## EXPLORER K-8 Title I, Part A Parental Involvement Plan

I, Barbara Kidder, 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:** The mission of Explorer K-8 School's Title I Parent Involvement program is to encourage children in a caring environment to become lifelong learners through discovery, self discipline, and commitment to academic achievement, through cooperative efforts of the school, home, and community. |

**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:** Adequate   
  
**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** At the start of the start of the 2015-2016 school year, Title I personnel will facilitate the Title I Annual Meeting. The Title I staff and administration provides detailed information regarding the Title I school-wide program and parents are invited to become a member of the Title I Committee. Parents are given the opportunity to be a member of the Title I Committee by attending the first meeting or turning in their request to serve on the Title I Annual Meeting survey. Explorer K-8's Title I Committee meets at least seven times during the school year (September through May) to review and evaluate topics associated with Title I components. The topics for the Title I Committee meetings include, but are not limited to the following areas: Florida School Grade requirements, School Improvement, Ten Elements of a Title I school-wide program, Family Engagement Team (FET), Annual Meeting, Highly Qualified Staff, Staff Development, Parent Trainings/Workshops, Extended Day/Year Programs, Monitoring, Data Analysis, Evaluations, Surveys, Budget and Master Schedule. To ensure that all topics are covered, the components are separated out per month based on need for review or analysis of programs.    August/September - Florida School Grade requirements, School Improvement Plan (SIP), Highly Qualified Staff, Ten Elements of a Title I Schoolwide Program, the Family Engagement Team (FET), Title I Annual Meetings, and Parent Trainings/Workshops planned for the school year.    October - Staff Development, Parental Trainings/Workshops available, Reading, Writing and Math Initiatives, monitoring, student assessments    November - Title I Extended Day/Year, Scientifically research-based programs (Pearson SuccessMaker, Performance Matters, SAM, etc.)    January - Mid-year Report - Data Analysis of 1st semester programs    February - Revision of Title I Parent Involvement Plan, Revision of Title I School-Parent Compact, Eligibility Survey    March/April - Parent Engagement Surveys, updates on current schoolwide programs, draft of next school year Title I programs    May - Scheduling and Master Schedule, Time on Learning, Budget, Program Analysis and Comprehensive Needs Assessment. At this meeting the school's Title I allocation will be discussed and the formalization of the next school year's budget will be drafted, subject to review and revision by the District Title I personnel. Priorities will be established for the use of the Title I funds. The school's Title I personnel will provide documents to measure the success of the schoolwide Title I program by monitoring attendance data, agendas and minutes from the Title I Committee meetings to ensure compliance of Title I requirements. |

**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:** Adequate   
  
**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)].

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| **count** | **Program** | **Coordination** |
| 1 | ESE Pre-K | Explorer K-8 has three ESE Pre-K classes for children who have been identified through screening from FDLRS and the Child Find Network. At the end of the previous school year, a Kindergarten Round-Up provides information for parents via a School Readiness Inventory. Hernando County provides a free Universal Pre-K program during the summer for all eligible children to help them prepare for Kindergarten. |
| 2 | ESOL and (Title III) | The EK-8 Title I Staff will work closely with the ESOL Lead Teacher and paraprofessionals to provide translations for parents of limited English proficient students to ensure that all Title I trainings/workshops documents and/or presentations are parent friendly. District purchased Title III software will be available to help increase ELLs academic proficiencies. |
| 3 | Exceptional Student Education (ESE) | The EK-8 Title I Staff will work with district and school-based ESE staff to provide parent trainings/workshops associated with academic needs and assessment testing requirements. These trainings/workshops will be supplemental to the literature parents receive in an annual staffing conducted through ESE. The ESE department provides technical assistance and the Title I staff will plan, advertise and host the parent engagement workshop(s). |
| 4 | Hernando Youth Initiative (HYI) | The EK-8 Title I Staff will participate at ongoing meetings hosted by HYI in order to obtain the most current information about county wide programs available for parents and students. |
| 5 | Title X: Homeless Education | The EK-8 Title I Staff coordinate with District Homeless Liaison in accordance to the McKinney-Vento Act for the education of the Homeless Children and Youth. |
| 6 | Adult Education: Parent Academy | The EK-8 Title I Staff will coordinate with the District Title I Parent Academy program to provide parenting classes with a focus on academics to parents. |

**Review Rubric:**  
Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:** Adequate   
  
**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 (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 | Select a date, time and format of Title I Annual Meetings for 2014-2015 school year | Title I Facilitator | No later than June of the proceeding school year | Title I Committee Agenda and minutes of meeting |
| 2 | Publish notice to parents via backpack notice, automated telephone call, newspaper notice and marquee | Title I Staff | Within 10 days of Title I Annual Meetings | Attendance records will be evaluated for participation rate at both Title I Annual Meetings |
| 3 | Prepare print materials for distribution at Title I Annual Meetings | Title I Facilitator, Title I Staff | Prior to PD to train staff for Title I Annual Meetings | Feedback from staff on printed materials reviewed at PD training. |
| 4 | Meet with faculty during PLCs to discuss format,procedures and outcomes for meeting | Title I Facilitator, Title I Staff | Within 10 days of Title I Annual Meetings (Middle School and K-5) | Faculty training evidence will be agenda, sign-in sheets and minutes |
| 5 | Presentation outlining the scope and requirements Title I program at Title I Annual meetings. | Title I Facilitator | By end of 1st Marking Period | Agenda, Attendance Records and Parent Response Forms |
| 6 | Prepare “Sorry We Missed You” packets for those unable to attend one of the Title I Annual meetings. | Title I Staff | Within one week of K-5 and Middle School Title I Annual Meetings | Combined total of sign-in sheets from the two Title I Annual Meetings and signed rosters from teachers indicating that they sent the materials home via backpacks. |
| 7 | Collect sign-in sheets after the K-5, Middle School Title I Annual Meetings | Title I Staff | Within 3 working days after K-5, Middle School Title I Annual Meetings | Title I Staff review sign-in sheets to ensure attendance was accurately recorded. |
| 8 | Follow up parent requests and comments | Title I Staff | Within 2 weeks after both K-5 and Middle School Title I Annual Meetings | Records maintained of follow-up correspondence and their results |
| 9 | Records maintained of follow-up correspondence and their results | Title I Staff | Within 2 weeks after both K-5 and Middle School Title I Annual Meetings | Presentation of records of Title I K-5 and Middle School Annual Meetings to Title I Committee |

**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:** Adequate   
  
**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)].

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| **Response:** In order to meet the needs of all our families and provide opportunities for active parent involvement, Explorer K-8 Title I Staff will offer flexible parental involvement meeting times to increase grade level trainings/workshops. We survey our parents at the end of each school year to collect data on the most convenient times to hold parent trainings/workshops. We have an Open House for parents during preschool to help our parents familiarize themselves with their child's teacher and standard operational procedures, and curriculum at Explorer K-8. We have two Title I Annual Meetings (Middle School and Pre-K - 5) within the first 9 weeks of the school year to explain our Title I school-wide programs. Our Title I Committee meetings convene a minimum of 7 times throughout the school year and are scheduled to meet the needs of our parents who are committee members. Other curriculum related parent trainings/workshops and social events are offered in the evening, or at other times to increase parental engagement. We provide food for many of these events to increase participation donated by our school business partners. The School Advisory Council (SAC) meets in the evening once a month on dates voted on by the committee members at the first scheduled meeting of the year. These meetings are coordinated through the School Administration and SAC Chairperson. Evidence will be given through sign-in sheets, agendas, and minutes from the monthly meetings. The School Administration selects parents to be part of the school's Family Engagement Team (FET). They will attend five meetings a year at the District Office and will bring back information to share with other parents. |

**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:** Adequate   
  
**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Family Engagement Team (FET) – a bi-monthly meeting of parents from Title I schools | District and School Title I Staff | During these meetings parents will be provided information to increase their understanding about Title I services provided at the school to increase student academic achievement | September, November, January, March and May | Sign-in sheets, handouts, agendas, presentation materials and Event Response Form |
| 2 | Title I Annual Meeting (2 different nights) to explain requirements of Title I Part A | Title I Facilitator | During these meetings parents will gain an increased understanding of resources available through Title I funding. Parents will also receive information about Highly Qualified Status of Staff, High Quality Curriculum, Assessments and Accountability for Student Achievement. | September 9, 2015 -- Middle School and September 24, 2015 -- K-5 | Sign-in sheets, handouts, agendas, presentation materials and Event Response Form |
| 3 | Title I Committee Meetings | Title I Facilitator, | Title I overview, school data, LEA, School Improvement Plan and how Title I supports this with Title I dollars and budget. | Ongoing throughout school year | Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | Math Nights – Community Partner (Winn-Dixie) | Title I Staff | To increase parental engagement in collaboration with a community business partners to increase student math skills in a family friendly style of learning. | Fall and Spring | Parent and students sign-in, completed grade level Math “Scavenger hunt” family activity sheets |
| 5 | Grade Level Family Engagement Nights | Title I Staff and Grade Level Teachers | Parents are provided vertical curriculum handouts to help them pace their children through the grade levels. Teachers provide detailed strategies for core subject areas. | Ongoing throughout school year | Sign-in sheets, handouts, agendas, feedback from the Event Response Form, Data Analysis Report, and Follow-up Activity |
| 6 | Transitional Workshops:(KG Round-up) (Welcome to Middle School - Overview) (Knowing Your Options - HYI) | Title I Staff and EK-8 staff | Providing resources to help parents support their children through the transition between major grade level sequencing. | Spring | Sign-in sheets, handouts, agendas, feedback from the Event Response Form, Data Analysis Report, and Follow-up Activity |
| 7 | Social: Pajama Read-A-Thon | Title I IPCs and Literacy Team | By attending this event, parents are provided strategies to help engage their children to read daily to increase their fluency and comprehension. | Week of January 11-15, 2016 | Sign-in sheets, handouts, agendas, feedback from the Event Response Form, Data Analysis Report, and Follow-up Activity |
| 8 | Social: International Night | Title I Staff and ESOL staff | By sharing cultural traditions and foods, students are exposed to cross cultural experiences. | Winter | Sign-in sheets, handouts, agendas, feedback from the Event Response Form, Data Analysis Report, and Follow-up Activity |
| 9 | School Information: EK-8 Open House | Title I Facilitator, Title I Staff and EK-8  staff | To provide updated academic and school related information to parents on upcoming 2014-2015 events. | August 2015 | Classroom sign-in sheets |

**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, 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:** Adequate   
  
**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Professional Learning Community (PLC’s) are held to develop faculty’s ability to utilize data to determine gaps in the core curriculum. | Title I Facilitator | PLC’s will provide educators the opportunities to work with other grade levels to enable horizontal and vertical alignment to standards and cross-grade level connections within the Multi-Tiered  System of Supports. | Quarterly | Evidence of effectiveness will be measured by District Electronic Registration Online (ERO) system. IPCs will collect data from the teachers after each session using evaluation documents. |
| 2 | Creating Family Friendly Schools | Coordinator of Family Involvement | By increasing parental engagement, we will increase student achievement. We will begin with targeting our lowest quartile and tracking them for all events. | Ongoing throughout school year | Sign-in sheets, handouts, agendas, feedback from the Event Response Form, Data Analysis Report, and Follow-up Activity |

**Review Rubric:**

 Content and type of activity including the following: Value 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:** Adequate   
  
**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)].

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| **Response:** Explorer K-8 Title I Staff will assist parents by providing parental engagement workshops which will give parents printed resources and appropriate materials to assist their children academically. The Title I Family Resource Center will be managed by parent volunteers one day a week with flexible hours to provide access for parents to check out academic materials. |

**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:** Adequate   
  
**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 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:** Explorer K-8 will host two Title I Annual Meetings (Middle School and Pre-K - 5) during the first nine weeks of the school year. All Parents are invited to attend the meetings via written notice sent home with students and automatic phone call to the student's home. Additionally these meetings' notices are also sent to the local newspapers and placed on the school's website and marquee prior to the actual meeting dates. Evidence of these meetings is through parent sign-in sheets and signed receipt of "Sorry We Missed You" packet. The dates, days and times are voted on at the initial committee meeting to accommodate all parents to meet at convenient times for all stakeholders. There are seven meetings throughout the school year with specific Title I components that are covered to ensure that all parents understand and contribute to the Title I program.  The curriculum at the school is explained to parents during Data Chats when the School-Parent Compacts are signed by both teachers and parents. Parent-Teacher conferences (K - 5) are used to allow the parents/guardian to ask specific questions to their child's teacher on Title I programs, curriculum specifications for the grade level and standardized assessment tests. The Title I Staff will work closely with classroom teachers to ensure that parents have the necessary academic resource materials to help their child. Assessments including the content, format, and proficiency levels used to evaluate student progress are explained to parents through printed materials distributed at the two Title I Annual Meetings, Data Chats, School Advisory Council (SAC) meetings and parent training/workshops. Parents may participate in the monthly Title I Committee/SAC meetings to help make decisions relating to the Title I school-wide budget and school-wide programs. Membership is open to all interested parents/guardians and the meetings are publicly advertised by automated phone call and newspaper notice.  The Explorer K-8 Title I Parental Involvement Plan (PIP) is developed jointly with parents through the Title I Committee each April and May and after review by all stakeholders (LEA, EK-8 Title I Committee and EK-8 Administration) using the checklist matrix. The PIP is sent to the District Title I Coordinator of Family Engagement for approval before being submitted to FL DOE. Parent participation from those not able to attend the meetings is collected via Title I survey and reflected by parent comments and/or suggestions. |

**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:** Adequate   
  
**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)].

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| **Response:** Translators are available for general meetings, if requested and standardized documents such as the District Parent Involvement Plan, the School Parent Involvement Plan, and the School-Parent Compact are made available in English and Spanish. Parents will be informed of meetings and opportunities for involvement in a timely manner. Meetings will be publicized through the media, school parent groups, on the school website, on the school marquee, through school-wide automated telephone messages (Global Connect), and backpack notices. Explorer K-8 serves students with both cognitive and physical disabilities, and therefore the school is fully compliant with provisions of the Americans with Disabilities Act in terms of physical accessibility to all areas of the campus. Parents requiring additional assistance may call the school at 797-7094 to make arrangements for individual tours or to work with school staff when additional assistance is needed. |

**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:** Adequate   
  
**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:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | District Family Engagement Team (FET) | Coordinator of Family Involvement for Title I, Title I school staff | Provide parent leadership by promoting parent involvement at the school level, as well as, providing information to parents to help their children academically at home | Bi-monthly throughout year |
| 2 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Home visits, conferences are scheduled at a variety of times to accommodate parents | Title I Staff, administration, teachers, support staff | Parent Involvement correlates to student achievement | Ongoing for 2015-2016 |

**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:** Adequate   
  
**Review Comments:**

**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\spoelma_d\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\0HSBA9Q3\fileUploads\270381_2014-2015_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

**Review Status:** Adequate   
  
**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.

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| [Uploaded Document](file:///C:\Users\spoelma_d\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\0HSBA9Q3\fileUploads\270381_2014-2015_uploadCompact.docx) |

**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:** Adequate   
  
**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.

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| [Uploaded Document](file:///C:\Users\spoelma_d\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\0HSBA9Q3\fileUploads\270381_2014-2015_uploadCompactEvidence.pdf) |

**Review Rubric:**

**Review Status:** Adequate   
  
**Review Comments:**

## 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 | Title I Information: Annual Meeting | 2 | 1359 | By attending these meetings, and having parents sign a School-Parent Compact for Student Achievement, families were provided meaningful conversation about their parental role in helping their child(ren) having academic success w/additional resources and assistance. Curriculum overview was held at the Middle School level. |
| 2 | Student Achievement - History/Social Studies: Honoring Veteran's Assembly | 1 | 359 | By all students and some parents/guardians attending this event, parents and student's families were provided a meaningful presentation and honor assembly, honoring our USA Veterans. |
| 3 | Family Share Night | 1 | 381 | By providing 83 family members with clothing, a basic need was fulfilled. In addition, community partners were in attendance to assist with additional supports. |
| 4 | Student Achievement & Reading: Book Fair Family Night | 1 | 86 | Parents choose books with their children to increase reading outside of school. |
| 5 | Student Achievement and Reading: Social - Pajama Read-A-Thon, Dr. Seuss Week, reader’s Theater | 10 | 159 | Provide a social non-threatening environment for parents to connect with reading. |
| 6 | Student Achievement : Band/Chorus Production | 1 | 252 | Students provided an event that showed proficiency in the area of the arts. |
| 7 | Family Math Night: Outreach at Winn Dixie Store | 1 | 43 | To increase parental engagement in collaboration with a community business partner to increase student math skills in a family friendly style of learning. |
| 8 | Student Achievement - Make & Take ESE PRE-K Family Night - Social and informational | 2 | 12 | To increase parental engagement at the school. |
| 9 | FCAT (Reading, Math, & Science):Parent Workshop | 3 | 62 | Parents/Guardians were provided resources to better prepare their children for FCAT success. |
| 10 | Student Achievement; Kindergarten Round-up | 1 | 80 | By families coming in to register their preschool age children for Kindergarten, they were welcomed in a family friendly manner, given a tour of the school, provided resources to work on with their children over the summer to better prepare them for entering Kindergarten. In addition, we had the Hernando County Public Library and FDLRS providing additional resources. |
| 11 | Student Achievement, Parent Workshops - Transitions of grade levels | 2 | 27 | Teachers shared expectations, tour of Title I SuccessMaker Lab & Title I Family Center. Hernando County Library was in attendance as well registering families. |
| 12 | Student Achievement - Reading, Writing & Math - Parent Strategy Night for KG Parents | 2 | 14 | Parents were provided handouts and strategies to help them with specific areas of weakness in the core curriculum |
| 13 | Title I Information - Committee Meetings | 7 | 12 | Title I overview, school data, LEA and SIP and how Title I supports this with Title I dollars and budget |
| 14 | Title I Information - Title I Sub Committee Meetings | 12 | 27 | This group of parents reviewed all 10 Title I schools' compacts and PIPs to create one appropriate for EK-8. Subcommittee also revised draft for 2014-2015 school year and submitted for approval on 5-15-14 at Title I Committee Meeting |
| 15 | Student Achievement - Parent Institute | 1 | 104 | Parents/guardians and some students participated in 2 workshops of their choice to enhance their child's education |
| 16 | Social Parent Events - EK-8 Family Holiday Luncheon | 1 | 123 | Parents shared event with students |
| 17 | Student Achievement - Phone Log | 274 | 274 | Communication and sharing of resources provided by our Title I and/or other community partners |
| 18 | School Information - Newsletters | 2 | 1832 | Communication with our families |
| 19 | School Information - Global Messenger | 137 | 1832 | Communication with our families |
| 20 | Family Center - Check out resource materials | 25 | 58 | Reinforcing resources provided to families to enhance what teachers are providing in the classroom for parents to work on at home with their children |

**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:** Adequate   
  
**Review Comments:**

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I School-wide Program - Staff will be trained school-wide program and the Title I Annual Mtg. | 2 | 126 | By improving the ability of the staff to understand Title I Part A, the teachers were able to utilize the resources provided by Title I to increase student achievement |
| 2 | Title I School-Parent Compact and PIP | 2 | 126 | By improving the ability of the staff to understand Title I Part A, the teachers were able to utilize the resources provided by Title I to increase student achievement |

**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:** Adequate   
  
**Review Comments:**

**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 current 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 | Parents not having time due to their work schedule, not having the ability to come to the school because of financial constraints, and some parents having language barriers are the major barriers for significant parental involvement. | The school will provide instruction on how the parents can effectively find out pertinent school information (school grade, student reports, etc.) by utilizing the District's Edline software program. This software program is bi-lingual. |

**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:** Adequate   
  
**Review Comments:**

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous 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** |

**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:** Adequate   
  
**Review Comments:**