

CROOKSHANK ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Dr. Paul Goricki , 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)].

Signature of Principal or Designee	Date Signed
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Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Crookshank Elementary strives to provide students with an exemplary education, which will meet the diverse needs of individual students in a positive and safe environment while preparing them for academic success, productive citizenship, and lifelong learning. Meaningful, supportive and collaborative partnership between school, parents, and community will serve as a vehicle to assuring an exemplary education for all students.

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)].

Response: A majority of Crookshank School Advisory Council (SAC) members are parents. SAC meetings are held monthly and all parents are encouraged to attend meetings. Parents are active participants in the School

Improvement Plan. Crookshank will provide an array of opportunities to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the Title 1 program. The Parent Teacher Organization is a group whose main focus is on increasing parent involvement and overseeing parent and school relations. The PTO meets as a body every other month and the Executive board meets monthly. The PTO membership consists of parents, teachers and school staff members. The executive board (officers) are elected at the Title 1 annual meeting held at the end of each school year. In addition, Crookshank has a parent/community involvement staff person who represents the school at meetings and events. A variety of survey instruments, parent meetings, monthly newsletters and other activities will be used to solicit input from parents regarding the implementation of the Title 1 Program and how Title 1 funds are spent. The results of these surveys will be used to plan ways to increase parental involvement. Additionally, parents will be given opportunities to provide input at our Title 1 Open House Annual meeting, parent data meetings, parent conferences, and parent teacher organization meetings. Our Parent Survey will aid in the PIP development and revision.

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)].

count	Program	Coordination
1	Head Start	Through the coordination of Head Start services in conjunction with SJCSD PreK guidelines, we will provide activities that parents and caregivers can do to help motivate young children to learn. These activities will offer tips on getting children involved in reading and learning: Parent's Guide to Reading With Your Child; choosing books for infants and toddlers; math in the home activities; developmental milestones
2	Title I Part A Basic	Through the coordination of all of the Title I program funding, services are provided and communicated through academic (AVID) and behavior (Leader in Me) intervention programs. Specific activities pertaining to how parents can help their child at home will be implemented every nine weeks. These activities will not be limited to pencil and paper activities but may include make it and take it activities to increase greater participation between parent and child.
3	Pre Kindergarten (VPK)	Through the coordination of VPK services, in conjunction with Episcopal Childrens Services, CES will participate in providing VPK services for our pre-K populations in need. Families will be invited to Kindergarten Round-Up in Spring 2015 where parents will be provided ways to help prepare their child for kindergarten. All children will be screened for kindergarten readiness at a time arranged at the parents' convenience.

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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Notification of Event---Welcome back letter to parents; school marquee	Dr. Paul Goricki	August and September	Parent Letter; School Marquee
2	Develop agenda and handouts	Dr. Paul Goricki	September	Agenda
3	Prepare Sign-In Sheets	Joanne Marziani	September	Attendance is document on classroom sign-in sheets: name, phone number, email address and number of attendees
4	Meeting Reminder: Blackboard Connect Communication Tool	Dr. Paul Goricki	September	Blackboard Connect phone log
5	Conduct Meeting: Purpose of meeting and Title I resources offered through	Dr. Paul	September	Agenda and meeting notes held in Title I Documentation

	school	Goricki		Book
6	Collect and maintain Sign-In Sheets	Joanne Marziani	September	Title I Documentation Book
7	Document Evidence of meeting	Joanne Marziani	September	Agenda and meeting notes

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)].

Response: Title I Parent Meetings are scheduled by the Crookshank SAC team. Meetings are held the first Thursday of every month. To increase parent involvement, monthly SAC meetings are held at 4:30 pm. Crookshank will provide free childcare during the meeting for children of SAC members who attend the school. Agendas and meeting minutes will be emailed to all SAC team members to ensure that assigned tasks are completed prior to the next meeting. At the end of each quarter classroom teachers will invite parents to attend student-led data chats to keep parents informed of their student's goals and academic progress. Meeting times will be flexible during the day to allow working parents to attend.

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Parent Literacy Events and Activities	Teachers; students	Students will analyze achievement data looking for strengths and weaknesses: academic learning goals & gains, attendance/tardies, behavior. Parents receive newsletters and monthly reading and math strategies to help students at home.	Quarterly	Student Performance, parent involvement and student attendance
2	Title I Open House Meeting	Dr. Paul Goricki; Staff; PTO	School personnel will create a community of support for parents	August 2015	Sign-in Sheets and Parent Compacts
3	MTSS/RtI	MTSS/RtI Team	Reading/Math/Behavior Interventions. Parents are provided with meeting notes of intervention strategies. Parent conferences are held to discuss student progress and to provide additional strategies that parents can use at home to aid in student academic growth.	Weekly and Monthly meetings	RtI Meeting Notes and Plans
4	Parent / Teacher Orientation	Dr. Paul Goricki	Reading/Math Strategies	September 2015	Sign-in Sheets and Parent Compacts
5	Quarterly Data Chats	Teachers and Staff	Provide parents with knowledge, expectations and strategies to help prepare their child for success on Florida State Assessments.	September - April	Sign-in Sheets; Student reading

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	AVID Training	A. Bermagasco	Teachers will effectively design and communicate clear defined instructional learning goals. Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school.	October 2015 & April 2016	Building ties between home and school: students will understand what to learn, how deeply to learn it, and exactly how to demonstrate their new learning.
2	Balanced Literacy Cadre	Ewa Kolk	Reading strategies and writing skills will strengthen on all grade levels to help teachers communicate and work effectively with parents.	August, 19, 2015	Improvement in K-5 reading scores and 4th & 5th grade writing scores
3	Reading and Math Newsletter	Karen White	An increase in student critical thinking skills and strategies; help to build ties between home and school.	October 2015 - April 2016	Increase in student achievement and FSA scores
4	Go Math Staff Development	Karen White	Reading and Math activities that parents can do at home with their children	September 2015 - April 2016	Improved student critical thinking skills
5	Positive Student Behavior	Teri Evans	Provide proactive ways in which to improve student behavior; cultural sensitivity to help work with parents as equal partners in student learning.	September 2015	An increase in student office referrals and an increase in student awareness of positive behavior.
6	High Yield Strategies	Renee Hobbs/Diane Lloyd	Instructional practices that establish a direction for learning and provide students with information on their progress towards their individual goals. Teachers will send home weekly folder of student academic progress.	September 2015-April 2016	Increase in student academic achievement
7	Cultural Diversity	Dr. Paul Goricki/LaVerne Walker	Teachers will develop personal and interpersonal awareness and sensitivities, understand bodies of cultural knowledge, and master a set of skills that, taken together, will underlie effective cross-cultural teaching and culturally responsive teaching.	March 2, 2016	Staff members will learn how to interact with individuals from different cultures and better understand our students and their families more clearly, and shape policies and practice in ways that will help our students to succeed.

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)].

Response: Student Planners are used for daily communication with parents. Information is shared with parents daily regarding student progress and achievement. Interim reports are sent home every four weeks with report cards issued every nine weeks. Conferences are held as necessary throughout the year. Parents also have access to their students' data through eSchool Plus HAC (Home Access Center). In addition, parents in grades 3-5 will experience additional communication through the AVID organizational tools that students will use as part of their college and career readiness programming. The Crookshank Webpage includes school and Title I/Parent Center information, important dates to remember, student links for extra practice, Rosetta Stone, World Book Online and other helpful parent resources. Parents are actively recruited as volunteers throughout the school year and contacted by the School Volunteer Coordinator as needed. Parent resource centers will continue to provide an outstanding resource

for parents as they enter the front office. Parental involvement workshops beginning in September 2015 will be implemented to increase parents' participation in working with their child. Parent resource material is provided in the Media Center during school hours. Funding has been secured to hire a part time resource teacher for BrightStart in our VPK classroom. BrightStart creates early literacy programs to help identify and teach children at risk for reading failure and dyslexia.

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)].

Response: Timely information about Title I programs will be delivered to students through 24 hour access to the SIP plan located on our school web site, paper copies of SIP plans in the library and the front office, and through Blackboard Connect Mass Communication Tool, monthly newsletters and school marquee sign. Our SAC team is composed of over 51% of parents. Title I information is presented and discussed monthly. Parents may formulate suggestions and participate as appropriate in the decisions relating to the education of their children. The SAC team also serves as a description and explanation of the curriculum at the school. For further information parents may contact their students' teachers directly. As of the date of this report, parental survey information shows a high satisfaction with the Title I services and decisions at CES.

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)].

Response: Full opportunities for participation in parental involvement activities are provided through flexible scheduling of events, Blackboard Connect, and the availability of child care and interpreter services that are all free of charge for parents. Information regarding Title I programs is issued through a variety of formats (i.e. phone alerts, e-mail, web site, language translations, newsletters, and evening events with direct information) throughout the year. A formalized process for sharing information between the school and parents pertaining to parent programs, meetings, school reports, and various activities beneficial to parents will be presented during the first Title I meeting and school newsletters. All information pertaining to parent involvement will be presented or stated in a format and language which will be easily understood by parents. In addition, these communications will be provided for families of students with limited English proficiency. Upon request, a sign language interpreter will be present for parents who are deaf.

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student	Timeline
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				Achievement	
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	Leader in Me-Lighthouse Training	Principal	Improved student performance due to parental involvement in school related functions and planning.	Summer 2013-ongoing
2	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	Leader in Me-School Improvement Goals	Community Lighthouse Team	Improved literacy achievement as measured by quarterly reading assessments	2015-16 school year
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)];	SAC meeting dates, teacher availability to parent meeting times and dates, and Head Start home parent visits	Principal, teachers, parents	parental involvement regarding academic and social needs for students	2015-2016
4	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Leader in Me	Principal/ Community Lighthouse Team	Increased parent involvement in school programming	2015-16 school year
5	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Leader in Me	Principal/PTO/Community Lighthouse Team	Increased parent involvement in school programming	2015-16 school year

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title I Parent Literacy Events	1	1806	Encouragement and guidance in developing positive bonds and reading strategies between the parent and child.
2	Title I Annual Meeting	1	1414	Sharing of Reading and Math Strategies that can be used at home.
3	Honor Roll Breakfast, Awards and Ceremonies	3	335	Student recognition for outstanding academic achievement
4	Dr. Seuss Night	1	633	Emphasis on literacy activities
5	Celebrating Our Gifts	1	404	Celebrating literacy through music, art, and drama
6	Pastries for Parents/Data Chats 3rd grade	1	50	Student Data Chats of learning gains and weaknesses
7	Student Presentations-1st grade	1	310	Presentations on the First Thanksgiving; Living Museum; Science Fair
8	Thanksgiving Luncheons	1	167	Parent luncheons with a focused on holiday literacy
9	Summer Reading Olympics	1	144	Reducing summer reading loss and encouraging independent reading
10	Veterans Day Assembly	1	69	Effective Involvement of parents to support a partnership between school, parents and community.
11	Character Counts Assembly	2	91	Student recognition for outstanding character traits.
12	Living Museum	1	107	Emphasis on African American biography genre
13	End of Year Awards Assembly	3	1009	Student recognition for academic improvement, achievement and character traits.

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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Leader in Me Implementation Day	1	62	Educators learned how to use proven practices in order to prepare students for success in high school, college, and a career. There was an improvement in the ability of staff to work effectively with parents by an increase in parent involvement and student academic achievement.
2	Leader in Me Lighthouse Team	4	15	Parent/Staff/Community Leadership Training for Continuation of the 7 Habits Program. There was an improvement in the ability of staff to work effectively with parents by an increase in parent involvement and student academic achievement.

3	Advancement Via Individualized Determination (AVID) Summer Institute	3	70	Parent/Student/Instructional/Non-Instructional Academic and Leadership Support
4	PLC Meetings - Book Studies	4	32	Teachers learn ways to differentiate instruction to meet student needs.

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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Language/ELL	As feasible, the ESOL teacher will work with ELL students individually and/or in small groups and as needed, an interpreter will be provided for parent meetings in order to overcome the language barrier.
2	Meeting Times/Dates for working parents and ELL parents.	Established varied times and dates with childcare and interpreters if needed. Also have student-led data chats to motivate parents to come to the school.
3	High Poverty	PLC - Book Study on working with low level students.

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)

count	Content/Purpose	Description of the Activity
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