
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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Flexible times for parents to conference with teachers.	Additional times for conferences have been added to the school-wide daily schedule as well as coverage is provided to teachers during the school day to conference with parents.
2	Parent translation in Spanish and Creole	Documents are translated by the CLF as well as the Multicultural Department in order to communicate with parents in their native language.
3	Low Parental Attendance in School Advisory Council	Increase marketing of the School Advisory Council meetings in order to increase parental participation.

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
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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:

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Family Literacy Night	1	23	The Family Literacy Night enhanced parents' and guardians' ability to help children improve their reading skills as well as promote enjoyment for literature.
2	Wake Up! Step Up!	1	15	The training focused on ways parents and other caring adults support children in achieving academic and character standards.

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	Progress Monitoring	1	50	Teachers were trained in helping parents understand the results of Running Reading Records as well as communicating students' academic status via progress reports. In turn, parents and teachers were able to track students' success in the identified content areas (i.e. Reading, Math, and Writing) that were in need of improvement.

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: Needs more information or clarification

Review Comments:

createDate	modifyDate	comment
9/12/2015 7:36:48 PM		Did you offer Edline and Conferencing training? If you did, please add them to this list.

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.

Review Rubric:

Review Status: Needs more information or clarification

Review Comments:

createDate	modifyDate	comment
9/12/2015 7:44:29 PM		Upload evidence of parent input in the development of the compact in this section.

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

Uploaded Document

Review Rubric:

Review Status: Needs more information or clarification

Review Comments:

createDate	modifyDate	comment
9/12/2015 7:42:00 PM		Please a statement to the minutes to summarize the parents' input for the PIP.

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.

Uploaded Document

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: Needs more information or clarification

Review Comments:

createDate	modifyDate	comment
9/12/2015 7:43:28 PM		You only need to upload a copy of the School-Parent Compact in this section.

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Parent Workshops on a variety of topics including getting your child ready for Kindergarten & Middle School	Administration	how to help your child be academically successful	May 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

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)].

Response: The administration sends newsletters, memos, and call-outs to remind parent of important dates, activities meetings and trainings. Parent-teachers conferences are ongoing throughout the school year to inform parents of student progress, conduct data chats and provide parents with strategies to help their children at home. Teachers also use student agendas for daily communication of homework, academic activities and school-wide positive behavior progress.

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: Needs more information or clarification

Review Comments:

createDate	modifyDate	comment
9/12/2015 7:34:11 PM		Please a comment about translation of documents and interpretation service provided for parents.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)]:

Response: Translated materials, language facilitators, Parent Liaison to make home visits, advocates for ESE students, call outs/announcements/flyers in multiple languages for ELL and ESE students. Currently we aren't servicing any migrant population.

2	Conferencing with Parents	Teachers	keep parents aware of students' academic and behavior	November 2015 and February 2014	Conference Notes and Sign in Sheets
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Review Rubric:

- Content and type of activity including the following: Valuefollowing:
 - 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: Needs more information or clarification

Review Comments:

createDate	modifyDate	comment
9/12/2015 7:32:05 PM		Please change the date for second training.

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)].

Response: Refurbish parent resource area so parents can check out information to assist their children and utilize the internet for parenting information or employment applications.

Parent library time to check out books before school in order to support children with reading and comprehension.

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:

			improve academic performance		
3	Middle School Preparation Program	Administration	preparing 5th grade students for the transition to Middle School	April 2016	sign in sheets/evaluations
4	Kindergarten Round up	Administration/K teachers	to ensure a smooth transition from home to school readiness skills	May 2016	sign in sheets/evaluation
5	Third Grade Parent Training	Administration/3rd Grade Teachers	training parents on state requirements for promotion from 3rd grade	November 2015	sign in sheets/evaluation
6	Parent Leadership Committee	Administration/ ELL Teacher	Train ELL parents on Strategies for English acquisition	Fall 2015 and Spring 2016	sign in sheets/evaluation
7	K - 5 Curriculum Night	Administration	training to help parents learn about grade level curriculum, standards based report card	November 2015	sign in sheets/evaluation
8	FSA Assessment Parent Night	Administration	training to help parent learn about the new Florida Standards Assessment	February 2016	sign in sheets/evaluation

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Edline Training	ITSA	keep parents aware of student assignments and topics/chapters covered weekly	October 2015 & December 2015	Edline pages updated monthly

- 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)].

Response: Meetings will be offered at a variety of times and days (including daytime and evening meetings). Child care will be provided so parents can attend school meetings. Literacy Events (Read for the Record, Dr. Seuss Day, etc) will be offered at 9am. SAC meetings, Title I Annual meeting and Curriculum Nights will be offered at 5:30 pm. Parent Conferences are offered before and after school hours.

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Curriculum Night/Open House	Administration	teachers explaining grade level curriculum, Edline, Homework and Behavior Plan to parents	September 2015	sign in sheets
2	Report Card Conferences	Administration	explain district pupil progression & giving parent strategies to	Nov 2015 & March 2016	sign in sheets

2	Voluntary Pre Kindergarten Full Day Program	trainings for parents on what their children need to be ready for Kindergarten
3	Curriculum Night	train parent on how to assist students in reading, math, and writing in order to increase academic achievement for students
4	Volunteers in Schools	invite parents to volunteer in order to improve the school to home connection in which impacts achievement for students
5	School Wide Positive Behavior Team	train parents on the School Wide Positive Behavior Plan in order to create a common language between parent, child, and school

Review Rubric:

Strong responses include:

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

Review Status: Needs more information or clarification

Review Comments:

createDate	modifyDate	comment
9/12/2015 7:29:35 PM		Please include district departments that support your parents if applicable (Multicultural dept. Migrant Education, etc.).

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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Send home flyers/invitation with meeting agenda	Title I Contact	August 26, 2015	sign in sheets
2	Call out reminder to parents about meeting	Title I Contact	August 31, 2015	sign in sheets
3	Reminder notice/announcement to students to remind parents	Title I Contact	September 1, 2015	sign in sheets
4	Agenda	Title I Contact	September 2, 2015	parental feedback
5	Vodcast	Title I Contact	September 2, 2015	parental feedback
6	Handouts	Title I Contact	September 2, 2015	parental feedback
7	Translation	Language Facilitators	September 2, 2015	parental feedback

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

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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Parents will be notified in writing, on Edline, and through the parent connection (Parent Link) about Open House, SAC meetings, and our Title I Annual Meeting. Discussion at SAC meetings will include how to spend Title I money, goals of the SIP, reviewing the Family Involvement Survey and review of the School Policy/Plan and Parent/School Compact.

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)].

count	Program	Coordination
1	VPK	full day program at Roosevelt Elementary including presentations for parents

ROOSEVELT ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Sharonda Alleyne, 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)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response:

The mission of Roosevelt Elementary School is to envision a dynamic collaborative multi-cultural

community where education and lifelong learning is valued and supported as well as all learners reach their highest potential to be college/career ready and succeed in the global economy.