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

I, Johna Jozwiak, 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:** At Eastside Elementary we value parent involvement. We will strive to ensure that all parents feel welcome and valued. Communication, activities and resources will be provided on an ongoing basis to ensure maximum involvement of families. The staff at Eastside Elementary will facilitate opportunities for students to access curriculum through the use of varied instructional strategies, learning modalities, technology and the arts to increase student achievement.The mission of Polk County Public Schools is to provide a high quality education for all students. District and School-based Title 1 Parent Involvement Programs in Polk County will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every teacher, every family, every day.  |

**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 are invited to attend the Annual Meeting by flyer, agendas, and Grade-level specific Newsletter. Parents are also invited, at least four more times to attend SIP, SAC, and PIP meetings throughout the year to participate in the development of Title 1 school programs. They receive Parent Survey results and vote on the parent involvement 1% expenditure and other Title 1 funds. For example, during SAC meetings, parents will help make decisions on the programs that would be purchased out of Title I funds as well as the parent involvement funds, such as the need to hire extra personnel or purchase instructional materials. |

**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 | Exceptional Student Education (ESE) | Eastside Elementary specifically supports the needs of students with disabilities in adherence with the federal laws for the Individuals with Disabilities Education Act (IDEA). Eastside Elementary provides supplemental instructional resources and interventions for individuals with disabilities. (ESE teachers, professional development for staff, and resources for parents.) Programs are available for PreK through fifth grade. |
| 2 | IDEA | This program ensures that schools that serve students with disabilities will receive Federal money to enhance their academic instruction. |
| 3 | Voluntary Prekindergarten (VPK) | Eastside Elementary houses one full day VPK unit to prepare students before entering kindergarten. Provided for 3 and 4 year old with a birth date before Sept. 2. Priority is given to 4 year old and families meeting 150% Federal Poverty Guidelines. |
| 4 | Title 1C Migrant | A Migrant Liaison conducts three parent meetings a year to assist migrant families. |
| 5 | English to Speakers of Other Languages **(ESOL**) | Teachers are trained to use ESOL strategies to make learning comprehensible for ALL students. ESOL students receive the same grade level curriculum as their non-ESOL classmates. Bilingual paraeducators are supervised by the ESOL Lead teacher while they are working in small groups providing specific help to our ESOL students in the classrooms. |
| 6 | Title III – ESOL paraprofessionals | Under the guidance of the district ESOL program, parents will receive assistance with parent-teacher conferences and translation services at family events. |
| 7 | Hearth Program | Funded through Title X - Homeless, The Hearth Program provides support for identified homeless students. Title I provides support for the 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. |
| 8 | Violence Prevention Programs | Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Eastside Elementary addresses anti-bullying education through the district Bullying lessons and through supplemental agenda materials for use at home and in the classroom. |

**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** | **Parents are invited to attend the School wide Annual Meeting by flyers, labels in agendas, and grade-level specific newsletters.** | **Interventionist & teachers** | **September 17, 2015****4:30-6:30pm****September 18, 2015****8:00-10:00am** | **Number of Participants** |
| **2** | **Title 1 power point “What is Title 1?”** | **Classroom Teachers and Interventionist** | **September 17, 2015****4:30-6:30pm****September 18, 2015****8:00-10:00am** | **Parent Evaluations** |
| **3** | **Opportunity to sign the Parent/School compact in the student’s agenda** | **Classroom Teachers**  | **September 17, 2015****4:30-6:30pm****September 18, 2015****8:00-10:00am** | **Parent Evaluations** |
| **4** | **Introduction of Curriculum** | **Classroom Teachers and Interventionist** | **September 17, 2015****4:30-6:30pm****September 18, 2015****8:00-10:00am** | **Parent Evaluations** |
| **5** | **Explanation of Title 1 benefits and registration for Parent University** | **Interventionist/Classroom teachers** | **September 17, 2015****4:30-6:30pm****September 18, 2015****8:00-10:00am** | **Parent Evaluations** |
| **6** | **Translation services provided** | **Interventionist & Bilingual Teachers** | **September 17, 2015****4:30-6:30pm****September 18, 2015****8:00-10:00am** | **Parent Evaluations** |
| **7** | **Parent input encouraged** | **Classroom Teachers, Interventionists** | **September 17, 2015****4:30-6:30pm****September 18, 2015****8:00-10:00am** | **Parent Evaluations** |
| **8** | **Annual Meeting agenda and sign-in sheets prepared** | **Interventionist** | **September 17, 2015****4:30-6:30pm****September 18, 2015****8:00-10:00am** | **Number of participants** |

**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:** Parent meetings will be held at 8:00am. and/or 1:30pm if selected by parents in order to go over all information from the nightly meeting, School Advisory Council (SAC) meetings will be offered at 3:30pm or at a time decided upon by the voting members; attendance is open to all. If a parent misses a meeting, but later requests information, one member of the leadership team or SAC will summarize the given information.IEP meetings are set up through Guidance office, ESE and school psychologist. The meetings are offered before school, after school, and during the school day.If a parent cannot attend an academic night, including the annual meeting, we will set a time to review the information given with parents during the following school day or later that week. Parent Conferences will be scheduled for before school starts, throughout the school day during teacher planning periods, and after 3:15 in the afternoon.  |

**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 Parent Meeting & Open House** | **Administration, Interventionist, and Teachers** | **Successful school-parent-teacher relationships foster positive attitudes and improved academic achievements due to parent involvement.** | **September 17, 2015** | **Parent Survey** |
| **2** | **Very Important Parents (VIP) Workshops** | **Interventionist** | **Materials, strategies, and practices provided and taught to the parents during the workshops will increase parent understanding of standards which will in turn, better equip them to help their child at home.**  | **W 11-4-15****T 11-10-15****W 11-18-15****F 1-22-16****W 3-9-16****Th 5-5-16** | **Parent Survey** |
| **3** | **Math Night** | **Math Coach, Administration, and Leadership Team** | **Math scores expected to increase because of the materials and strategies provided to enhance the student’s math skills.** | **October 29, 2015** | **Parent Survey** |
| **4** | **Reading Night** | **Reading Coach, Administration, and Leadership Team** | **Reading scores expected to increase because of the strategies and practices provided to enhance the student’s reading skills.** | **December 10, 2015** | **Parent Survey** |
| **5** | **Science Night** | **Leadership Team** | **Science scores expected to increase**  | **February 18, 2015** | **Parent Survey** |
| **6** | **School Advisory Council (SAC)** | **Administration, Parents, & Leadership Team** | **Parents are informed of school needs, data, and assessments** | **Ongoing 2015-2016** | **SAC minutes** |
| **7** | **Parent-Teacher Conferences** | **Classroom teachers and interventionists** | **Provide parents with information regarding their child, create a home-school connection** | **Ongoing 2015-2016** | **Conference Logs** |
| **8** | **Student Agenda Planner** | **Teachers** | **Reminders, announcements, resources for parents** | **Ongoing 2015-2016** | **Annual 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** | **Parent-Teacher Effective Communication**  | **Interventionist and Administration** | **Increase awareness of strategies to communicate with parents** | **Grade Level Meetings-Ongoing 2015-2016** | **Newsletters/Agenda/Parent Conference Logs** |
| **2** | **Conference Agendas** | **Interventionist**  | **Use agendas during parent-teacher conferences to share pertinent information with parents** | **Grade Level Meetings-September****2015**  | **Conference Logs** |

**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:** **1.** The Parent Involvement/Family Engagement Building TEAM will provide a monthly newsletter in English and Spanish with the description of the standards that their child will be working on for that month as well as provide “study tips” to help the parents better help their child. The grade-level specific newsletter will also include a parent evaluation at the end of year. **2.** A Parent Informational Resource Center (PIRC) are located at Frostproof Elementary, Sleepy Hill Elementary, Garner Elementary, Combee Elementary, and Mulberry Middle School. Materials are available to parents for check out by visiting the center and various classes are offered. **3.** A Parent Involvement Notebook is located in the front office to provide all Title One documents and other pertinent parent information and is also located on the school's website.**4.** The District Parent University offers parent workshops, materials, and vendor information twice a year; September 12, 2015 and February 20165. PIRC and PLUG centers are available to all parents in regional sites. |

**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:** 1. For the annual Title 1 meeting the parents will be notified through the use of flyers, agenda, and grade level specific newsletters. The compact and parent plan is shared at the annual meeting via a power point, and at parent conferences through the agenda. 2. Description and explanation of the curriculum at the school used to measure student progress and the proficiency levels are: FAIR achievement level 3 or higher for third, fourth, and fifth grade. For the FSA the information is not yet available. 3. Opportunities for parent meetings to formulate suggestions and make decisions relating to their child’s education include: Parent Survey results, used to respond to parents concerns regarding their child’s education. Parents are also encouraged to join, participate, and invite others to join the Parent Leadership Team, School Advisory Council, and Parent Involvement/Family Engagement Team. 4. We notify parents via invitation (flyers), grade-level specific newsletters, and agendas about the possibilities of participation in meetings, programs, and events. The newsletters also include the upcoming events that will take place at the PIRC that is closest to them as well as the District Parent University dates are listed. 5. Parents are encouraged to visit our school website for links to academic websites their child can use as well as email teachers if they have any questions or suggestions. Links are also provided for parents to visit the district website. 6. Grade-level specific monthly newsletters inform parents of important dates and upcoming events that will take place that month. Through the newsletters, parents are also informed when interims and report cards will be distributed and remind them to schedule a conference with their child’s teacher.  |

**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:** Assistance is provided from Spanish bilingual front office secretaries and from Spanish bilingual teachers and staff. All documents are translated in Spanish and some in Creole. Staff members often refer a student or families in need. We encourage the parents to leave us feedback in the suggestion drop box in the front office, through our website, email, or through a letter. Also, through our website parents can access our staff directory, our school personnel phone numbers, and emails. Parents are invited through the grade-level specific newsletters to attend the SAC meetings, Parent Involvement/Family Engagement Team meetings, as well as attend the VIP workshops. Eastside Elementary also has a PBS/MTSS Building Team which meets on a monthly basis to discuss strategies and interventions that can be used to help ALL students improve their academic achievement. Additionally, we have two ESE Resource Teachers which assist ESE students in small groups in the classrooms providing the necessary accommodations and services. We encourage the involvement of ALL parents by providing translations when needed, having a wheelchair accessible building, and the use of an elevator.  |

**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)]; | SAC trainings & meetings | Administration, Parent Involvement/Family Engagement Team, & Leadership Team | Parent awareness of the details and inner-workings of student achievement will create knowledge to be transferred in various parent conversations, resulting in increased parent involvement. | Ongoing 2015-2016 |
| **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)]; | Parent-Teacher Conferences- scheduled according to parent availability | Administration, Guidance Counselor, Teachers, Interventionist | Exchange of information regarding student achievements and areas where improvement is needed between the home and school is necessary for student success. | Ongoing 2015-2016 |

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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**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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**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

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**Evaluation of the 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 | Annual Meeting & Open House | 2 | 627 | Shared Title One Information, gave opportunity for parents to meet their child's teacher, provided academic expectations, and allowed for scheduling of future Parent/Teacher conferences in order to build relationship, foster positive attitudes, and improve student achievement. |
| 2 | Math Night | 1 | 74 | Shared Math activities, strategies, and games that parents can use at home to help improve their child’s math skills. |
| 3 | Science & FSA Night | 1 | 34 | Shared “tips” to get ready for the upcoming FSA assessment and provided parents with ideas/materials for science experiments that can be conducted at home. Parent understanding of FSA expectations help the parents to better prepare their child.  |

**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 | Conference Agendas | 1 | 64 | Use of agendas during parent teacher conferences to share pertinent information with parents |
| 2 | Effective Parent-Teacher Communication | 1 | 64 | Increase awareness of strategies to communicate with parents  |

**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 | Poor Socio-economic background with limited understanding of importance of parent role in education (all subgroups). | Continued outreach to parents via newsletters, and relationship building through all possible avenues. |
| 2 | Parents with limited English | Translators available in the school office, at family night activities as well as parent conferences |

**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)

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| **count** | **Content/Purpose** | **Description of the Activity** |
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