

School District of Indian River County

I, **Kim Garcia**, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds with the parent involvement project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of the Elementary and Secondary Education as amended by the Every Student Succeeds Act (ESSA);
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [ESEA Section 1116];
- Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA Section 1116];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school Parent and Family Engagement Plan and the joint development of the school wide program plan under [ESEA Section 1116]
- Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [ESEA Section 1116];
- If the plan for Title I, Part A, developed under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [ESEA Section 1116];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1116];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field [ESEA Section 1116]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [ESEA Section 1116].



Signature of Principal

10/4/17

Date Signed

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Mission Statement (Optional)

MISSION: We are guiding today's children to BEEcome tomorrow's leaders.

VISION: To educate and engage all learners for college or career readiness and to empower them to be proficient, independent, critical thinkers

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

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

Response:.

The parent and family engagement is a planned responsibility through collaboration of parents, families, staff and community members at various meetings such as SAC, PTA and Annual Title I meetings. This affords the school the opportunity to hear all voices and determine needs of families to utilize for future planning. With these collaborative efforts we can support the families in partnering with teachers, mentors, community members in order to ensure high quality instruction for all.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [ESEA Section 1116].

Response:

Response: Citrus Elementary will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used through:

- * Title I Annual Meeting
- * SAC Team
- * School survey
- * PTA meetings
- * Grade level Parent Information Nights
- * Use of marquee
- * School Website and online calendar
- * School App
- * Principal and Teacher Newsletters
- * School Messenger
- * Use of Twitter, Instagram & Facebook

Citrus Elementary, as a school wide Title I program, receives ongoing support and technical assistance (beginning in July) designed to assist them in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal and leadership team to review student achievement data and to

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assist school-based staff develop and implement all components of the required plans. These include but are not limited to: State and regional parent involvement forums/conferences/TA meetings. Coordination and technical assistance is provided via a variety of ways including on-site training, phone calls, emails, site visits, and staff development for staff.

Coordination and Integration with other federal programs

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

count	Program	Coordination
1	Title II	Title II provides schools with supplemental funding to support the professional development needs of staff. Funds are used to support attendance at local and state conferences and pay for consultants related to strategies to support student achievement and facilitate effective family engagement opportunities.
2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Title I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting parent involvement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement.
4	Title IX	Homeless program staff work closely with the Title I Office to coordinate services for homeless students. Activities may include: coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students.
5	VPK	Title I Part A supplements the funding of the district's VPK program. The Title I and VPK office work together to coordinate appropriate early childhood programs and transition programs for pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I

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		Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.
6	Adult Education	Adult Education services are communicated to parents, as needed.
7	The Learning Alliance	The Learning Alliance (TLA) support the District's Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade in 2018! The Learning Alliance initiated a "Moonshot Moment Book Drop Off/Book Mobile" Program to supply students who attend a Title I school appropriate books to support parents and students at home. The Learning Alliance assists parents in preparing their children to be "Ready for Kindergarten" and offers extended learning opportunities throughout the district.
8	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Through the generosity of community partners such as Impact 100, Bank of America, The Community Foundation, The John's Community Service League, The John's Island Foundation, Motorola, AT&T, Toyota of Vero Beach, School District Education Foundation Matching Grant Program (from the Florida Legislature), Indian River Lawyers Auxiliary and a Business Partnership with Piper Aircraft, they have been able to help the Indian River School District achieve BIG Dreams. Some projects include: STEP into Kindergarten, Sneaker Exchange; School Supplies.
9	Rotary Club	Volunteers read to students twice weekly before school. Volunteers will also establish a mentoring program for students.
10	Big Brothers & Big Sisters	Mentors students to help them develop supportive relationships with positive role models and achieve success in school, help them avoid risky behaviors, and help them improve their self-confidence.
11	Youth Guidance	Enriches the lives of Indian River County youth through mentoring relationships that inspire trust, self-esteem and positive future by providing after school activities, homework help, and exercise and sports activities.
12		

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Enlist parents to join SAC, PTA, and volunteers at Orientation	Kim Garcia	August 28, 2017	list of parent names
2	Annual Title 1 Meeting	Sue DiDomizio Krista Sadler	Aug. 28 2017	Parent Survey and sign ins
3	Plan meeting with Title I Leadership Team and SAC	Karen Malits, School Administration, Krista Sadlers	August 2017	agenda/ sign in sheet
4	Send information flyers home	Sue DiDomizio	Aug 2017	flyer

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5	Info home on School Messenger	Kim Garcia	Aug 2017	School Messenger printout; website printout
6	School App	Diane Monroe	September 2017	printout of App website statistics
7	Various School Social Media	Kim Garcia	On-going	# of responses on social media
8	Staff and Parent Newsletters	Kim Garcia	On-going	# of staff and parents reading

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [ESEA Section 1116].

Response:

Citrus Elementary will offer parent meetings at different times during the day and evening. Our goal is to host several meetings at different times to meet the needs of our families.

SAC meetings are alternating in the morning at 7:30 a.m. or the evening at 4:00, preceding PTA meetings. PTA meetings are at 5:00 PM. Parent training and information meetings are at 5:30. Parent conference meetings are offered anytime between 7:30 a.m. and 8:00 p.m. during district held conference week. Teachers, and administrators are also available by appointment before and after school is in session.

Food and child care may be provided for Parent Training and Information Nights.

Parents are invited to come for special activities during the school day.

Title I program staff work with parents and teachers to coordinate and provide flexibility in the scheduling of conferences (child care, home visits, heritage language assistance, visits to the parents' workplace).

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [ESEA Section 1116]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [ESEA Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	District Title I Annual Meetings	Karen Malits, Krista Sadlers, School Administrators	Involve parents in planning	October	open communication with parents
2	School based Title I Annual Meetings	Karen Malits, Krista Sadlers, Kim Garcia, Sue DiDomizio	involve parents in planning and discussion of barriers	August	input from parents
3	Orientation	Kim Garcia Sue DiDomizio and Staff	Provide information about schedules	August	Parents more comfortable in school

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4	Back to School Open House	Administration and Staff	Provide parents with expectations for students	August	Parents are prepared to work with their children
5	SAC meetings/ PTA meetings	Kim Garcia, Melissa Caudill,	Information to parents; input from parents	5x/ year	Administration and parents working together
6	Parent Teacher Conferences	All staff	Provide information on child's current level and develop a plan to reach their goals	October, February	Academic improvement of students
7	Parent Involvement Activities Calendar	Kim Garcia Sue DiDomizio, Krista Sadlers	Involve parents in attending events to help them support the child	By Semester	Increase numbers of parents attending events
8	Title one Nights: Literacy, Math and Science	Resource and classroom teachers	Provide information on expectations and Florida State Standards as well as how parents can help the child	October, November, January	Academic improvement of students
9	Pro Kids-character counts	Kim Garcia, Beth Dunton	Students will learn principles and positive character traits	May	Academic and behavior improvement of students
10	Block by Block Community Walk to School Day	Sue DiDomizio Marisa Campbell James Broxton	Improved relationships, building trust and respect with the community/parents and the school	October	Improved academic and behavior
11	Summer Program Take Home Materials	Kim Garcia Sue DiDomizio	Increased academic engagement at both home and school levels	June	Improved academic performance
12	Kindergarten Camp	Andie Monroe	Increase student readiness	June	Families feeling more familiar and comfortable with school setting
13	Volunteer Orientation	Sue DiDomizio	Increase parent participation	September	Participation in volunteering through out the school
14	Take Dads to School	Sue DiDomizio	Increase parent participation	September	Families feel more familiar and comfortable with school setting

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15	Spelling Bee	Nancy Wishart	Increased academic engagement at both home and school levels	December	Improved academic performance
16	Winter Family Night/Science Fair Winners	Kim Garcia Sue DiDomizio	Increase family participation	December	Families feeling more familiar and comfortable with school setting

Staff Development

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

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

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Hot Topic Tuesdays	School Leadership Team; District PD Staff; Selected Teacher Leaders	Teachers will be able to effectively analyze data and match curriculum to students' needs and communicate with parents so that they can support the students' academic progress at home	monthly	Work Samples and Increase in student achievement (i.e. HW), parent surveys
2	PBIS	Sue DiDomizio Tom Stull,	Increased academic engagement at both home and school levels	September, ongoing	Reduction in ODRs

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3	Multicultural Events	James Broxton Laurie Hoover	Staff works with students' and parents to help increase cultural awareness	Throughout the school year	Parents feeling more comfortable in school setting; Parent Surveys
4	Thinking Maps	Joann Rondeau	Students use graphic organizers to work collaboratively for deeper comprehension in all content areas	Throughout the school year	Use of consistent language and creating concrete images of abstract thoughts leads to higher levels of critical and creative thinking
5	Guide on the Side	Sue DiDomizio Ainsley Seeley Various District PD Staff	Trainings for new teachers	monthly	Research based instructional and classroom management strategies lead to increased academic performance
6	i-Ready	Ainsley Seeley, Julie Green,	Data driven instruction	Throughout the school year	Instructional intervention strategies and differentiation of instruction will lead to increase in academic performance
7	Voluntary Staff PD's	Leadership team; District PD Staff Teacher Leaders	Increase teacher tool kits for high yield instructional strategies such as Accountable talk; Vocabulary; 12 Powerful Words; Reading Strategies; Formative Assessments; Differentiation	Monthly	Instructional intervention strategies and differentiation of instruction will lead to increase in academic performance

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child(ren). [ESEA Section 1116].

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Response:

Family Resource Room/ Parent Library

Behavior Interventionist, Attendance Secretary, Resource Specialist serve as a liaison with the district Title 1 Staff for connecting to community resources.

Communication

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

- Timely information about the Title I programs [ESEA Section 1116];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [ESEA Section 1116];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [ESEA Section 1116]; and
- If the school wide program plan under [ESEA Section 1116] is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [ESEA Section 1116].

Response:

Response: Citrus Elementary School will provide parents with timely information via:

- * Principal/ School Newsletters
- * Take Home Flyers
- * emails
- * updated marquee in front of school
- * School Messenger in English and Spanish
- * Personal calls home
- * school website and calendar
- * district website
- * Orientation Night

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- * Open House Night
- * Academic Family Nights
- * Science Family Night
- * Title I meetings
- * SAC meetings
- * PTA
- * conferences with the teachers
- * conferences with the principal
- * Notes in agenda
- * School App
- * School Social Media

Accessibility

Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [ESEA Section 1116].

Response:

The Parent and Family Engagement Plan (PFEP)/Parent Involvement Plan (PIP) is discussed during the Annual Title I Meeting and other parent informational meetings to parents of Citrus Elementary students. Parents are notified of the availability of the EFEP via School Messenger, parent meetings and school newsletter. Parents requesting the Plan in Spanish will receive that support. The EFEP are made available via hard copy and on the district and school's website. The SDIRC website has the capability to toggle between English and other languages.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages. All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities. The district's Title I Parent Specialist, and Project Specialist are also bilingual and facilitate communication between the home and the school.

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The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Title I Coordinator and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

The district also works collaboratively with the Exceptional Student Education department to ensure that parents may fully benefit from the parent involvement activities.

Discretionary Activities (Optional)

Discretionary School Level Parental Involvement Policy Components. Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

Attach Evidence of Input from Parents

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

Attach Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

**CITRUS ELEMENTARY
SCHOOL - PARENT COMPACT AGREEMENT
2017-2018**

The staff at our Title I school constantly strives to provide a safe, pleasant learning environment for every student. We request that you sign the following Compact Agreement to show your commitment to support your child's education.

- **Citrus ELEMENTARY SCHOOL** will:
- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:** implement core curriculum, enrichment, and intervention programs that are research proven to be delivered by highly qualified, effective teachers.
- **Hold parent-teacher conferences with bilingual staff during which this compact will be discussed as it relates to the individual child's achievement.** Two conferences will be held: October and February.
- **Provide parents with frequent reports on their children's progress.** Teacher will provide reports as follows: progress reports at mid grading periods four times a year, report cards four times a year, and more extensive and frequent reports for designated students.
- **Provide parents reasonable access to staff with bilingual support.** The staff will be available for consultation with parents as follows: Teachers, resource teachers, and administrators are available to meet with parents during regular scheduled conferences and additional conferences during the school day as requested by parents.
- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:** school activities calendar is distributed by semester, volunteer sign up list is offered during orientation, and observations may be scheduled through the teacher or administrator throughout the school year.

STUDENT'S TEACHER NAME: _____ October _____ February _____

Additional Meeting(s) with families: _____

Teacher Signature: _____ **Grade** _____

- **PARENTS** will support our children's learning in the following ways:
- *Participating, as appropriate, in decisions relating to my children's education*
- *Working at home with my child including reading at home*
- *Encouraging good study habits; providing a suitable place for completing homework assignments*
- *Attending parent/teacher conferences to help keep aware of my child's progress*
- *Attending workshops /trainings to assist me in being better able to support my child*
- *Serving, to the extent possible, on policy advisory groups at school, district and state levels*

PARENT/GUARDIAN NAME: _____ October _____ February _____

Additional Meeting(s) with families: _____

Parent signature: _____

- **STUDENT RESPONSIBILITIES:**
- *I will:*
- *Set aside time for reading and completing homework assignments*
- *Return materials on time; give to my parent or responsible adult any notices from school every day*
- *Behave well and abide by all classroom rules; be prepared each day*
- *Respect my school, myself, and others; promote good citizenship by being a positive role model*

STUDENT'S NAME: _____ October _____ February _____

Additional Meeting(s) with families: _____

Student Signature: _____

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**ESCUELA PRIMARIA DE CITRUS
ACUERDO ENTRE LA ESCUELA PADRES Y ESTUDIANTES**

2017-2018

El personal en nuestra escuela de Título I se esfuerza constantemente para proporcionar un ambiente de aprendizaje placentero y seguro para todos los estudiantes. Le pedimos que firme el siguiente Acuerdo para mostrar su compromiso para apoyar la educación de su hijo (a)

1. LA ESCUELA PRIMARIA DE Citrus:

- Ofrecerá un programa de estudios e instrucción de alta calidad en un ambiente de apoyo y aprendizaje efectivo que motive a los estudiantes a cumplir con los estándares de aprendizaje del Estado como sigue: Implementar el núcleo del plan de estudios, de enriquecimiento y programas de intervención que son de efectividad comprobada y enseñados por maestros efectivos y altamente calificados.
- Tendrá conferencias de padres y maestros con personal bilingüe y en las cuales se discutirá este acuerdo por estar relacionado con el progreso individual del niño (a). Habrá dos conferencias: octubre y febrero.
- Le proporcionará a los padres reportes frecuentes del progreso de sus hijos. El maestro (a) proporcionará los reportes de la siguiente manera: reportes de progreso a la mitad de los periodos de calificaciones cuatro veces al año, boletas de calificación cuatro veces al año y reportes más frecuentes y extensos para estudiantes designados.
- Le proporcionará a los padres acceso razonable a personal bilingüe de apoyo. El personal estará disponible para consultar con los padres de la siguiente manera: Los maestros, maestros de recursos y administradores estarán disponibles para reunirse con los padres durante conferencias programadas y conferencias adicionales como lo soliciten los padres durante el día de clases.
- Le dará oportunidad a los padres para que sean voluntarios y participen y observen actividades en el salón de clases del niño (a) de la siguiente manera: cada semestre se distribuirá el calendario de actividades, durante el día de orientación se ofrecerá la lista para firmar como voluntario y se podrán programar observaciones con los maestros o administradores en el transcurso del periodo escolar.

MAESTRO (A) DEL ESTUDIANTE: _____ octubre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Maestro (a): _____ Grado _____

2. LOS PADRES apoyaremos el aprendizaje de nuestros hijos de la siguiente manera:

- Participando, como sea apropiado, en decisiones relacionadas con la educación de mi hijo (a)
- Trabajando con mi hijo (a) en mi casa incluyendo la lectura en el hogar
- Motivando buenos hábitos de estudio; proporcionando un lugar apropiado para hacer la tarea
- Asistiendo a conferencias con los maestros para mantenerme informado del progreso de mi hijo (a)
- Asistiendo a talleres prácticos/entrenamiento para que me ayuden a prepararme para apoyar mejor a mi hijo (a)
- Servir, en la medida de lo posible, en grupos consultivos de política en la escuela, distrito y estado

NOMBRE DEL PADRE/GUADIAN: _____ octubre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Padre/Guardián: _____

3. RESPONSABILIDADES DEL ESTUDIANTE:

Yo:

- Hare tiempo para leer y terminar la tarea
- Regresare los materiales a tiempo, le entregare a mis padres o adulto responsable todos los avisos de la escuela todos los días
- Me portare bien y obedeceré todas las reglas del salón de clases; estaré preparado todos los días
- Respetare a mi escuela, me respetare a mi y a los demás; promoveré el buen civismo siendo un buen ejemplo

NOMBRE DEL ESTUDIANTE: _____ octubre _____ febrero _____

Junta(s) Adicional(es) con la Familias: _____

Firma del Estudiante: _____

Attach Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116.

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

Evaluation of the previous year's Parent Involvement Plan**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [ESEA Section 1116]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Orientation	1	529	
2	Open House	1	387	
3	Title I Annual Meeting	1	101	
4	Parent-Teacher Conferences	2	694	
5	Kindergarten Camp	1	20	
6	Academic Parent Meetings	5	326	
7	Family Celebrations	1	68	

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

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coordination of parent programs; and how to build ties between parents and the school [ESEA Section 1116].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Student Academic Success (Standards Based Instruction, Digital Integration, etc.)	16	375	
2	Culture & Climate (Cultural Competencies, New Teachers/Mentoring, etc.)	7	168	
3	Strategic Partnerships (Communication with Parents, Community, etc.)	1	37	

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background an migratory children) [ESEA Section 1116].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Limited English proficiency	Offering adult Ed ESOL classes at school site/translators. Train staff in understanding of other cultures; Consistently provide Spanish speaking staff at events, parent meetings, teacher/parent conferences and literature in Spanish
2	Limited literacy	Offering adult Ed classes for ESOL at school site
3	Working parents	Schedule meetings at flexible times (before, during and after school)
4	Lack of transportation	Courtesy bus route; Post link to Go Line on school website
5	Parent Sensitivities	Culture and Community is a goal in our School Improvement Plan; PLC on Kids Deserve It

Best Practices (Optional)

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

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