## ALTA VISTA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Nikeshia Leatherwood, 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:** District and School-based Title I Parent Involvement Programs in Polk County will strive to BUILD RELATIONSHIPS to create real family engagement for EVERY child, EVERY family, EVERY teacher, EVERY day. |

**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:** Parents are asked to indicate interest in joining SAC in the newsletter, via half sheet flyers, and by staff suggestions.   Meetings with parents were held on 3/19/2015, 4/16/2015, 5/26-6/4, 2015 and a SAC meeting was held on 9/11/2014 to plan, review, and improve Title 1 programs at Alta Vista Elementary. How to use 1% of the funds from the Title 1 allocation, for parent involvement, was voted on. Minutes and sign in sheets are on file.  Parents voted to continue to have 1% of Title I funds allocated to student agendas and a Parent Involvement Para.  A survey, with a typed response page, was available online for Parents starting on 1/28/2015 through 3/27/2015. The responses to the survey are used to identify specific areas to review. |

**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 | Title I, Part A | Title I,Part A Funds school-wide services to Alta Vista Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. |
| 2 | Title II | Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.Professional development resources are available to Title 1 schools through Title II funds. At Alta Vista these funds will be used to provide substitutes, or Special Activities Pay, to facilitate curriculum development |
| 3 | ESOL | After school tutoring for students and parents in need of language acquisition assistance. |
| 4 | ESE | Alta Vista has a Pre K, K-2, and 3-5 self contained units and 2 ESE teachers who push into classrooms to assist with inclusion. |
| 5 | Pre-K | Alta Vista has one full day Title I Pre-K unit |

**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 | Announcement in Newsletter | Parent Involvement Para | September 2 | Sign in Sheets |
| 2 | Flyers | Parent Involvement Para | September 2, 9, and 16 | Sign in Sheets |
| 3 | PowerPoint outlining the details of the Title 1 program and the importance of family involvement. | Program Facilitator | September 24 | Surveys |
| 4 | Review of Compact with Parents by Teachers | Classroom Teacher | On going | Surveys |
| 5 | Marquee Advertisment | Parent Involvement Para | August 20-September 24 | Sign in Sheets |
| 6 | Annual Meeting Alternative Dates by appointment | Program Facilitator | September 24-October 24 | Sign in Sheets |

**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:** Parents are invited to make an appointment to review a recording of the Annual meeting or to view the PowerPoint on the school website. Extensive Parent/Teacher Conferences to discuss assessments, progress, and other critical areas are offered by appointment on Family Nights. The Family Night conferences will be held 2 times during the year from 4-7:00 p.m. on 12/10/2015 and 3/3/2016. Conferences are also available throughout the year by appointments arranged directly between the family and teacher. Grade Level parent workshops are offered as a part of Open House Afternoons from 4:00 to 7:00 p.m. on a drop in basis, parents unable to attend will be given the opportunity to take home the materials during a conference or will be sent the materials if requested (a message about available materials will be included in the newsletter). Translators will be provided. |

**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 | Family Night Conferences | Interventionist | Parental engagement, and awareness of student strengths and weaknesses, is necessary for student acheivement | Dec 10, March 3 | Conference Agenda completion |
| 2 | Winter Treasures: Math, Science, Reading and Writing Activities | Resource Teachers representing each grade level | Student achievement in math and reading can be increased by simple activities at home. Parents will obtain reading and math activities to use at home to reinforce fundamental academic skills at each grade level. Skill sets will vary based on grade level. | December 10, 2015 | Surveys completed by parents |
| 3 | Spring Fling: Math, Science, Reading and Writing Activities | Resource Teachers representing each grade level | Student achievement in math and reading can be increased by simple activities at home. Parents will obtain reading and math activities to use at home to reinforce fundamental academic skills at each grade level. Skill sets will vary based on grade level. | March 3, 2016 | Surveys completed by parents |
| 4 | Newsletter | Interventionist | With the prior knowledge of school events, parents will have the opportunity to ask higher order thinking questions about the school day. | Monthly | Surveys completed by parents |
| 5 | SAC | Interventionist | Parental engagement is necessary for student acheivement | Once each quarter | Minutes |
| 6 | Extensive, Private Conferences | Classroom Teacher | Parents who are notified of student weaknesses, along with ways to help, have the information needed to contribute to academic success. | On Going | Student progress as measured by periodic classroom assessments |
| 7 | Parent Information Resource Center | Denise Atwell | Student academic achievement can be increased with the help of informed parents. | On Going | Sign in records for Parent Centers |
| 8 | Doughnuts for Dads | Interventionist | Parental engagement and awareness contributes to student academic achievement in all core subjects | September 30, 2015 | Surveys completed by parents0 |
| 9 | Interims sent home every 2 weeks | Classroom Teachers | Parental engagement and awareness promotes academic achievement in all of the core subjects | On Going | Student progress as measured by quarterly report cards |
| 10 | Weekly Grade Level Newsletters | Classroom Teachers | Student achievement is more likely when parents are informed, in a uniform manner, of homework assignments, topics being introduced in class and important deadlines. | On Going | Student progress as measured by quarterly report cards. |
| 11 | Rosetta Stone | Interventionist | Students and parents who improve their language acquisition will be able to communicate more effectively as well as assimilate academic instruction more readily. | October 27, 2015 thru March 17, 2015 | Rosetta Stone reports |

**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 | Family Friendly Schools Training for Office Staff | District Personnel | Parents who feel comfortable at the school are more likely to attend workshops and volunteer. Parental involvement is critical factor for student acheivement. | Fall 2015 if offered | Reduction in concerns expressed by parents about office staff |
| 2 | Effective Parent Conferencing | Program Facilitator | Effective communication between teachers and families increases the likelihood of academic success. | Fall 2015 | Teachers will complete a "What I Learned Today" sheet. |
| 3 | Family Involvement Tips Email | Program Facilitator | Effective communication between the school and home. | On Going | Teachers will contribute ideas that have worked for them. |

**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:** A schoolwide newsletter is sent home monthly.  Book Fair is held in the Fall and Spring.  Parents are invited to come and eat with their child for Thanksgiving lunch.  Regional Parent Information Resource Centers are available offering classes for parents, homework help, resources to help their child with academic achievement.  The district wide Parent University, held in September, is advertised on the school marquee and flyers are sent home to encourage participation.  Rosetta Stone Classes are being offered in the late fall for parents of students with low language acquisition in grades 2-5. |

**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 about Title 1 programs is explained in the Alta Vista Compact, the Alta Vista Parent Involvement Plan and during the Title 1 Annual Meeting. Notifications will include phone messages, flyers, and marquee messages.  Florida Standards Assessment -FSA- (Proficiency = to be announced), FAIR (Proficiency = a score of 85% or higher)   Parental input about their child's education occurs during SAC meetings, Title I meetings, building capacity workshops, and during parent/teacher conferencing.  Each newsletter invites parents who have concerns about the Title 1 programs, or their child, at Alta Vista to call Ms. Huston at the school, the phone number is provided. A tear off is provided for the parents to write concerns on and return to the school.  Students have agendas, which are provided free of charge, for daily teacher/family communication. The agenda includes calendars with school events and student holidays preprinted.  Information for families is continuously updated on the Alta Vista website including this Parent Involvement Plan, the compact, the Right to Know letter, as well as other important documents.  A school newsletter is sent out once a month and grade level newsletters are sent out weekly.  Interims are sent home every two weeks along with quarterly Progress Reports. |

**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:** The home language survey is used to identify the linguistic needs of the Alta Vista Community.  Spanish translation is provided at all events, Haitian Creole is available upon request. Assistance for hearing impaired parents is available with 72 hours notice, and the school has ramping which is wheelchair/stroller friendly. Materials are sent home in both English and Spanish.  Population fluctuation is monitored on Genesis and service adjustments will be made as needed.  Flyers encouraging parents to volunteer, be a member of SAC or PTO, and other committees are sent home in the Wednesday folder. |

**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 | Parents of low language acquisition students will be invited to utilize the Rosetta Stone program. | Program Facilitator | The parents'effort to learn and increased ability to communicate in English will support the language acquisition of the children | Tuesdays and Thursdays from November thru mid March. |
| 2 | 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)]; | Parent Teacher meetings are by appointment and can be done before or after school. | classroom teacher | Meetings between teachers and parents allow all stakeholders to review student strengths and weaknesses,as well as establish strategies to be implemented to strengthen the areas of concern. | On Going, Throughout the Year |

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\blaze.huston\Downloads\fileUploads\530331_2015-2016_uploadEvidenceParentInput.pdf) |

**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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| [Uploaded Document](file:///C:\Users\blaze.huston\Downloads\fileUploads\530331_2015-2016_uploadCompact.docx) |

**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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| [Uploaded Document](file:///C:\Users\blaze.huston\Downloads\fileUploads\530331_2015-2016_uploadCompactEvidence.pdf) |

## 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** |
| 1 | Annual Meeting | 2 | 155 | Parents who feel comfortable at the school are more likely to attend workshops and volunteer. Parental involvement is critical factor for student acheivement. |
| 2 | Fall Into Learning: Math, Science, Reading and Writing Activities | 1 | 155 | Student achievement in math and reading can be increased by simple activities at home. Parents will obtain reading and math activities to use at home to reinforce fundamental academic skills at each grade level. Skill sets will vary based on grade level. |
| 3 | Winter Treasures: Math, Science, Reading and Writing Activities | 1 | 220 | Student achievement in math and reading can be increased by simple activities at home. Parents will obtain reading and math activities to use at home to reinforce fundamental academic skills at each grade level. Skill sets will vary based on grade level. |
| 4 | Spring Fling: Math, Science, Reading and Writing Activities | 1 | 215 | Student achievement in math and reading can be increased by simple activities at home |
| 5 | What to Do With Your Child Over the Summer | 1 | 200 | Student achievement in math and reading can be increased by simple activities at home. |

**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** |
| 1 | Communications with Parents: Good Before Bad | 1 | 52 | Parents will be more receptive to help with student concerns if the initial contact was positive |
| 2 | Parent Conferencing | 1 | 52 | Parents who have the opportunity to have a meaningful, give and take, conversation with the teacher are more likely to recognize education is a team effort. |

**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** |
| 1 | Language (ELL) | Get student volunteers from the high school to translate |
| 2 | Not able to attend (All Subgroups) | Send materials home upon request |
| 3 | Difficulty Getting to School (All Subgroups) | Numerous activities are scheduled to occur during Open House afternoons |
| 4 | During Meal Time (All Subgroups) | McDonald's meals were sold as a school fund-raiser. |
| 5 | Wanted personal time with the teachers | Appointment options were sent home 3 weeks prior to conference events |

**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** |
| 1 | Effective Communication | Volunteers from the local high schools came to translate |
| 2 | Increasing Parent Participation | McDonalds meals were offered for $2 each to assist with evening meal procurement |
| 3 | Increasing Parent Participation | Multiple activities were scheduled for the same date and time to increase participaton. |