## DUNDEE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Pamela Henderson , 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:** District and School-based Title I Parent Involvement Programs in Polk County will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day.    School Mission Statement  Dundee Elementary Academy provides inquiry based instruction in a safe and supportive environment where a highly qualified staff works collaboratively with all stakeholders to develop influential citizens who are globally aware, internationally minded, and have a passion for lifelong learning. |

**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:** Parents meet the first Monday of the month for our School Advisory Council (SAC) meeting. The School Advisory Council is comprised of Community Members, Administration, Teachers, Staff and Parents. The Parents are elected by their peers at the Title I Annual Parent Meeting. Each year the school spends a minimum of one percent of the Title I Parent Involvement Funds for the student/parent communication agendas. Dundee Elementary will coordinate and integrate (with other Federal Programs) parental involvement programs and activities that teach parents how to help their children at home. These programs will include, but are not limited to, VPK & School Readiness Pre-Kindergarten. |

**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 1, Part A | Funds school-wide services to Dundee Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. |
| 2 | Title I, Part C | Migrant students enrolled in Dundee Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves. |
| 3 | Title I, Part D | Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance counselors at schools to facilitate the transfer of records and appropriate placement. |
| 4 | Title II | Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II D funds. Funds available to Dundee Elementary are used to purchase learning Focused Solutions Materials and resources. |
| 5 | Title III | Provides supplemental resources for Exceptional Student Education (ESE) and English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school. |
| 6 | Title X | Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I Part C. |

**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 | Develop Agenda, handouts, and video to address required components. | Title I Reading Interventionist | August/September | Copy of agenda, handouts, and speech for video |
| 2 | Send home invitation in advance of meeting | Title I Reading Interventionist | September | Copy of flyer, surveys, & attendance at events |
| 3 | School-wide email reminders | Principal | September | Copy of connect-ed, attendance at event |
| 4 | Flyer reminders of event with agenda | Title I Reading Interventionist | September | Copy of Flyer with agenda, attendance at event |
| 5 | Develop and collect sign-in sheets | Title I Reading Interventionist | September | in eTASK file |
| 6 | Set dates/times for absent parents to discuss meeting with Title I Reading Interventionist | Title I Reading Interventionist | September | flyer, attendance at event |
| 7 | Educate Parents on our school's Title I program and funds | Title I Reading Interventionist | September 15, 2015 | Agenda and script in eTASK file |
| 8 | Show 2015 Title I Annual Parent Meeting video | Title I Reading Interventionist | September 15, 2015 | in eTASK file |
| 9 | Discuss Parent/School Compact | Title I Reading Interventionist, Classroom Teacher | September 15, 2015 | in eTASK file |
| 10 | Inform parents of PIRC and PLUG | Title I Reading Interventionist | September 15, 2015 | Agenda and script in eTASK file |
| 11 | Parent Input/ Evaluations | Title I Reading Interventionist | September 15, 2015 | Sample copy of Evaluation |

**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:** We will offer a number of meetings at flexible times and provide various services to accommodate families. Spanish translation will be provided at all meetings if needed or requested. |

**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 | Annual Meeting | Title I Reading Interventionist | Parental awareness of the Title 1 program and its resources | September 15, 2015 4:30-5:30 or 6:30-7:30 | Parent Evaluation |
| 2 | Portfolio Reviews (Conferences) | Teachers, Title I Reading Interventionist | Parental knowledge of their child's strengths and weakness | October 2015, February 2016 and April 2016 | Parent Evaluation and Conference Logs |
| 3 | Fine Arts Night with student performance | Music and Art Teachers, Administration | Parental awareness of school activities | End of the school year | Parent Evaluation |
| 4 | Discuss and Review Parent Compact | Classroom Teachers | Annual Meeting; and at individual parent conferences | September 15, 2015; throughout the year | On conference agendas, in TASK file |
| 5 | Connect-ed Messages or school-wide email | Principal | Parent awareness of ongoing events | Throughout the year | in TASK file |
| 6 | International Night | Assistant Principal | Parental awareness of International Baccalaureate goals | December 2015 | Parent Evaluation |
| 7 | Donuts for Dads | Title I Reading Interventionist/PTO | A breakfast for fathers, grandfathers, and male role models in honor of Dad's Take Your Child to School Day | September 30, 2015 | Parent Evaluation |
| 8 | Muffins for Moms | Title I Reading Interventionist/PTO | A breakfast for mothers, grandmothers or female role models | October 14, 2015 | Parent Evaluation |
| 9 | STEM Night-K-4 | IB Coordinator | Math and Science Fair | End of the school year per grade level | Parent Evaluantion |
| 10 | Parent Night for Reading, Math and Science | Title I Reading Interventionist | FSA test prep tips | February 2016 | Parent Evaluation |
| 11 | PTO Recruitment Breakfast | Title I Reading Interventionist/PTO | To recruit parents to volunteer and participate on campus | April 2016 | Parent Survey |
| 12 | Who's Who Awards Assembly | Principal and Assistant Principal | Awards Assembly for students | At the end of each nine weeks | Parent survey |
| 13 | Grandparents Day | Title I Reading Interventionist/PTO | A breakfast for grandparents to provide Reading and Math tips | January 8, 2016 | Parent survey |

**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 | Effective Conferencing and working with diverse families | Title I Reading Interventionist and Parent Involvement District Facilitator | Improve ability of teachers to work more closely with parents & students from different cultures and socio-economic backgrounds. | October 19, 2015 | Teacher evaluations/agendas |

**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:** Other activities will be planned for our parents. These activities will encourage and support parents to fully participate in their child's education.     There are currently four Parent Resource Centers in Polk County. They were designed to help parents who have students enrolled at a Title 1 school (PIRC & PLUG). These centers provide workshops, materials, homework help, tests prep, and much more. Materials are available to parents for check out by visiting the center. There is no cost to utilize the resource centers. |

**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:** At the Annual Parent Meeting in September, parents will view a video explaining the components of Title I, PIP, and the Compact. There will be an opportunity for parents to learn how they can become more involved at the school. PTO representatives will hold a recruitment meeting to allow parents to sign up for various committees. Additional time will be given so that parents can visit the classrooms and receive expectations from the teachers. The Title I Interventionist will retain the agenda, parent sign-in sheets, and parent evaluations of the event for the TASK file. Parents will be informed of curriculum, assessments, expectations and procedures through Open House. They will also receive information about parent/teacher conferences, interim reports, and progress monitoring. The Saturday email messages will go out to parents to keep them informed of upcoming on campus activities. Our school's website will be updated regularly with newsworthy events for parents.    Testing information and grade level assessment types/dates and proficiency levels will be explained to parents during Open House and family nights to build capacity. Individual student proficiency levels and assessment data will also be discussed during scheduled parent-teacher conferences.    The Leadership Team and SAC members will meet to review data to determine suggestions regarding student achievement. Parent members are a necessary part of the SAC team, and non-member (SAC) parents are encouraged to attend meetings and otherwise offer input. Every effort is made to provide correspondence between the school and the home in a bi-lingual (English, Spanish and Haitian Creole) Bilingual translators are available on campus at all times. |

**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:** We will provide full opportunities for participation, in parent involvement activities, for all parents including parents of children with limited English proficiency, disabilities and migratory children. A translator will be available to translate at all parent involvement activities as needed. Wheelchair accesses is available campus wide. Connect Ed messages are sent to phones and email accounts for notifications to parents. All necessary written notices from the school are translated into Spanish and Haitian-Creole and verbal only notifications will be saved and distributed by the front office. We have no other languages at this time. Use of the Connect Ed messages, agendas, school marquee and fliers will ensure information is available to the parents. Pertinent Title I and parent involvement information will be kept in a Parent Involvement Notebook on the counter in the front office of the school as a resource for parents needing information. |

**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 | Providing parents with information and resources on how to work with their students on reading, writing, and math at home. | Support Staff, Title 1 Reading Interventionist, Classroom Teachers | Improve parental involvement in reading with their students and with their homework, as well as increase student achievement in the core subjects. | Throughout the 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)]; | Mrs. Brown, ESOL Paraprofessional, makes home visits to the homes of our ESOL students when transportation or phone calls cannot be arranged and the teacher is in need of making parent contact. | Nancy Brown | The parents will gain the knowledge needed to help the child at home or at school. With the parent aware of the needs of the school with their child the child is more likely to be successful. | Throughout the Year as needed |

**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\jennifer.dettling\Downloads\fileUploads\531781_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\jennifer.dettling\Downloads\fileUploads\531781_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\jennifer.dettling\Downloads\fileUploads\531781_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 | Title I Annual Meeting | 3 | 727 | Helps provide parents with information on Title I and the resources available to them as parents to help promote student achievement. |
| 2 | STEM Night K-3 | 1 | 400 | Promotes family activity, shared reading strategies |
| 3 | BINGO Book Bash 10/22/13 | 1 | 100 | Gives parents reading strategies to use at home |
| 4 | New Parent Orientation | 2 | 40 | Gives new parents information about the school |
| 5 | Parent Involvement Recruitment Breakfast | 3 | 60 | PTO members were able to recruit parents to participate in on campus activities. |
| 6 | Parent Conference Night | 1 | 50 | Parents were given tips on how to effectively conference with teachers. |
| 7 | International Night | 1 | 500 | Yearly multicultural Gala for DEA's International Baccalaureate Program. |
| 8 | 4th Grade Movie Night | 1 | 200 | Culminating activity for a Interdsiciplinary unit |
| 9 | Migrant Night | 1 | 50 | Parent meeting for migrant families |
| 10 | Who's Who | 4 | 300 | End of the nine weeks awards assembly |

**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 | Effective Conferencing | 1 | 30 | Increase level of parent involvement to become active in the decisions made at school |
| 2 | Effective Communication for Office Staff | 1 | 10 | Making parents feel more welcomed |

**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 | Economically disadvantaged due to work schedules and lack of transportation | Provide flexible meeting times and phone conferences |
| 2 | Language, Spanish - Verbal communication | Provide translators at all meetings |
| 3 | Language - Spanish - Written communication | Necessary documents will be sent home in Spanish and English |
| 4 | Economically Disadvantaged Parent participation in child's school activities | Volunteers can be reimbursed for volunteer application fee after serving 10 hours |
| 5 | Disabled Parents participating in child's school activities | Ensure that all meeting rooms are accessible to all parents |
| 6 | Transportation | Meetings will be held right before school starts or right before dismissal |

**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** |