**FLORESTA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

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

**Assurances**

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee**  | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** At Floresta Elementary, caring and dedicated professionals facilitate learning by engaging all students in challenging work. As a collaborative unit, educators connect learning to real-life experiences that maximize each child's potential while preparing them to be contributing members of society. Families and community members join Floresta in a partnership that fosters success in a nurturing and safe environment. |

**Review Rubric:**
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

 Explanation of the purpose of the parental involvement program;

 Description of what will be done; and

 Description of the beliefs or value of the LEA.

**Review Status:**

**Review Comments:**

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**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Floresta Elementary encourages parents to become active members of our Parent Teacher Organization and School Advisory Council to facilitate and develop positive parent/family and school relationships. The parent/family involvement in School activities and attendance at SAC meetings is essential to increase student achievement. Attending Sac meetings will provide information to families regarding the school's Title I allocation and allow for parent input into the decision making process of Title I activities at the school. All meeting dates will be published on the school's website, newsletters, flyers, teacher phone calls, School Messenger to allow time to plan for attendance. Parent/family feedback will be requested at throughout the year to determine future needs. |

**Review Rubric:**
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

**Review Status:**

**Review Comments:**

**Coordination and Integration**

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: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Literacy Night/ESOL & Migrant | Parents/families will be provided information during our “Bingo For Books” event about the reading series, Journeys, web sites, strategies to increase reading fluency, comprehension and the home /school connection to assist their children to become better readers. We also collaborate with both ESOL and Migrant programs to inform ESOL parents about the activities at the district level to encourage parents to become active participants in district and school based initiatives and to develop and revise the district’s parent involvement policy and ESOL plan.  |
| 2 | Math Night/ESOL & Migrant  | Parents/families will be invited to participate in math activities to better understand the Go Math series, Destination Success and the new State Standards. Parents will learn strategies they can use at home to increase their child’s math performance. The parents/families will also learn about the parent technology sites that they use through Go Math to enhance practice at home. Information and accommodations will be provided for parents who speak Spanish or Creole. |
| 3 | New State Assessments | Parents/families will be invited to participate in grade specific test questions that their student(s) will be required to answer for the new state assessments. Parents/families will better understand how to help their children at home. |
| 4 | Family Science Workshops | Parents and students will be invited to participate in hands on scientific inquiry to support core instruction grades K-5. |
| 5 | Publix Math Night | Parents and students will participate in a mathematics scavenger hunt at a local Publix gardes K-5. |
| 6 | Are you smarter than your 3rd, 4th or 5th grader? | Parents and students will participate in a fun filled review with fellow classmates and their parents as they prepare for the State assessments.  |

**Review Rubric:**
Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:**

**Review Comments:**

**Annual Parent Meeting**

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

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parents “Right To Know” included in the Title I Parent Guide & Calendar | Administration | Distribution Oct. 2014 | Copies sent home to all parents |
| 2 | Annual Title I Meeting | Principal & AP | September 23, 2014 | Participant roster and parental input |
| 3 | Announcement:School Messenger. Marquee, principal’s newsletter, Flyer inTuesday Folders  | Principal, & AP | 1 week prior-Marquee,3days prior-school messenger,Tuesday Folder, school web site | Participant roster |
| 4 | Power Point presentation to explain AYP, ETC. | Principal & AP | Meeting day | Participation |
| 5 | Supporting Material, handouts | Principal & AP | Meeting Day | Participation & questions |
| 6 | Supporting Material, handouts | AP & Coaches | Meeting Day | Participation & questions  |
| 7 | Child Care provided | School Staff | Meeting day | Parent Attendance |
| 8 | Translators Provided | ESOL Staff | Meeting Day | Parent understanding |
| 9 | Flyers to Families in 3 languages | ESOL Staff & AP | 10 days before meeting | Participation |
| 10 | Maintain Documentation | AP & Coaches | After annual meeting | Title I Documentation Folder |

**Review Rubric:**
Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**Flexible Parent Meetings**

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

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| **Response:** Parent meetings and workshops are offered at the school in the morning, afternoon and evenings to accommodate the various needs of our parents /families. Parent Teacher Organization (PTO) meetings are scheduled at 5:30 PM before major monthly events to honor parent/family time .Refreshments, child care and other items will be available for all events. Spanish and Creole translations will be available for parents so everyone will understand and be able to participate. Flyers announcing the monthly events will be provided in three languages to ensure attendance. Student planners, School messenger phone messages, school website, parent/teacher personal phone calls, principal's newsletters and the marquee will disseminate the date and time for events and meetings. |

**Review Rubric:**
Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**Review Status:**

**Review Comments:**

**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 [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Literacy Night | Teachers / Literacy Coach | Informational meetings to provide parents about writing across the content areas and learning applications for the new writing assessemt+ to create a love of reading | November 2015 | Parent feedback / survey |
| 2 | Math Night Of Chance | Admin /Math Coache/ Teachers | Core subject areas K-5 and to prepare for the state and end of year assessments | February 2016 | Parent feedback / survey / sign-in sheets / student assessments |
| 3 | Family Science Workshops | Admin / Teachers, Math & Literacy Coaches | Students & parents will participate in hands on activities about science core instruction K-5 and the importance of all material for the state test in 5th grade | August 2015 | Assessments / FSA scores / Parent feedback / Student survey |
| 4 | New State Assessment Night | Math & Literacy Coaches + rTeacgers | Parents & students will participate in answering sample questions for the new state assessments to better understand how to help their student(s) at home | October 2015 & January 2015  | Parent feedback / survey / sign-in sheets |
| 5 | Publix math night | Admin, math coach & teachers | Parents and students will participate in a mathematics scavenger hunt at a local Publix gardes K-5. | May 2016 | Parent feedback / survey / sign-in sheets |

**Review Rubric:**
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:**

**Review Comments:**

**Staff Training**

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | District websites : teachers and administrators  | Prof. Dev. Department | Increase the ability of staff to work effectively with parents by providing best practices for parent involvement | September 2015 | Improve the ability of staff to work effectively with parents by providing best practices for parent involvement |
| 2 | Family Friendly Schools- teaches staff how to create a welcoming environment for parents. Creates a sense of belonging for students so they are motivated to be more active in their child’s education and achievement. | Administration, Guidance Counselor & Prof Dev. Depart. | Improve the ability of staff to work effectively with parents by providing best practices for parent involvement | October 2015 | At the conclusion of the training participants are offered the opportunity to evaluate the training |
| 3 | Effective Parent/Teacher Conference – Teaching teachers how to prepare and get the most out of parent/teacher conferences. What to ask, identify the purpose of the conference, how to explain report cards and progress reports. | Admin.Guidance Counselor & Team Leaders | Improve the ability of staff to work effectively with parents by providing best practices for parent involvement | November 2015 | At the conclusion of the training all participants are offered the opportunity to evaluate the training |

**Review Rubric:**

 Content and type of activity including the following:Valuefollowing:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school,; and
* Cultural sensitivity;

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

 Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**Other Activities**

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

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| **Response:** Floresta Elementary School will provide an area in the office conference room for numerous handouts explaining all aspects of the Title I program. This area is in the front office where parents can access the materials easily. The literature is provided by the District Title I Office, is also available in English, Spanish and Creole. The parents may be interested in checking out useful teaching tools and may do so in our media center and parent room.  |

**Review Rubric:**
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**Communication**

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

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:** Information is distributed via hard copies sent home, school messenger marquee, school website, parent room, parent face to face conferences. Literature is available in English, Spanish and Creole. Parent conferences are welcomed and opportunities for parent conferences are flexible. Student progress is measured by the District Progress Monitoring, Journeys & Go Math, EasyCBM assessments, FSA ELA & Math-2015 or when released, FCAT-Level 3 or higher for proficiency (2015), informal teacher assessments with 80% or higher serving as proficient.  |

**Review Rubric:**
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Review Status:**

**Review Comments:**

**Accessibility**

Describe how the school 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 school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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| **Response:** Floresta Elementary School will hold at least two ESOL parent Leadership Nights to ensure that parents/families understand their rights to equal access to all education programs. Opportunities are provided for families via the phone School Messenger, school website, written information in three languages, e-mail, parent portal. School reports are shared at SAC meetings and in the school parent newsletter in family friendly language. Florida Diagnostic and Learning Resources (FDDLRS) is available to parents who may need more information and training to meet the needs of children who are exceptional and /or have special needs. Floresta Elementary's Exceptional Student Education Specialist is always available to answer questions or to assist parents as needed. The school guidance department will also work with parents who may need assistance from the school social worker or Migrant Liaison to ensure students needs are met. |

**Review Rubric:**
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:**

**Review Comments:**

**Discretionary Activities**

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:

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| **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)]; and | Reading Strategies | Reading Coach & Literacy Team | Best Practices in reading and writing strategies will be provided to parents on comprehension, fluency and selecting an appropriate book. These are all necessary and essential skills that will be utilized across all content areas | October with ongoing follow up support as needed |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | PTO, SAC, ESOL Parent Leadership | Admin. Coaches & Counselor | Providing parents as role models will increase the home /school connection and help promote good communication between the school and home to help parents with homework tips and to instill the love of reading  | Sept. 2015 - May 2016 |
| 3 | 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)]; | Meeting times will be varied to allow more parents to access the information. | Admin. & Counselor | By alternative meeting times on site there is a greater incidence of parental attendance thus increasing the number of parents receiving the information regarding student performance and curriculum. | Sept. 2015 - May 2016 |

**Review Rubric:**
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:**

**Review Comments:**

**Upload Evidence of Input from Parents**

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

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**Review Rubric:**

**Review Status:**

**Review Comments:**

**Upload 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 1118(d)].

Upload an electronic version of the Parent-School Compact.

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**Review Rubric:**
School-Parent Compact must include the following components:

* Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
* Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:**

**Review Comments:**

**Upload 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 1118(d)].

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

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**Review Rubric:**

**Review Status:**

**Review Comments:**

**Evaluation of the previous year's Parental 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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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

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

**Review Status:**

**Review Comments:**

**Staff Training Summary**

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

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

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

**Review Status:**

**Review Comments:**

**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) [Section 1118(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |

**Review Rubric:**
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (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); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:**

**Review Comments:**

**Best Practices (Optional)**

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

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| **count** | **Content/Purpose** | **Description of the Activity** |

**Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:**

**Review Comments:**