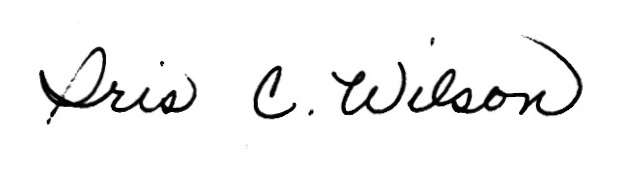
**APALACHEE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Iris C. Wilson, 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)];
* Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
* 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)].

 6/16/2015

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

**Mission Statement**  
  
Parental Involvement Mission Statement (Optional)

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| **Response:** |

**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:** Convene an annual meeting at a time convenient for parents of participating children for the purpose of:  All parents shall be invited and encouraged to attend the meeting.  The school will provide information and explain the requirements of Title I and the rights of parents. The leadership team will plan and coordinate dates and activities. An agenda will be developed and minutes will be kept.  In addition, monthly SAC, PTO meetings will be held in the evening, Parent Right to Know letters will be sent home with students in August and posted in the front office.  Information about parents' rights and Title I requirements will be sent to parents through the school's monthly newsletter, ListServ, and school homepage.  Parent Information Resource Center (PIRC) parent notification letter and information will be sent home.  Monthly activities will be held to empower parents to be active partners in increasing student achievement. Topics/activities will be based on a review of parental feedback about activities they would like to assist them in becoming more involved with their student and Apalachee.  Success will be measured by the Spring Title I Survey, Climate Survey results as well as, feedback from discussions in PTO meetings, SAC meetings, parent and teacher conferences. Feedback information will be used to develop the next year's Parent Involvement Plan and the parent involvement section of our School Improvement Plan. |

**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 | Annual Parent Meeting | The calendar committee, in conjunction with parents and administration, will set dates for the activities (to be shared with parents at the annual meeting.) Teachers share academic tips and daily schedule; |
| 2 | School Intervention Team | Team conferences with parent, provides data, and support; decisions about services for students aimed at increasing student achievement |
| 3 | Parent Nights (Reading, Math, and Science workshops) | Teachers / consultants demonstrate ways to reinforce benchmark mastery in Reading, Mathematics, Writing and Science. |
| 4 | Tile I – Reading and Writing Workshops | Reading Coach, Parent Liaison, and teacher leaders facilitate parents workshops, that provide reading and writing strategies for parents to use at home with their children. |
| 5 | 21st Century-Parent Night | Parent Workshop-Basic skills taught to improve student academic performance, planned and provided in conjunction with parent and school input. Community service members will present services available to support parent identified needs. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Annual Meeting - Meetings with be planned with significant input of parents. | Administrator, SAC Chair, DAC Rep | August | Minutes, Attendance forms, Feedback forms |
| 2 | Meeting will be advertised through newsletters, letters, listServ, newsletters, school website, face book, etc | Administrator, SAC Chair, PTO President | August | Attendance Sheets |
| 3 | Meeting Held | Administrators, Teachers | September | Attendance Sheets, Parent Teacher Conferences, Points on First Nine Weeks School Parent Compact |

**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:** Most parent surveys showed that parents requested evening meetings. Therefore, most meetings will be held in the evening. However, two mid-day events are planned for the 2015-2016 school year, one each semester. Student performances will be coordinated around some meetings and a light dinner may be served. In addition, when appropriate, students will have planned activities such as Math/Science Night and Reading from Coast to Coast so parents can fully participate in the meeting. |

**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** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Reading and Writing - workshop for parents | Reading Coach  Parent Liaison  Grade Level Teams | Improve parents' skills to assist their children in reading and writing | November  February | Positive evaluation showing that parents feel more prepared to help their child with reading and writing; improved reading and writing scores |
| 2 | Bi-Annual Reading Picnic | Reading Coach  Media specialist | Increased reading ability; increased love for reading | October/March | Increase in parent involvement; positive feedback from parents on climate survey |
| 3 | College Awareness | AVID Team | Organizational skills and increased critical thinking | August/October/March | Increased parent involvement with homework and improved academic success |
| 4 | FSA Reading, Math, and FCAT Science Night - Understanding the standards. | Grade Chairs/teachers | Direct correlation with FCAT | September/November/March | Increased understanding of the FCAT as measured by the parent evaluation |
| 5 | Math/Science Night K-5 - focus on number sense and forces, motion, energy and matter | Chairs of the Science and Math SIP Committees | Direct correlation with FC | September/November | Increased understanding of the most important benchmarks covered on FCAT; positive evaluations by parents |
| 6 | Go Math Training | Teacher Leaders | Direct correlation with FSA | December | Positive evaluations by parents |
| 7 | Family Math Manipulative Night - January | Math Advocate/ Acaletics Consultant | Direct correlation with FSA | October/January | Evaluations indicating that parents feel more prepared to assist their children with math  Request for additional sessions |
| 8 | Enrichment Strategies for Families with Dinner | Grade level teams | Direct correlation with FSA | May | Data from evaluations showing that parents feel more prepared to help their children over the summer. |
| 9 | Resource Room-Parenting | Parent Liaison | Literature available to support families reinforcing academic areas | September-May | Log of parents visiting the resource room; Circulation of materials, increased student mastery of benchmarks |

**Staff Training**  
Describe the training 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** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Curriculum planning | Teacher Leaders | Differentiated, targeted lessons to decrease gaps in learning | August-June | Increased proficiency on formative and summative assessments |
| 2 | Arts Integration | Consultant | Arts infusion in content areas to increase language arts, math, and science benchmark mastery | August-June | Improved grades, increased percentage of student proficiency scores on district and state assessments |
| 3 | Monet Garden-Hands on Inservice | Arts Integration team | Science benchmark mastery | Spring | Improved science grades on cards, increased science proficiency-benchmarks |
| 4 | Festival of Stars Carnival | PTO President | Raise funds for equipment and materials geared toward student achievement | October | Increase in the amount of money raised |
| 5 | Mathematics | Administrators, Consultant  Advocates | Increased % of standards mastery | August - May | District benchmark assessment, SuccessMaker, report cards, STAR reports |
| 6 | Dancing Under the Stars | Parent Liaison  School Staff | Celebration of parent/students working on benchmarks | May | Increased number of parents completing compacts, as compared to 2014-2015 |

**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:** The school will continue to acquire literature and resources to be used for assisting families to achieve learning goals in the home.  Sunshine State Readers - opening the Media Center to Book Club students before school for activities focused on student achievement, technology training, etc. This gives access to technology, as well as books.  Science Night-opening Media Center during science fair window for students and parents to receive support from teachers.  Also, the Parent Resource Room will be open daily for parents to browse or check-out materials for working with their children. |

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

* 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 also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

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| **Response:** The Title I Annual meeting will focus on the rights of parents and children and information will be shared. A minimum of one parent teacher conference per semester will be held for students in grades K-5. and a minimum of one additional conference in the second semester if students are not progressing at the expected rate. Students are monitored for progress using district-created assessments. In addition, classroom assessments are used on a regular basis, and on a more frequent basis for underachieving students. Student mid-term progress reports are sent home once each grading period and report cards are sent home quarterly.  Assessment and grade level proficiency levels will be shared with parents during parent conferences, newsletters, school meetings and on report cards.  The Annual Title I Parent Survey will be used to improve and plan Parent Involvement activities for the following school year.  Success will be measured by the Spring Title I Survey and School Climate Survey results, as well as, feedback from discussions in PTO meetings, SAC meetings, Parent Input Forms, parent and teacher conferences. Data will be shared with parents. |

**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:** Parent support groups are strong in the community and school. New students as well as, new parents are introduced by teacher/counselor to become part of the school family. School carnivals, numerous volunteer opportunities create a nurturing environment. The Parent liaison supports new families and makes sure materials are available for families with limited English proficiency, and that availability is widely communicated to these families. Documents are translated, where feasible. Teachers and students assist with translations to make sure information is understood. The district has a list of translators who can be used if needed. |

**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** | **Correlation to Student Achievement** | **Timeline** |
| 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 | School Improvement Plan | Administrator/SAC Chair | Increased mastery of reading and mathematics standards | July-September |
| 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 | Reading and Writing | Reading Coach | Improved reading | January |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Council for Homeroom Parents | Principal/SAC member | Teaches parents how to recruit others to enhance their involvement | August-May |
| 4 | 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)]; | Open house by grade level with childcare, if needed. Phone conference are held with parents without transportation. Teachers meet with parents at other times, eg, very early morning, Saturdays, ,etc. Parents are invited to attend conferences/visits to other arts magnet schools | Administrators/teachers | Parent information to provide academic support at home | September - May |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Oral student presentations | Arts integration team | Integration of arts/reading/mathematics/science | August-May |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Mentoring | Parent Liaison | Increased academic proficiency in reading and mathematics | September-May |

**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:%5CDocuments%20and%20Settings%5Cmorphewj%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.IE5%5CFYDIOTLI%5CfileUploads%5C370441_2011-2012_uploadEvidenceParentInput.docx" \t "_blank) |

**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:%5CDocuments%20and%20Settings%5Cmorphewj%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.IE5%5CFYDIOTLI%5CfileUploads%5C370441_2011-2012_uploadCompact.doc" \t "_blank) |

**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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**Evaluation of the 2014-2015 Parental Involvement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the 2012-2013 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** | **Correlation to Student Achievement** |
| 1 | Parent Reading and Writing-Workshop | 3 | 210 | Improve reading |
| 2 | Resource Room-Parenting | 2 | 23 | Literature available to support families reinforcing academic areas |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| 1 | Classroom management-inservice  P.R.I.D.E. | 1 | 49 | Positive climate, cultural proficient environment |
| 2 | Acaletics | 2 | 86 | Science standards mastery |
| 3 | Mathematics FSA Standards-parent workshop | 2 | 45 | Increased % of benchmarks mastered |
| 4 | Mathematics – State Standards and math expectations | 1 | 30 | Increased % of standards mastery |
| 5 | Arts Integration | 2 | 50 | Increased % of standards mastery |

**Barriers**  
  
Describe the barriers that hindered participation by parents during the 2012-2013 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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Not available to come to school - Ed. Disadvantaged/African Americans | We have night and day meetings |
| 2 | Low Participation - African Americans | Provide dinner/showcase students |
| 3 | Hesitation to come - all | Arts performances - parents felt less threatened by this activity |

**Best Practices (Optional)**  
  
Describe the parental involvement activity/strategy the school implemented during the 2013-2014 school 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 | Reading/Literacy | Star-Luscious Desserts and Read-A-Thon  Students read and took AR tests from 4:00 – 8:30 with their parent/guardians. All enjoyed luscious desserts as they worked to reach the school goal for the number of books read in one day. |
| 2 | Reading Picnic | School-wide Reading Picnics  Parents/guardians join their children for a reading picnic out on the school grounds. Teachers share strategies that can be used at home and students delight in sharing their favorites books. |
| 3 | Third Grade Anthology | Authors’ Tea  Third grade students spend the afternoon sharing their anthology (compilation of stories written throughout the school year) with their parents and present parents with the published anthology. |