## PINE HILLS ELEMENTARY Title I, Part A Parental Involvement Plan

I, DeCheryl Britton , 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:** Pine Hills Elementary students will receive the best possible education through the involvement and support of the school, families, and the community. We will work jointly with PTA, SAC, and PLC to plan, revise, and improve programs to increase student achievement. |

**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:**   Pine Hills Elementary School involves parents in all aspects of the Title I program. Parents, administration and staff review and write the PIP plan and develop the Parent-Student-Teacher Compact. The PIP plan includes monthly trainings with breakfast for parents and Family Reading, Writing, Math and Science Nights. During the annual SAC retreat, the Principal shares the school budget and how funds will be used. During the writing of the PIP Plan, we ask for input from all in attendance. Input from parents is documented through minutes taken during the meeting. SAC members along with staff, community members, and parents are invited to participate in the planning and reviewing of the PIP Plan through a letter/flyer and connect orange. SAC's responsibility is to develop, implement, and evaluate the SIP with parents. Parents are given the opportunity to review the SIP and PIP and provide input.  Parent Leadership Council (PLC) is a group of parents of Language Enriched Pupils (LEP) that meet four (4) times during the school year for the purpose of encouraging parental involvement and participation in English as a Second Language (ESOL) education. The PLC encourages open communication between parents of LEP students and the school. The PLC at Pine Hill Elementary School goals are to involve parents in the implementation of the LEP program and academic achievement initiatives for all PHES students. Parents are invited to be involved and provide input in all aspects of the PIP process. |

**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 X | The Title I Program Assistant Resource Coordinator works with home and school to provide resources to those who are experiencing homelessness. |
| 2 | Title I | Title I funds are used to support the core curriculum, professional development for staff and tutoring. PHES Title I program is coordinated by the principal who oversees the allocation of the Title I funds. The Title I Program Assistant Resource Coordinator provides monthly trainings for parents to assist students with school. She also, talks to parents about how to help students to follow rules and procedures. The Parent Resource Program Assistant helps to plan family nights to provide resources to families to work with at home. |
| 3 | Title III | General education classes support the education of all our ELL students. During ELL parent meetings core and supplemental curriculums are discussed with parents as students individual LEP’s are developed. PHES ELL Coordinator works with the OCPS ESOL department to coordinate this program for our school. During ELL meeting the team develops strategies to support students at school and home. |
| 4 | ESE/IDEA | General education classes support the education of all our ESE students. During ESE parent meetings core and supplement curriculums are discussed with parents as students individual IEP’s are developed. PHES staffing coordinator works with the OCPS ESE department to coordinate this program for our school. During ESE meeting the team develops strategies to support students at school and home. |
| 5 | VPK/PREKVE | PHES has one Pre-K-VE unit with one full time teacher and one Paraprofessional and one VPK program with one full time teacher and one paraprofessional working with four year old students. The Pre-KVE and VPK teachers collaborate regarding teaching and learning and the transition process to a regular school program. This program is coordinated by OCPS. |
| 6 | Title II | Title II funds are utilized to cover the cost of professional development at Pine Hills Elementary in order to help build staff capacity. |

**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 | Advertise/Publicize Event through Flyers. Develop and disseminate invitations to parents. Advertise | Administration | 09/15 | Flyer, Posted on School Marquee for one week |
| 2 | Develop agenda and handouts for the Title 1 presentation addressing the Annual meeting | Administration | 09/15 | Agenda, sign-in sheets |
| 3 | Prepare sign-in Sheets: Teacher Specific includes, Parent, Student, Phone #, Email | Administration, Teachers | 09/15 | Agenda, Handouts, Title I documentation uploads housed in PIC Office, documentation will be shared with Title 1 Office/Monitoring purposes and annual meeting script. |
| 4 | Contact parents through Connect Orange message | Administration | 09/15 | Connect Ed Script |
| 5 | Conduct Title I meeting on Title I program the funds received from Title I, and how Title 1 funds ar | Administration | 09/15 | Agenda, Handouts Title I documentation uploads and box housed in PIC Office and documentation will be shared with Title 1 Office/Monitoring purposes. |
| 6 | Collect documentation including sign-in sheets at the end of the Annual Meeting by Administration | Administration, Parental Involvement Coordinator | 09/15 | Title I documentation uploads and box housed in PIC Office and documentation will be shared with Title 1 Office/Monitoring purposes. |
| 7 | Maintain Title I documentation | Administration, Parental Involvement Coordinator | Aug 2015 thru June 2016 | Title I documentation uploads and box housed in PIC Office and documentation will be shared with Title 1 Office/Monitoring purposes. |

**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:** At Pine Hills Elementary School the Administrative staff is committed to providing our parents with flexible meetings. SAC Meetings are held on the second Monday of each month in the evenings. This decision was made based on the parent's request. PTA general meetings are held three times per year. At least one SAC meeting is held in the morning. PLC meetings for ELL parents are held four times per year in the evenings in order to accommodate parents. Also, the Title 1 Program Assistant Parent Resource Coordinator hosts monthly parent breakfasts where parental trainings are conducted and important information is shared with parents regarding school readiness, Florida Standards, and retention. Family reading, math, writing, science, and grade level nights are held in the evenings throughout the school year. Report card nights are held three times per year in the evenings. Pine Hills Elementary school provides flexible meetings in the morning and evening in order to accommodate all parents. However, if parents make a request to have meetings during the school day we make special arrangements to honor their request. The administration and staff at PHES encourage parents to bring the entire family to all school related meetings and functions. In addition, the Parent Involvement Coordinator can conduct home visits as needed. |

**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 | Meet The Teacher - Parents will be invited to meet their child’s teacher for 2015-2016 in order to begin the process of building relationships. | Administration, Leadership Team | Sustained Community Engagement (Parents received copies of SSS & strategies) | 8/20/2015 2-4PM | Agenda, Sign-in Sheets |
| 2 | The First Day of School - Parents will be allowed to walk their child to their waiting area on the first day of school. The first day of school is so important because it “sets the tone” and the expectations for the new year. | Administration, Leadership Team, Teachers | Sustained Community Engagement (Title 1 Program & Budget) | 08/24/2015 | First Day of School Flyer sent home to parents, Sign-In Sheets |
| 3 | Open House/Title 1 Annual Meeting: Administration provides a presentation and teachers meet face-to-face with parents/students. Discussion: Compacts, Right To Know, Parent Responsibilities and how Title 1 funds are used. | Administration | Sustained Community Engagement | 9/14/ 2015 5:00-7:00PM | Agenda, Sign-in Sheets |
| 4 | Parent Involvement Breakfast - Parents will be invited to participate in the parent breakfast activity, which includes information dissemination on various topics such as school readiness, retention, and Florida Standards. | Parent Involvement Coordinator | Sustained Community Engagement | 9/15,10/15,11/15/,12/15,1/16/2/16,3/16,4/16/5/16 | Agenda, Sign-in Sheets, Flyers |
| 5 | Family Reading/Writing Night | Administration, Leadership Team, Teachers | Intense Focus on Student Achievement, Sustained Community Engagement (FCAT Skills) | 10/15 | Agenda, Sign-in Sheets, Presentation Materials, Sign-in Sheets |
| 6 | Family Science Night | Administration, Leadership Team, Teachers | Intense Focus on Student Achievement, Sustained Community Engagement (FCAT Skills) | Spring 2016 | Agenda, Sign-in Sheets, Presentation Materials, Sign-in Sheets |
| 7 | Family Florida Standards Math/Writing Night | Administration, Leadership Team, Teachers | Intense Focus on Student Achievement, Sustained Community Engagement (FCAT Skills) | 12/16 | Agenda, Sign-in Sheets, Presentation Materials, Sign-in Sheets |
| 8 | Grade Level Activity | Administration, Teacher, Parents | Intense Focus on Student Achievement, Sustained Community Engagement (Student academic & behavior update) | 10/15,11/15,1/16 | Agenda, Sign-in Sheets, Presentation Materials, Sign-in Sheets |
| 9 | Report Card Conferences | Administration, Teacher, Parents | Intense Focus on Student Achievement, Sustained Community Engagement (School information) | 1st & 2nd grading period | Agenda,Sgn-in Seets,Presentation Materials |
| 10 | SAC Meetings | Administration, Teachers, PI Coordinator | Intense Focus on Student Achievement, Sustained Community Engagement | 2nd Monday of the month-5:00-6:00pm | Minutes,Agenda,Sign-in Sheets,Presentation Materials |
| 11 | PLC Meetings | Administration, Parents,Teachers | Intense Focus on Student Achievement,Sustained Community Engagement.During the meeting parents are trained and provided with strategies to help their students academically. | 9/23/15,11/9/15,1/11/16,3/14/16 | Minutes, Agenda, Sign-in Sheets, Presentation Materials |
| 12 | PTA Meetings | Administration,Teachers, Parents | Intense Focus on Student Achievement,Sustained Community Engagement. During the meeting parents are trained and provided with helpful strategies to assist their child with homework. | 9/15,11/15,3/15 | Minutes, Agenda, Sign-in Sheets, Presentation Materials |

**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 | Staff Development training Module 1 The Importance of Parental Involvement | PI Coordinator | Intense Focus on Student Achievement, Sustained Community Engagement | 9/2015 | Agenda, Handout, Sign-in Sheets |
| 2 | Staff Development training Module 2 Building Ties Between Home and School | PI Coordinator | PI Coordinator will provide staff with a training module on how attitudes impact actions between parents and staff. How to break down those barriers between home and school. | 11/2015 | Agenda, Handout, Sign-in Sheets |
| 3 | Staff Development training Module 3 Implementation and Coordination of Parental Involvement Programs | PI Coordinator | PI Coordinator will provide staff with a training module on how to work with parents as equal partners with the implementation and coordination of the Parental Involvement Plan/Policy. How to reach out and communicate with parents. | 01/2016 | Agenda, Handout, Sign-in Sheets |
| 4 | Staff Development training Module 4 Communicating and Working with Parents | PI Coordinator | PI Coordinator will provide staff with a training module in effort to improve the ability of staff to work effectively with parents. | 03/2016 | Agenda, Handout, Sign-in Sheets |

**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:** Parental Involvement Breakfast is held monthly during the year. There are specific topics geared toward parental involvement and student achievement at each meeting. The information includes such topics as: the Title 1 Program, Parent Involvement Plan, School Improvement Plan, School Readiness, Florida Standards, and Retention. Prior to the meeting, the Parent Resource Coordinator develops and sends home flyers to invite parents to attend the monthly breakfast. The breakfast is also announced during monthly SAC Meetings. This will be evidence by the flyer and parent sign-in sheets. Parents are encouraged to participate in their child's education. Furthermore, PHES Resource Teachers, Title 1 Program Assistant Parent Resource Coordinator, and guest speaker's advice on various topics related to parental involvement from August 2015 to May 2016. PHES specifically believes that community involvement is a vital part of the overall process of educating parents regarding various topics so they can better understand how to assist their children at home. This evidence is demonstrated through Power Points, sign-in sheets, and hand-outs. The administration and staff of PHES are committed to supporting all parents in order to help them to become active participants in the overall educational process of their children. We invite all our parents to make reasonable requests for support. PHES looks forward to supporting our parents and students. Parent Resource Center (PRC) The PRC is opened to serve parents. Parents are able to select from a valuable collection of resources including books, video, and pamphlets to assist them in supporting their children. The PRC also includes materials on family interaction, education, and roles and responsibilities. The PRC is opened to parents twice a week on Mondays and Fridays from 9:00 am until 12:00 pm. Parents can also get assistance with filling out forms, and have access to a computer and printer. The Parent Resource Coordinator maintains records of parent participation.Information on Florida Standards will be disseminated to our parents throughout the school year. Also, our school instructional staff participates in providing on-going information to parents during reading, math, and writing and science night to assist students at home. We will continue with all Family Academic Nights because they have proven to be a "game changer" in Florida Standards results. Parents and students will be invited to participate in planned academic activities that will assist parents in helping their children at home with increasing their academic skills. Science Night is another area of focus for Florida Standards. The Orlando Science Center has supported our school during science night for the past three years. Parents and students look forward to participating in the planned science activities to assist parents in helping their children at home. |

**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:** The Annual Meeting for PHES is held during the month of September in the evening. This is a general meeting for parents where information is presented about the Title I programs, the curriculum, academic assessments and the Title I Budget. The Student/Teacher/Parent/Compact is discussed during the meeting. Parents learn about school-wide programs, how to schedule parent/teacher conferences, and opportunities for participation in decisions related to the education of their child. As always, parents provide input, jointly develop, review, and evaluate the Parental Improvement Plan and programs at PHES. During the Title 1 Annual meeting parents are provided with the Title 1 Parental Involvement School Plan survey. The completed survey provides us with data that indicates that parents understand the Title 1 program and the importance of their involvement.  The annual meeting agenda items covered included, but were not limited to the following: Information about Title 1 funds awarded to the school How the Title I funds will be spent Parent Responsibilities Upcoming school activities and events Parents Right to Know Letter Parent/Teacher/Student/Compact Forms The Title I Program activities are advertised in advance through Connect Ed, school marquee, school webpage and flyer. We monitor the dissemination method through our sign-in sheets. As other activities become available throughout the school year, parents are notified by written communication and Connect Orange. In addition, at monthly SAC meetings, parents are provided with up to date information on student achievement data and curriculum instruction. Report card conference nights also provide parents with the opportunity to get more in-depth information from the teacher to better help child at home.  At Pine Hills Elementary we use the Florida Standards which supports critical thinking in reading, writing, math and science. The support curriculum used includes: Journeys Reading Curriculum used as a resource to implement standards based instruction for K-5,Go-Math K-5 Mathematics and Grades 3-5 are assessed with Florida Standards in the spring. Students in grades 3-5 are expected to score 3 or higher. We also use the iReady computer based program that provides practice in reading and math at the students instructional level for students in grades 3-5 and Lexia Core5 that provide practice in reading at the students' instructional level for grades K-2. |

**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:** Response: ELL Parents: PHES provides full opportunities for parental participation by sponsoring the Parent Leadership Council (PLC), hosted by the ESOL Contact. Parents are notified by a flyer in his/her native language Spanish/Haitian Creole. It is an opportunity for the school team to provide valuable information. Areas of discussion include information on Florida Standards, school reports, curriculum, and school policies.  The ESOL contact coordinates services for the ESOL population and ensures that parents receive information related to school and parent programs, meetings, and other activities in a format in their home language, such as Spanish and Haitian-Creole. The school communicates with parents through flyers that are easy to read and understand. Staff members are available to assist parents in this process. Spanish and Haitian-Creole translators are available on campus for parents if they are needed during parent conferences and school meetings.  PHES ESE contact coordinates services for students with disabilities and ensures that parents receive information related to school and parent programs, meetings, and other activities in a format in their home language. ESE contact, teachers, and parents are invited to attend the meetings. We provide support services for parents with disabilities by inviting support service worker to assist our parents with interpreting for the hearing impaired during schedule meetings and conference. This is a time for the school team to provide valuable information to parents. The school  communicates with parents through flyer in a format that is easy to read and understand. Staff members are available to assist parents in this process. Contact areas of discussion include information on the Individual Education Plan (IEP), Florida Standards (FS) and assessments, school reports, curriculum, and school policies.  Migratory Parents: PHES registrar identifies migratory students. The registrar informs the Title 1 Program Assistant Parent Resource Coordinator, Social Worker and the Staffing Specialist/ESOL Coordinator of the migratory parents and students. Migratory Parents receive information from the school in their home language. A translator is provided for Migratory parents as needed. We monitor parents' participation through sign-in sheets.  Parents have the opportunity to view the SIP and the PIP plan in the main office and if they request an individual copy, it will be provided in an expeditious manner.  The PIP will be summarized into a brochure that will be printed in English, Spanish, and Haitian-Creole and provided to all parents. The brochure will outline the major components of the plan. A hard copy will be made available upon request. |

**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 | Title 1 Program Assistant Parent Involvement Coordinator (PIC) plans events for parents and students throughout the school year. She actively engages the participants by presenting “hot” topics that our parents are interested in learning about; i.e., reading, math, writing and science. | Administration, Parent Involvement Contact, Teachers, Resource Teachers, Staff, Students, Parents | Intense Focus on Student Achievement, High- performing and Dedicated, Sustained Community Engagement | On-going |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Parents will be invited to network with other parents during our Guest Speakers Roundtable discussions regarding parent involvement. The parents will in-turn "spread the word" in the community regarding the new parent involvement training at PHES. Parents-Inform-Parents (PIP) will be our focus for the year! | Administration, Parent Involvement Contact, Teachers, Resource Teachers, Staff, Students, Parents | Intense Focus on Student Achievement, High- performing and Dedicated, Sustained Community Engagement | Fall 10/15 , Spring 3/16 |
| 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)]; | PHES specifically believes that parent involvement begins with community involvement which is the "grass-roots" of the educational process. This overall process is a vital part of the educating parents regarding their children so they can appropriately support them at home academically and behaviorally. Staff meets /communicates regularly with parents at the school and makes home visits as needed | Administration, Parent Involvement Contact, Teachers, Resource Teachers, Staff, Students, Parents | Intense Focus on Student Achievement, High- performing and Dedicated, Sustained Community Engagement | On-going |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Monthly Parent Breakfast where parents have the opportunity to discuss various topics such as; health, Florida Standards, effective parenting and ways to help students at home | Parent Involvement Coordinator | Intense Focus on Student Achievement, High- performing and Dedicated, Sustained Community Engagement | 9/15,10/15,11/15 12/15,1/16,2/16, 3/16,4/16,5/16 |

**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\cordeke\Downloads\fileUploads\480621_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\cordeke\Downloads\fileUploads\480621_2015-2016_uploadCompact.pdf) |

**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\cordeke\Downloads\fileUploads\480621_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 | Meet The Teacher - Parents are invited to meet their child’s teacher for 2014-2015. | 1 | 309 | Sustained Community Engagement (Parents received copies of SSS & strategies) |
| 2 | Open House | 1 | 78 | Sustained Community Engagement (Parents received copies of SSS & strategies |
| 3 | The First Day of School - Parents are allowed to walk their child to their waiting area on the first | 1 | 250 | Sustained Community Engagement |
| 4 | Parent Involvement Breakfast - Parents are invited to participate in the parent breakfast activity, | 6 | 65 | Sustained Community Engagement |
| 5 | Title 1 Annual Meeting: Administration provided a presentation and teachers met face-to-face with pa | 1 | 78 | Sustained Community Engagement (Title 1 Program & Budget) |
| 6 | Family Reading /Writing Night | 2 | 43 | Intense Focus on Student Achievement, Sustained Community Engagement ( Florida Standards Skills) |
| 7 | Family Math/ Writing Night | 2 | 12 | Intense Focus on Student Achievement, Sustained Community Engagement ( Florida Standards Skills) |
| 8 | Family Science Night | 1 | 105 | Intense Focus on Student Achievement, Sustained Community Engagement ( Florida Standards Skills) |
| 9 | Report Card Conference Nights | 2 | 532 | Intense Focus on Student Achievement, Sustained Community Engagement (Student academic & behavior update) |
| 10 | SAC Meetings | 8 | 59 | Intense Focus on Student Achievement, Sustained Community Engagement (School information) |
| 11 | PTA Meetings | 3 | 29 | Intense Focus on Student Achievement, Sustained Community Engagement (School information) |
| 12 | PLC Meetings | 4 | 8 | Intense Focus on Student Achievement, Sustained Community Engagement (School information) |
| 13 | Grade Level Nights | 3 | 113 | Intense Focus on Student Achievement, Sustained Community Engagement |

**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 | Parental Involvement Module 1 The Importance of Parental Involvement | 1 | 44 | Intense Focus on Student Achievement, High-performing-Dedicated Teams, Sustained Community Engagement |
| 2 | Parent Involvement Module 2 Building Ties Between the Home and School. | 1 | 44 | Intense Focus on Student Achievement, High-performing-Dedicated Teams, Sustained Community Engagement |
| 3 | Parental Involvement Module-3 Implementation and Coordination of Parental Involvement Program | 1 | 41 | Intense Focus on Student Achievement, High-performing-Dedicated Teams, Sustained Community Engagement |
| 4 | Parental Involvement Module-4 Communicating and Working with Parents | 1 | 41 | Intense Focus on Student Achievement, High-performing-Dedicated Teams, Sustained Community Engagement |

**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 | Single family homes with one parent (ED,ELL,B,ESE) | Parents are encouraged to utilize services of the Parent Resource Center and schedule conferences with child’s teacher. |
| 2 | Problems with late arrival to school and lack of preparation for school. (ED,B,ESE,ELL) | Guidance Department Tardy policy with actions to be taken based on the number of tardies. |
| 3 | Literacy Problem (Parents who speak limited English) (ELL) | PHES Title 1 Program Assistant Parent Resource Coordinator encourages parents to attend classes at local Community Resource Centers. When available resources/information are sent home |
| 4 | High student mobility rate (ED,B) | PHES encourage parents to commit to and secure a place to live for at least one year to keep their child in the same school for the entire year. |
| 5 | Lack of participation in PTA/SAC (B,ESE,ELL) | PHES encourage parents to participate in all school activities, such as: SAC, PTA, PLC, Parent/Teacher Conference, Grade Level Activity Night etc. We provide Parent Recognition during SAC Meetings. PHES provides advance notice for meetings and encourage parents to bring students. |
| 6 | Literacy problems with students (ELL,B) | After school tutoring, small group interventions, Saturday Boot Camp |
| 7 | Literacy problems with parents( ELL,B) | Encourage parents to utilize services of PRC. Parent Resource Coordinator provides a listing of where parents can go to seek help. |
| 8 | Lack of parental representation at conference with staff (ELL,B,ED) | Home visits by Teacher, Administration, Guidance Counselor and Social Worker |

**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 | Building Capacity of Parents | PTA & SAC Meetings, Family Math, Reading, Writing, Science, and Grade Level Nights. |
| 2 | Tardies and late arrivals | Social Workers, Administration and Registrar work together to decrease the number of tardies through the Attendance Child Study Team process. |
| 3 | Building the Capacity of Schools | MAGIC, Positive Behavior Management (PBS) or programs and services that encourage student to have respect for self and others. |
| 4 | Effective Communication | Information disseminated in various languages, School to home communication by Teachers and Connect Orange |
| 5 | Parental Involvement Breakfast | Parents were invited to participate in the parent breakfast activity, which includes information dissemination on various topics such as school readiness and retention, cultural awareness, as well as Florida Standards information. |