

SADIE TILLIS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan / School Improvement Plan 2015-2016

I, Marianne Lee, 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 school-wide 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

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: At Sadie Tillis Elementary our mission is to promote student growth through the understanding that a child's education is a responsibility shared by the school and family and to coordinate events involving family members in activities that will foster student achievement.

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:

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

Response: Parent nights will be conducted to discuss topics regarding student testing, homework, student motivation, parental involvement, and funding. Family nights will consist of Reading, Math, and Science that will introduce integrated family learning. A parent resource center is available where parents are able to check out books and gain internet access. Parents are notified of these events through the yearly calendar, call-outs, emails, and parent newsletter. Leadership will be responsible for the implementation of the parent involvement program. All parents are invited to participate in the development of the parent involvement plan.

Volunteer parents were solicited during student orientation on August 21, 2015 and at Open House on September 24, 2015. The PTA board, which is elected by the PTA membership, provided input in the development of the plan along with the school's leadership team. At each "Family Connection" and PTA/SAC event, surveys are distributed to parents. A portion of the survey is dedicated to finding out what areas parents would like more support/additional information in. The results of those surveys are used by the SAC Committee and PTA in planning future events and funding the necessary materials for those events. The PTA continues to encourage parents to become actively involved. SAC will also participate in reviewing the Parent Involvement Plan midyear and at the end of the year. All stakeholders are given notice of meetings and are invited to participate in each session.

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)].

count	Program	Coordination
1	IDEA (Learning to Learn)	Parents are invited to monthly sessions on how they can help their children with literacy. Parents of students with special needs under IDEA are provided appropriate strategies for working with their children as well.

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 (school wide 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	Develop Agenda, handouts, and/or presentation materials	Principal, Asst. Principal	August, 2015	Presentation of data and consensus
2	Develop and disseminate invitations	Office Assistant	August, 2015	Sign-in sheet with record of attendance
3	Advertise/publicize event using school marquee	Principal, Asst. Principal, Custodial Staff	August, 2015	Sign-in sheet with record of attendance
4	Develop sign-in sheets	Asst. Principal	August, 2015	Sign-in sheets
5	Maintain documentation (sign-in sheets, surveys agenda, etc.)	Asst. Principal	On-going	Sign-in sheets, surveys, agenda

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)].

Response: Sadie T. Tillis will host a series of monthly meetings to keep parents informed of the school's progress. Progress monitoring conferences will be scheduled each grading period to discuss students' academic progress with parents and guardians. Childcare will be provided for those parents who require it both for the daytime and evening events. Most of our parents live within walking distance of the school. However, transportation will be provided if needed. Bus passes will be purchased as needed to assist with parent transportation. More flexible scheduling is also available to accommodate working parents. The parent meetings will be available throughout the day at the end of each grading period and in the evenings monthly. Because of the number of parents who speak Spanish, translators will be provided for the nightly meetings and the parent conference days that are scheduled each grading period. Parents are also invited to participate in workshops throughout the day via the parent involvement center and here at the school.

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1.	Open House/Orientation	Principal Asst. Principal Teachers	Parents will learn the school rules, expectations, and procedures. Parents will meet teachers and exchange information to keep open lines of communication	September 2015	Sign-in sheet sheets Parent evaluation/feedback forms
2.	Annual Title 1 Meeting	Principal Asst. Principal Teachers Parents	Parents and staff will discuss the PIP and ways to increase parent involvement	September 2015	Sign-in sheets Parent evaluation/feedback forms
3.	Literacy Night Winter Reading Wonderland	Principal Literacy Coach Grade Level Teachers Mrs. Norwicki (Music Teacher)	Provide parents with grade specific brochures describing the standards and strategies that parents can use to assist students at home. Encourage parental involvement in Reading programs.	December 2015	Sign-in sheets Parent evaluation/feedback forms

4.	Grandparent's Breakfast	Principal Asst. Principal	Help parents become aware of curriculum standards and how to help children at home.	October 2015	Sign-in sheets Parent evaluation/feedback forms
5.	Mother's Day Tea	Principal Asst. Principal	Help parents become aware of curriculum standards and how to help children at home.		Sign-in sheets Parent evaluation/feedback forms
6.	Science Expo	Principal Asst. Principal Grade Level Teachers	Review with parent Science state and district grade level expectations.	January 2016	Sign-in sheets Parent evaluation/feedback forms
7.	Math Expo	Asst. Principal Math Coach Math Teachers	Provide parents with grade level expectations for Mathematics and explain the FSA requirements by grade level. Teach parents strategies that they can use at home to support learning.	November 2015	Sign-in sheets Parent evaluation/feedback forms
8.	Million Word/25 Book Celebration	Principal Literacy Coach ELA Teachers	Help parents become aware of reading standards.	Aug - May 2016	Distribution to all parents
9.	Quarterly Parent/Teacher Conferences	Teachers	Help parents become aware of curriculum standards & how to help children at home.	Quarterly throughout the year	Sign-in sheets Parent evaluation/feedback forms
10.	Campus Beatification	Principal Asst. Principal Grade Level Teachers	Earth Day Education	April 2016	Sign-in sheets Parent evaluation/feedback forms
11.	Principal's Newsletter	Principal	Provide parents with monthly information on goal setting, important dates, and curriculum standards.	Monthly during the year	Distribution to all parents

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: The school will work to unify the community with a community carnival focusing on health issues.
- 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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Implementation and Coordination of Program (Parent Compacts)	Principal Asst. Principal	Parent conferences on academics, resources, and the strategies to aid in academic success.	Early Dismissal Training	Compact Folders with signed parent compacts
2	Value of Parent Involvement	Principal Asst. Principal	Improving the ability of staff to work effectively with parents.	August-May, Every 4 ½ Weeks	Copies of Progress Reports
3	Communicating and working with Parents (Modeling Parent Conferences)	Principal Asst. Principal Instructional Coaches	Improving the ability of staff to work effectively with parents.	Ongoing	Teacher-parent conference logs

Review Rubric:

- Content and type of activity including the following:
 - 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)].

Response: Parent Resource Center - Maintain collection of materials (books, videos, hands-on activities, etc.) Parents will be informed of our Parent Resource Center by classroom teachers and information will be available in front office. Parent resource center will be located in the media center. A computer, printer, copier, internet access and other resources for family services will be available. Person responsible: Instructional Coach & media staff who will maintain check-out system for materials and order new materials that address the ongoing needs of our parents.

Timeline: August 2015 – June 2016

Evidence of effectiveness: check-out logs, parent surveys, newsletters

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 school wide 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: Information notices are sent home with the students regarding hosted school and district events. We also publish a monthly newsletter for parents to communicate dates of events as well as maintain a website with parental involvement information including numerous links to information about curriculum, standards and ideas for home academic support. Flyers will be sent home along with the monthly newsletters with a calendar of events. Timely information regarding Title I programs will be announced using the school messenger system. Progress reports are sent home quarterly to keep parents informed of students' academic progress with the option for parents to request a parent-teacher conference. We also have a parent involvement area located at the front of the school where parents can obtain additional information about curriculum, standards, and assessment.

In the early fall we conduct our open house to inform parents of the grade level expectations in collaboration with our Annual Title 1 parent meeting.

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)].

Response: A monthly school calendar highlighting curriculum information and other parental involvement activities are sent home monthly via "backpack mailings". We also maintain a school website (www.duvalschools.org/saditellis) with our school calendar, PTA/SAC information and numerous links to resources for academic support. Information is translated for parents/families of limited English proficiency (Spanish) upon request or when determined necessary by the classroom teacher (see below). If translation is needed, we have several individuals available to offer assistance. If a parent has literacy needs, the information may be provided via a phone conference or a face-to-face conference with the classroom teacher or other school personnel.

There will be a variety of activities throughout the year to engage all parents in the areas of their strengths and comfort zones. Utilizing a combination of these methods of communication, it will be concentrated that the information be exact and clear for maximum understanding,

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:
☒ Not Applicable

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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

Review Rubric:

Review Status:

Review Comments:

Evaluation of the 2013-2014 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2011-2012 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	Million Word/25 Book Celebration	1	12	Help parents become aware of reading standards
2	Principal's Page	3	7	Help parents become aware of curriculum standards
3	Family Reading Night	1	30	review reading skills & how to help children at home
4	Quarterly Parent/Teacher Conferences	12	20	Help parents become aware of curriculum standards
5	Student of the Month	10	6	Help parents become aware of school standards
6	Sunshine State Standards/Next Generation Standards ("Open House")Face-to-face meeting/training session	1	13	Help parents become aware of grade level expectations/ standards

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 2012-2013 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	Implementation and Coordination of Program ("Implementing the Parent Compacts")	1	17	Improving the ability of staff to work effectively with parents
2	Value of Parent Involvement	1	17	Improving the ability of staff to work effectively with parents
3	Communicating and working with Parents ("Modeling Parent Conferences")	1	21	Improving the ability of staff to work effectively with parents

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 2011-2012 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 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	Parent Engagement	provide coordination with resource classes
2	Hispanic Parents	provide translators to assist parents

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 2011-2012 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
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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:
