOOL

APPROVAL DATE: 10-01-2020	MID YEAR REVIEW DATE:	END OF YEAR REVIEW DATE:
		

----- TITLE I TEAM USE ONLY -----



## INSTRUCTIONS

Many Family Engagement plans will have to be adjusted during this school year due to COVID-19 procedures and social distancing. These changes will most likely rely heavily on virtual presentations. This will not eliminate the need for documentation (flyers, sign-in sheets, presentation evaluations, agenda and minutes). Please remember this when planning and implementing your meetings, presentations, and events.

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to Google Doc.



## DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Explain how your school PFEP and Compact will be shared with families, staff, and community. Remember to include electronic sharing and hard copy sharing strategies.

Sallie Jones Elementary will share the PFEP during the virtual SAC meeting on September 29, 2020 at 7:30am. After the meeting, minutes will be emailed to each member whether they attended or not. A copy of the plan & overview presentation will be posted to the school webpage. Where to access the plan will be announced on a school-wide parent call as well as in our parent newsletter. The compact will be reviewed during virtual parent/teacher conferences and stored in the student's leadership notebooks. A copy of the compact is available on the school's website and advertised through phone calls, newsletters, and on-line communication.

## OUR SCHOOL DEFINITION OF FAMILY ENGAGEMENT

How does your school define Family Engagement?

At Sallie Jones, our families are invited to be involved in creating, implementing, and being a part of the school's culture and academic achievements of all our students. We believe that parents, staff, and community members should work in coordination to pool resources and ideas for the benefit of student success.

## INVOLVEMENT OF PARENTS

- ❑ The school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

Evidence of involving parents and families in planning, reviewing and improvement of Title I programs, including involvement in *decision making* of how funds for Title I will be used.

Sallie Jones involves families by inviting them to be on the Parent Involvement Committee that helps to develop and review the PFEP. The SAC members will meet virtually to provide input on both the Parent & Family Engagement Plan (PFEP) as well as the Student Improvement Plan (SIP). At that time, members will make revisions and approve the plans. PTO will also meet virtually to plan how and when events will happen this year.

Mid year PFEP Committee members will review the plan and make adjustments for going forward. At the end of the year, the PFEP committee members will attend a county-wide meeting to review implementation of the current plan and create a new plan for the next school year.

## COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

- A. The school will coordinate and integrate parent and family engagement programs and activities.
- B. The school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

Program	Coordination
Title IX	Homeless Coalition- The District Homeless coordinator and the school's Social Worker implement the program
Title I	The team plans yearly purchase of consumables and the AFA's Family Reading Experience expenditures
Title III	ELL - The school's Guidance Counselor assists with foreign language dictionaries and the translation program used for communication
Federal Lunch Program	A free nutritional breakfast and lunch is provided for every student K-5.
Pre K Program	The school's Speech and Language Pathologist provides before school services to students' identified with speech and/or language needs.

## ANNUAL PARENT MEETING (this is NO LONGER just Open House) and COMMUNICATION

The school will provide timely information about the Title I programs.

- A. Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program.
- B. Description and explanation of
  - a. Curriculum used at the school
  - b. Forms of academic assessment used to measure student progress
  - c. Achievement levels of the Florida State Standards
- C. Description of the nature of the Title I program that is shared with parents.
- D. Description of how the meeting will cover school choice, and the rights of parents at the annual meeting.
- E. If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
- F. The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]
- G. Could be grade level meetings, SIP meetings, SAC meetings

Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A: Virtual Meeting and link to Annual Title I Parent Meeting on school and District website.	Admin	Fall 2020	Google Sign In Sheets
B: Newsletters to describe Title I and guide parents in getting involved with school.	Lead Teacher	Fall 2020 Spring 2020	Newsletters
C: School Messenger Calls to define Title I and give communication for resources, parent tips, school decisions, and impact of plans on student success.	Admin	Fall 2020	Call logs and scripts

D: What Title I was described during the Virtual Annual Title I Family Meeting which is posted on the SJES website & Facebook.	Renee Wiley	Fall 2020	Google Sign In Sheets
E. The Student Improvement Plan with specific goals to close achievement gaps is posted on the school's website once approved.	School Core Team and committee	Fall 2020	Google Sign in SAC meeting sheets and agenda

**FLEXIBLE PARENT MEETINGS**

- How the school offers a flexible number of meetings, such as meetings in the morning or evening.
- How the school provides, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116]

Due to Covid 19, parent meetings will be held virtually for at least the first semester through Google Meets. Parent conferences will be virtual and flexible. Other school-wide parent meetings will be virtual and times will be decided by the majority of the members so as to be held at the most convenient times. All agendas and minutes will be emailed to all members. Plans and informational announcements will be posted to the school's website for continuous review. In-person meetings and parent visits will be only considered when the governing authorities declare that it is safe to have visitors on campus. Meetings for ESE purposes are exempt from this ban.

## BUILDING PARENT AND FAMILY CAPACITY for 2020-2021

- The school will implement activities that will build the capacity for meaningful parent/family engagement.
- The school will implement activities that will build relationships with the community to improve student achievement.
- The school will provide materials and trainings to assist parents/families to work with their child(ren).
- The school will provide other reasonable support for parent/family engagement activities.
- Identify the [Type of Family Engagement](#) your activity is and identify that as part of the 1st column. This will help you be aware of the types of activities you are offering.



1. Parenting
2. Communication
3. Volunteering
4. Learning at Home
5. Decision Making
6. Collaborating with the Community

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	Number of Attendees
Title I Annual Parent Virtual Meeting (2)	Admin	Parents will be informed and have linked access to resources	September	Views and climate survey comments	51
PFEP Meetings (5,6)	Core Team AFA	Increase parent involvement	Beginning, middle & end of year	Agendas, minutes, & attendance	5 main members each meeting
PTO Virtual Meetings (3,6)	PTO Parents Staff	Increase participation in on-line and virtual school support	Monthly	Agendas, minutes, & attendance of events	Anticipate 100
SAC Virtual Meetings (2,5,6)	Admin	Help plan and implement goals to increase student achievement	Bi-Monthly	Agendas, minutes, & attendance	10 main members each meeting
Family Center Virtual Visits (1,4) (Due to Covid, events	AFA	Support families & increase knowledge of	September-May	Surveys and on-line order forms	Anticipate 600

and check out will be virtual)		their impact of home learning			
STEM Night Virtual Experiments (1,4)	AFA STEM Teacher	Increase knowledge of stem standards and at home learning opportunities available	Spring	Surveys and attendance of events	Anticipate 300
Parent Conferences Google Meets and Phone (1,2,4,5)	Teachers, Lead teacher, Admin	Increase awareness of student progress & needs. Inform and allow two way communication	On-going	Conference documentation	Anticipate 800  Approx. 2 each child
Parent Institute Weblink (1,2,4)	District	Increase knowledge for parents & encourage involvement	On-going	On-line views	Anticipate 300



## BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

- ❑ How is your school nurturing the staff’s skills with Family Engagement?
- ❑ Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contributions of parents/families. [ESEA Section 1116]
- ❑ Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
- ❑ Describe the STAFF 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 parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Building Staff Development for Family Engagement: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Staff Family Engagement Training	Monica Kiburz Core Team	Increases student and staff knowledge in resources available to families in the Family Reading Experience	2x yearly	Sign-in and Agendas
AFA Monthly Meetings	Renee Wiley	Increases the AFA’s knowledge in their ability to support families	Monthly	Sign-in sheets and agendas

## FAMILY SURVEY

Using your school survey results, choose a minimum of one (1) question from each topic listed below to address this coming school year.

### Family Efficacy

<b>TOPIC: School Belonging</b>
<b>QUESTION: How will parents stay connected with school events, activities and information?</b>

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Facebook Habit Activities for Parents	Assistant Principal	Create a Leader in Me Habit definition and family activity	Weekly	On-line comments
WSJE School News ICON for at home viewing	Mrs. Wilson, News crew student leaders	Create a script and advertise where to get the icon on Classlink for home viewing.	Daily	Views
Facebook Posts of lessons, student work, celebrations, and achievement Tiger Pride Awards	Staff	Take photo walks and get pictures and descriptions from teachers who want to post celebrate their student activity.	Monthly or more often	Comments, see posts of FB

Learning Behaviors

<b>TOPIC: Learning Strategies</b>
<b>Question: How can we ensure teachers are closing achievement gaps using high impact strategies?</b>

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
PD	Lead Teacher	Coordination, flyers, PPTs	Throughout year and on school/District PD days	Increased scores and continued A or B status
Collaboration	Teachers	Team Meetings	Weekly	Child Talk forms and agendas
PLCs	Action Team and Lead Teacher	Coordination, schedule, and	Monthly	Agendas and minutes from teams

**OTHER TOPICS TO ADDRESS (optional)**

<b>TOPIC:</b>
<b>Question:</b>

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness

**OTHER ACTIVITIES**

- ❑ Other activities, such as the Family Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]

The Family Reading Experience encourages parents and families to read outside of school, too! Due to Covid, this will be done through on-line orders where parents can choose books to borrow and read at home with their child(ren). These books along with keeper books, bookmarks, and reading tips will be sealed in a bag to send home with the child. When books are returned they will be sanitized for safety.

Reading strategies will be given throughout the year in SJE newsletters, on the WSJE news broadcasts on Classlink, and on Facebook posts. Incentive charts kept in students' leadership notebooks encourage participation in AR challenges for reading and completing on-line quizzes.

Leader in Me home learning activities will be posted on FB each week to deepen parents' knowledge of this program and share a common language for educating students on how to be upstanding citizens who are accountable for their own social and academic development.

## COMMUNICATION

- The school will provide timely information about the Title I programs.
- The school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress & the achievement levels students are expected to obtain.
- If parents request, the school provides opportunities for regular meetings to formulate suggestions & to participate, as appropriate, in decisions relating to the education of their child(ren).
- The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]



Describe how the school will provide regular, **two-way**, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Sallie Jones has an open contact policy where parents can call, email, or leave a FB text to ask questions and discuss concerns. We have support for non English speaking parents to encourage their involvement equally. Our social worker, guidance counselor, nurse, speech therapist, and liaison all return calls within 24 hours M-F and hold virtual conferences to support all parents. We post the Parents' Rights to Know flyer and other important documents on our website for continuous viewing. Remind is available for two way communication individually or on a larger scale to send out mass school-wide messages.

## ACCESSIBILITY

- Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

*“to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]*

We have two paraprofessionals who are bilingual. Plus, teachers use the Remind app to translate and to help support parents who are other language speakers. Our social worker, guidance counselor, nurse, speech therapist, and liaison all return calls within 24 hours and hold virtual conferences to support all parents. We post the Parents Rights to Know flyer and other important documents in spanish on our website when possible. Parents are allowed to bring translators or anyone they choose for IEP and all federal meetings to help them advocate.

## BARRIERS

- ❑ Describe the barriers that hindered participation by parents during the previous school year.
- ❑ Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
No visitors allowed on campus	Virtual  Send info via phone calls, FB, remind, and flyers	Staff	All year
Virtual meetings not accessible if parent have no internet or a weak signal  Communication becomes infrequent	Minutes are emailed, posted on social media/website, and hardcopies are available. Flyers will be sent hardcopy to every student in their agenda or home folder. Information about free internet access and other resources are available on the school's website.	Staff	All Year

## 2020-2021

# SCHOOL IMPROVEMENT PLAN GOALS

GOALS (anticipated in your 20-21 SIP)	How will this goal be communicated to families?	How will the skills necessary to support this goal be provided to Families?
SJE will increase 5 <sup>th</sup> grade FCAT Science achievement from 51% to 60% or higher.	This goal is posted on the school's website and advertised in the newsletter. Posters are hung around school and in lobby so students know goal as well.	They will complete home activities and post on-line pictures to show their success
100% of students will demonstrate one year's learning gain or growth in ELA (with a laser-focus on the lowest 25%) as measured by i-Ready or FSA.	This goal is posted on the school's website and advertised in the newsletter. Posters are hung around school and in lobby so students know goal as well.	Information on progress and documentation of scores will be given to parents and iterated during conferences. Reading logs and tips on reading are sent home regularly and students are encouraged to read every night to earn an ar shirt.
100% of students will demonstrate one year's learning gain or growth in math (with a laser-focus on the lowest 25%) as measured by i-Ready or FSA.	This goal is posted on the school's website and advertised in the newsletter. Posters are hung around school and in the lobby so students know goals as well.	Teachers will send home weekly progress checks and information/tips on REMIND. Parents are invited to use iReady, Reflex Math, and the on-line textbooks to review with their child.
100% of students in the state identified subgroups will reduce the achievement gap for ELA, Math, and Science as measured by i-Ready, FSA, or FCAT	This goal is posted on the school's website and advertised in the newsletter. Posters are hung around school and in the lobby so students know goals as well.	Subgroup students are given notice by mail of their rdg deficiency and will conference often with the teacher for support tips to close gaps in learning. These students also have an MTSS coach and/or an ESE teacher

		for extra support that meet regularly during MTSS meetings to communicate progress to parents. They will discuss next steps including opportunities for at home practice. Information is given about on-line resources and availability of tutoring and other specialists.
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# PFEP & Parent/School Compact

## MID YEAR REVIEW 2020-2021

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TO BE COMPLETED IN DECEMBER or JANUARY **MARK IT ON YOUR CALENDAR ;)**

**DATE:**

## ATTENDEES & ROLES

TAMI TECH: TEACHER

PAPA PAUL: PARENT

ABBY ACTION: ADMIN

**AGENDA** (remember to take notes and to label P for parent/family, T for teacher, & A for Admin, C for community partner))

### 2020-2021 PFEP REVIEW

1. UPDATES
  - Successes
    -
  - Challenges
    -
  - Add data to PFEP tables
2. NEW IDEAS
3. THOUGHTS FOR 2021-2022 PFEP
  -

### COMPACT NOTES

4. UPDATES

- Successes
  -
- Challenges
  -

5. NEW IDEAS

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6. THOUGHTS FOR 2019-2020 PFEP

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**NOTES** (remember to take notes and to label P for parent/family, T for teacher & staff, & A for Admin, C for community partner, S for student)

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**ACTION ITEMS**

- 1.