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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

October 28, 2016

Ms. Karen Barber
Santa Rosa County School District
5086 Canal Street
Milton, FL 32570

Dear Ms. Barber:

We are pleased to inform you that the Bureau of Federal Educational Programs has received Santa Rosa County's 2016-17 LEA Parental Involvement Policy.

Please be reminded that the LEA Parent Involvement Policy/Plan must meet all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act. The LEA is also required to share the contents of the parental involvement policy with parents of children participating in the Title I program. The information must be provided in an understandable and uniform format, including alternative formats upon request.

If you have questions or need additional information, please contact Tony Graham via email at Tony.Graham@fldoe.org, or by telephone at 850-245-9893.

Sincerely,

Sonya G. Morris

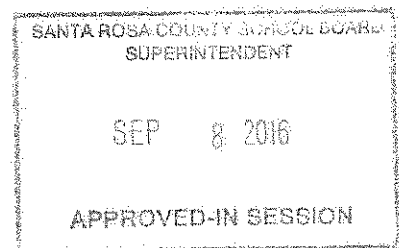
SGM/tog

SANTA ROSA Title I, Part A Parental Involvement Plan

I, Tim Wyrosdick, 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 LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition.




Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Marva Johnson, *Chair*
John R. Padget, *Vice Chair*
Members
Gary Chartrand
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck



2016-2017 LEA Parental Involvement Adoption Page

LEA or District Name: *Santa Rosa*

This policy was adopted by the LEA on 09/08/2016 and will be in effect for the period of one year through 09/08/2017. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 11/01/2016.



(Signature of Title I Authorized Representative) 10/19/16
(Date)

Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP.

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Santa Rosa District Schools, in collaboration with the Title I Parent Advisory Council, seeks to create climates in schools where family engagement is a critical ingredient for children's school success by creating opportunities for families to participate in the following types of activities (<http://www.parent-institute.com/educator/resources/10things/10things.php>):

1. Helping parents understand why they are so important to their children's school success
2. Giving parents specific things they can do
3. Working to win parents' endorsement of the school program
4. Giving parents the specific information they want
5. Knowing how to get parents to read what you send home
6. Providing staff training and support for parent involvement
7. Providing training and support for parents
8. Recognizing and rewarding exemplary parent involvement
9. Ensuring success by making a plan
10. Adapting ideas that have worked for others

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: At the District level, the Santa Rosa School District establishes a district level Title I Parent Advisory Committee (PAC). Each Title I school will identify a minimum of two parents to serve on the District Title I Parent Advisory Council (PAC). The Parent Advisory Council includes representatives from the Migrant, ESOL, Homeless, and PreK Programs. Responsibilities of the District Title I Parent Advisory Council include: 1. Members provide input related to strategies and initiatives of the LEA Parent Involvement Plan, school level Parent Involvement Plans, and Title I Part A Grant Application; 2. Members serve as liaisons between individual schools and the District Title I Director; 3. Members serve as liaisons between District Parent Advisory Council and school parent organizations, including SAC and PTO.

*The Director of Federal Programs (in collaboration with the Office of Continuous Improvement, Title II and all Federal programs in the District) will schedule a minimum of 3 PAC meetings during the school year. During the meeting, the parents will review the parent involvement policy, and parents will provide input regarding the expansion or revision of the district wide parental involvement plan, including the following:

1. The overall nature of the Title I program
2. Their rights as parents and the obligations of the school district set forth in Title I, including the district policy concerning parent involvement
3. Procedures for disseminating written information about the Title I program (as prescribed by Federal Statue and State regulations)
4. Review of written copies of information about the program, including the Federal Statue and regulations, any applicable state or local laws or regulations, and current and prior program applications and evaluations as available.
5. Review of written communications and policies to ensure information is in a format and language parents can understand.
6. Review of evaluation results with recommendations for changes to the LEA Parent Involvement Plan
7. Use of funds

*All schools receive training and information on ways to include parents in the school improvement process and the life of the school through their assigned Academic

Intervention Specialist, Math and Reading Coach, and the Office of Continuous Improvement;

*Parents are invited and encouraged to become active members of the School Advisory Council (SAC) and provide input on the development of all plans related to school improvement. An annual climate survey will be distributed to parents, staff, and students and the results analyzed to evaluate school needs. Data collected throughout the year will be shared with each SAC and each school data team.

Santa Rosa School District involved parents in the review and development of the District's LEA Plan through the following actions:

The Title I Annual Parent/Guardian Involvement Survey was conducted in May. Representatives from all Title I schools participated. Upon completion of the survey, the results were analyzed and discussed by the Santa Rosa School District Title I Parent Advisory Council (Parent Signatures and Meeting Minutes have been included). The Council recommended actions for any item for which 80% of the parents did not Agree or Strongly Agree.

The Federal Programs Director provided a copy of all recommendations to the Title I Schools for consideration in their 2015-2016 Parent Involvement Plans.

The Parent Advisory Council recommended that the Parent Involvement set-aside be allocated to schools based on a Per Pupil Allocation so that schools with a higher number of students from low-income families received more funding for Parent Involvement.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: The Santa Rosa County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The Office of Continuous Improvement and the Office of Federal Programs provide technical assistance meetings to principals of all Title I schools to review student achievement data and assist in the development, implementation, and review of all required plans.

The Director of Federal Programs met with each school's principal, bookkeeper, and Parent Involvement Coordinator. The Academic Intervention Specialist assigned to each school, will serve as the Parent Involvement Coordinator. This training will cover the following topics: Analyzing Climate Survey Results, Analyzing FSA and Student Achievement Data, Required Title I Parent Communication, Required components of School PIP, Completing on-line PIP, Timeline for Completion of Plan, Requirement of Parent Involvement and input in the development of the School PIP, Review Document for PIP, and Compliance Checklist for Title I Parent Involvement.

After the implementation of the training, the Director will review each school's plan and provide feedback.

Academic Intervention Specialists at each school site provide opportunities for school staff to enhance their abilities to integrate parental involvement into in-service training for school-based personnel. Training to all teachers at Title I schools will address: The Importance of Parent Involvement, Building Ties Between Home and School, Implementation and Coordination of the Parent Involvement Plan, Communicating and Working with Parent.

The Director of Federal Programs reviews each school-level Parent Involvement Plan to ensure compliance and the activities planned will provide meaningful opportunities for parents to become more involved in their child's education.

Schools invite parents of students at Title I schools to participate in state mandated school improvement advisory committees. As members of this committee, parents will participate in the review of data-driven decisions designed to promote school improvement.

Parents participating on the District-wide PAC will review and provide input into the development and continuous improvement of the district wide parent involvement plan.

Parents, district staff, and school personnel will jointly agree on methods for the district and school officials to consult with parents on all aspects of Title I planning, design and implementation, including all phases of:

- o needs assessment
- o determination of program goals and objectives

- o determination of educational strategies
- o implementation of projects
- o development of program applications
- o program evaluations

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	VPK, Head Start, and Early Head Start, Even Start, and Healthy Start	Santa Rosa County School District is the fiscal agent for VPK, Even Start, Early Head Start and Head Start Programs. The T.R.Jackson PreKindergarten Center works with all schools to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, teachers and kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transition, and a wide variety of parent involvement.
2	Title X, Part C: Homeless Education	All students identified as eligible for Homeless Education Services are automatically eligible for Title I. The Title I office sets aside funds each year to provide services for homeless students, including parent involvement activities such as tutoring agreements, outreach and educational materials, support events, and a food backpack program with Manna Food Bank and collaboration with the Homeless Continuum of Care and Early Learning Coalition.
3	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I is discussed with parents during the development of the students IEP. The largest MTSS Program, the Early Intervention Read Program for grades K-4, is funded 94% by Title I and 6% by Title II. Parent Involvement is a key component of the program.
4	Title II	The Title I and Title II offices coordinate parent involvement events and trainings. Reading Leadership Team training includes parent involvement strategies. Schools provide parent orientation to Florida State Standards. A number of workshops may be offered to involve parents in their child's education including but not limited to the following: ESOL and Cultural Awareness, Santa Rosa County Comprehensive Literacy Plan, Reading Readiness – What Parents Can Do This Summer – provided to parents of children who will be in kindergarten the upcoming year; FSA/DEA Fairs - provided by teacher leaders to educate parents in the critical thinking skills required by FSA; Read-Aloud Strategies; Make and Take: Reading Activities for Parents to Use at Home; iReady, Fast ForWord, Reading Strategies for Parent Volunteers and Paraprofessionals Families Build Better Readers; Mysteries in the Middle, PASSPORT to Success (based on Parent Assuring Student Success: John R. Ban); Math and Parent Partnership.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: The Title I Director, in collaboration with the Director for Continuous Improvement, will gather and disseminate data related to the implementation of parent programs through the use of an annual school climate survey. The Parent Satisfaction Survey, developed in collaboration with Studer Education, will be distributed in October and April of each year. In early May, the Title I Parent Advisory Council will review the results of the survey and identify common areas of concern and barriers for greater participation by parents. The information will be used to revise the Parent Involvement Plan and parental involvement activities.

In addition to the annual survey, Title I school sites will document process outcomes, including a description of each parental involvement activity, the number of parents participating, description of barriers to participation, and parent evaluation of activities.

The School District will meet a minimum of 3 times with the NCLB Parent Advisory Council (PAC) as needed for input into the development, implementation, and evaluation of the existing Parent Involvement Plan. As issues arise, the PAC will work with the Title I Director to resolve and improve the program. In May of each year, the PAC will begin the review of the existing Parent Involvement Plan, analyze participate data, and revise the Parent Involvement Plan as needed.

At the May meeting, the Parent Advisory Council reviewed the results of the Parent Satisfaction Survey and made recommendations regarding the feedback. In addition, they made recommendations regarding the actual survey questions to ensure that the data provided through the survey is useful. The recommendations included the following:

A review of the questions was held where a score of under 80% for of strongly agree/agree were discussed. (see attached survey for actual questions). It was agreed that some of these were subjective and varied at each school. Dr. Barber plans to use these to help her with writing her grant.

- o Question 2 - 71%

- o Question 3 - 71%: Discussion was held on the variety of ways teachers could more effectively communicate. Class Dojo, Remind App, newsletters, etc. Parent portal was briefly mentioned. Too many call outs was one complaint.

- o Question 12 - 71%

- o Question 15 - 57%

- o Question 16 - 57% (this was felt to be a political question)

- o Question 19 - 78%: The feeling was primarily with parents who had students at schools that did not offer both music and art instruction. A complaint was about it being split with one teach (music teacher teaching ART a portion of the time). It was felt that these were just as important as other classes and should be offered consistently.

- o Question 24 - 65%: The Family Guide is always a point of contention. The feeling generally is there is too much information and it should be broken down.

o Question 25 - 71%

Other recommendations were having more than one parent/teacher meeting in March. Parents also expressed concern regarding the large amount of instructional time devoted to assessment.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' 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 [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Bridges out of Poverty/Poverty Simulations	Director of Federal Programs/Principals	Effective Parent Involvement Programs leads to increased involvement in parents and increased student achievement.	August 2016-June 2017	PGS Transcripts, Agenda, materials, sign-in sheets
2	Provide Title I/Parent Involvement Web Site	Director of Federal Programs	There are a wide variety of resources to support education available to parents, and this session will provide the opportunity to explore them with support from persons familiar with each program.	Revised by October 1, 2016	Web sites
3	Titel I Parent Newsletters	Director of Federal Programs	This newsletter connects parents to school and supports them as they work with their children on school work.	October 1, 2017	Newletters
4	Five Star and Golden School Awards	Director of Elementary Schools	By utilizing community involvement and volunteer hours, students are provided tutoring and mentoring which will improve the impact of their education.	September 2016-May 2017	School Board Agenda and minutes
5	Effective Staff Development, Teamwork, Mentoring	Lead AIS an Director of Federal Programs	Building capacity of the AISs and academic coaches will enable them to effectively train parents and teachers. This will support student achievement efforts and programs.	September 2016-May 2017	PGS Transcripts, Agenda, materials, sign-in sheets
6	Connect-Ed Automated School Communication	School Principals	Provide real-time information to parents regarding workshops, volunteer opportunities, and important school information.	September 2016-May 2017	Copies of Scripts from call outs

7	Family Guide Annual District Publication In addition, schools will highlight sections of the guide in their school newsletters.	Director of Federal Programs	Provide Family Guide that includes information regarding resources to parents and families including existence and purpose of state and local Parent Involvement Resource Center.	On or before November 1, 2016	Family Guide
8	Parent Conferences	School Principals	Parents will participate in parent conferences to learn ways of teaching their children at home.	September 2016-May 2017	Agenda, Sign In Sheets.
9	Florida Standard Parent Training	School Principals	Schools will provide a parent training regarding Discovery Education Assessment and notify parents of student assessment dates and student results.	September 2016-May 2017	Agenda, Sign In Sheets
10	Getting Ahead in a Just-Gettin'-By World	Director of Federal Programs	Assist Parents in building resources to become self-sufficient	September 2016-May 2017	Sign In Sheets
11	Firm, Fair and Consistent Newsletters	Director of Federal Programs	Parents guiding students for school success	September 2016-May 2017	Subscription and Electronic dissemination to Schools
12	Health and Nutrition Information for Parents	Director of School Health	Improved health and nutriting for students that leads to better attendance and increased learning.	September 2015-May 2016	Agenda, Sign In Sheets, Minutes.
13	STEAM Family Night	Director of Federal Programs and School Principals	Increased understanding of Science, Technology, Engineering, Arts, and Math	September 2016-May 2017	Sign in Sheets, Agenda
14	Title I PIP Technical Assistance Training	Director of Federal Programs	Provide training and support to Title I schools in the development of a quality PIP.	August 23, 2016	Conference Call report

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, 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	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Bridges Out of Poverty	Trained teachers from each school and/or Director of Federal Programs	Teachers will become aware of the impact poverty has on their students and how to better meet the needs of these students.	September 2016-May 2017	MyPD Transcripts, Agenda, materials, sign-in sheets

2	Eric Jensen Book Study-Teaching With Poverty In Mind	Director of Federal Programs	Title I Administrators will participate in a book study focusing on effective teaching strategies for students who experience poverty	September 2016-May 2017	MyPD Transcripts, Agenda
3	Annual Title I Meetings	School Principals	Each Title I School will host an Annual Title I Parent Meeting to review Compacts, Student Achievement Data, Etc..	September 2016-May 2017	Agenda, Minutes, Sign In Sheets
4	Missouri Community Action Poverty Simulation	Director of Federal Programs	Teachers will become aware of the impact poverty has on their students and how to better meet the needs of these students.	September 2016-May 2017	MyPD Transcripts, Agenda, materials, sign-in sheets
5	McKinney-Vento School-based Liaison Training	Director of Federal Programs	Students identified as eligible for McKinney-Vento Services will receive the resources and support for school success.	September 2016-May 2017	MyPD Transcripts, Agenda, materials, sign-in sheets
6	McKinney-Vento Annual School Training	School-based MV Liaison	Students identified as eligible for McKinney-Vento Services will receive the resources and support for school success.	September 2016-December 2016	Agenda, Minutes, Sign I Shetts
7	Capturing Kids Heart Training	Director of Federal Programs	Administrators and teachers will learn effective strategies for building relationships and increasing engagement of students and their families. Increased attendance and student achievement.	September 2016-May 2017	MyPD Transcripts, Agenda, materials, sign-in sheets

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA 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: · Parent's native language and specific languages provided: The English Language Survey results are used to determine the number and specific needs for translations into a language other than English. The District Parent Involvement Plan is summarized in a brochure printed in English, Spanish, and Vietnamese and provided to all parents in the "Beginning of School Packet."

· Parent's native language: The Title I office produces an annual notification of rights newsletter translated into English, Spanish, and Vietnamese for dissemination in November of each year.

· Parents with migratory children: Each school maintains a Title I Parent Involvement web site with links to relevant parenting materials in other languages.

· Parents with disabilities: The district uses an Internet-based parent notification system

to consistently enhance and monitor communications with all parents. Schools have the ability to record a voice message in Spanish and transmit that message to only Spanish-speaking homes.

- Translators are available at all parent meetings as the need arises. If other language translations are needed, schools send the material to the Title I office where a local company will be contracted to provide the translations.

- Parents with disabilities: All parent events are hosted in facilities that have approved handicapped accessible facilities. The District has the ability to translate materials into large print, Braille or American Sign Language services, if applicable.

- The Title II office maintains a library of materials that have been translated.

- The Parent Advisory Council includes representatives from the Migrant, ESOL, Homeless, PreK, and Homeless Programs. Suggestions from the Parent Advisory Council for improvements are annually disseminated to all Title I schools.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];	Academic Intervention Specialists at each Title I School will provide parents with literacy training	Academic Intervention Specialist	Decrease in students below proficiency in literacy	A minimum of two activities by May 2017
2	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Pay reasonable and necessary expenses to conduct activities	School site, utilizing parent involvement funds	Provide information to parents	Monthly, as approved by Federal Programs Office

3	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	STEAM Family Night and FSA/DEA Nights	Principal	Increased engagement of parents and increased knowledge of STEAM, FSA and DEA and how parents can support student learning	A minimum of two activities by May 2017
4	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	All Title I Schools may propose other reasonable support (i.e., purchase of food) for parent involvement	School site, utilizing parent involvement funds	Provide face-to-face training sessions for parents to help them engage in their student's academic program	Monthly, as approved by Federal Programs Office
5	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	Adopting and implementing model approaches	School site, utilizing parent involvement funds	Use proven, research-based models to improve student achievement	Monthly, as approved by Federal Programs Office
6	Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and	The District will create the NCLB Parent Advisory Council. The committee will be comprised of parent	Office of Federal Programs in collaboration with Title II, ESOL, Migrant, and Homeless	Involvement of parents in their child's education and improve the ability of parents to participate in school and District decision-making activities	Quarterly as needed
7	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	The District will continue to expand school-based and school-linked services through the Santa Rosa	Title I Office, Office of Continuous Improvement, and School Advisory Councils	Involvement of parents in their child's education and improve community support for a wide variety of parent involvement activities	Monthly

Upload Evidence of Input from Parents

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

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Science Parent/Student Activities/STEAM Nights	20	3148	Science Fairs, scientific experiments/inquiries and other various hands on activities parents participated in with their students
2	Literacy/Reading Parent/Student Activities	12	3915	Parents attend with their children for various activities involving reading literacy
3	Family Nights	30	7457	Various activities involving parents and students in reading, science, math, and physical fitness strategies
4	Math Parent/Student Activities	5	900	Families had opportunities to learn about Math strategies through hands on activities
5	Open House/Orientation	26	11150	Parents have the opportunity to meet their student's teachers and learn about the classroom
6	Family Guide Annual District Publication	1	29284	Provide Family Guide that includes information regarding resources to families including existence and purpose of state and local Parent Involvement Resource Center
7	Connect-Ed Automated School Communication	8725	1918146	Provide real-time information/outreach to parents regarding workshops, volunteer opportunities, and important school related information
8	School District Parent Involvement Website	1	29284	As parents and educators become partners in supporting children when they have difficulty in school, the child's learning will increase
9	Title I Parent News Letter	1	29284	This newsletter connects parents to schools and supports them as they work with their children on school assignments

Staff Training Summary

Provide a summary of the professional development activities provided by the LEA 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	Bridges Out of Poverty Training	2	70	Teachers will become aware of the impact poverty has on their students and how to better meet the needs of students living in poverty
2	Bridges Out of Poverty Refresher	2	60	Title I Schools will participate in Bridges Out of Poverty Initiative. Administrators will learn about the resources students need to be successful
3	Gettin' Ahead Parent Training	30	20	Two Title I schools will pilot Getting Ahead courses for parents of students at their schools to identify

				and build upon the resources students need to be successful
4	Technical Assistance Annual Title I Meetings	1	32	Each Title I school will host an Annual Title I Parent Meeting to review Compacts, Student Achievement Data, etc.
5	Poverty Simulations	8	423	Each school faculty will participate in a poverty simulation and then debrief to identify how poverty creates barriers to educational success. Participants will identify strategies to remove barriers for students and their families.

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Parent Orientation for Title I Eligible Students Tutoring Program	8	Good Shepherd	Increased student achievement in reading and math
2	Parent Communication via US Mail Letter regarding student progress	8	Good Shepherd	Increased student achievement in reading and math
3	Parent Orientation for Title I Eligible Students	31	East Hill Academy	Increased student achievement in reading and math
4	Progress Reports for Title I Eligible Students regarding intervention with Success Maker	93	East Hill Academy	Increased student achievement in reading and math

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parents including those that are in the Economically Disadvantaged and Students with Disabilities Subgroups are under-represented at parent involvement activities.	Send personal invitations to parents in these subgroups to encourage participation.
2	Parent of students below proficiency, particularly in the lowest 25% are under-represented at parent involvement activities	Send personal invitations to parents in these subgroups to encourage participation.
3	Parents who fall within the Economically Disadvantaged subgroup are under-represented at Parent Involvement Activities	Provide Ruby Payne training to parent leaders at the school so they develop more effective ways of encouraging parent participation.

4	Lack of communication regarding Discovery Education Assessment (All subgroups affected)	Title I Schools will require classroom teachers to inform parents of the dates for DEA Assessment. Teachers will also provide information to parents regarding their child's performance on the DEA.
5	Conflicting parent meetings at various schools make it difficult for parents to attend meetings. (All subgroups)	Title I schools will coordinate meetings and trainings for parents with other schools in the feeder pattern. Conduct multiple sessions for parent trainings so that parents can choose the one most convenient. Offer Skype and Facetime participation.
6	Transportation for some parents is a barrier. (Economically Disadvantaged Parents)	Offer on-line training and post recorded workshops on the school web site. Distribute DVD copies of parent trainings for those parents unable to attend the training at the school.
7	It is difficult to focus on Title I Annual Meeting with children present	Offer a recorded version for parents. Provide activity for students separate from the parent meeting.

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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