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

I, Bill Gilley , 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:** Whitehouse Elementary School is committed to making parents feel welcomed and valued. Our mission is for families to gain specific skills of volunteer work and self confidence in ability to work with children. |

**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:** Whitehouse Elementary School is dedicated to work collaboratively with parents to plan appropriate strategies to meet the needs of the students. Parents will be allowed to provide input in the decision-making process and development of all Title I activities related to the school. Parents will be invited to become active members of the School Advisory Council (SAC). All parents are given the opportunity to review school level plans and offer suggestions prior to approval. The SAC meetings are scheduled for every third Tuesday at 4:00. PTO and Parental Involvement will begin at 5:00 pm. It is announced using the school automatic phone system. The meeting date and time is also displayed on the school marquee and displayed on the school website. At SAC meetings, parents will be provided information regarding the some of the school's Title I allocation. The parents are provided opportunities to decide how funds for parental involvement will be used. At the end of the year, a survey evaluation will be conducted to be completed by parents, staff, and students. The analyzed data from the evaluation will be used as a evaluative tool to evaluate the parent involvement program to plan for next steps. |

**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 | VPK | The faculty, staff members and parents work collaboratively to coordinate a program that fosters interpersonal development and prepares the student for academic success in Kindergarten. Communication is sent on a monthly basis through parent newsletters filled with guidance and strategies for parents to support their children at home. |
| 2 | Title I | Teachers and administrators work collaboratively to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and to reach proficiency on the FSA ,FCAT, i-ready and Achieve 3000 in every classroom, every day. |
| 3 | Individuals with Disability Act | Parents are provided opportunities to support the development of their child's IEP as well as give input on how their child will receive supplemental instructional support in the classroom. |
| 4 | Section 504 Plan | Teachers, school counselors and parents work collaboratively to provide identified students accommodations and modifications -a plan of instructional services for students in the general education setting. |

**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 | Develop an Agenda and Sign-In Sheets | Administrator -R. Jones- Title I Liaison | August 2015-June 2016 | Agenda and Sign In Sheets |
| 2 | Annual Public Title One Meeting | Mr. Gilley and Ms. Jones | TBA | Agenda and Sign in Sheets |
| 3 | Announcements (Website, Parent Link, and marquee | Janet Stanard, Jesse Wright, Bill Gilley | August 24, 2015-June 10 2016 | Parent Link Report Copies of website and marquee changes. |
| 4 | Title One acknowledgement during open house | Mr. Gilley | September 3, 2015 | Agenda and Sign in |
| 5 | Public meeting announced in school newsletter | Mrs. Wilson, Mr. Gilley, Ms. Jones | August 24, 2015- June 10, 2015 | Parent Sign in |

**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:** Scheduled meetings will be held at various times during the morning or evening to better accommodate parents. Whitehouse Elementary will host school several academic literacy trainings where childcare will be provided, when needed. Teachers will hold conferences, by class and grade level, with parents of children in their classrooms. Parents will be given a summary of the students' baseline assessments, curriculum guide assessments, i-ready math and reading, Achieve 3000, and teacher made assessments. They will also provide an explanation of the interventions that teachers are using to assist the child in reaching achievement goals. Parents are encouraged to engage in discussion of how they can support these efforts. |

**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 | Open House/ Curriculum Expectations | Principal, Assistant Principal, Classroom Teachers | School and individual classroom expectations, orientation, how to access teachers and school administrators | September 3, 2015 | Sign- in Sheets |
| 2 | Reading/Literacy Night | All administrators , Literacy Coach, Reading interventionistClassroom Teachers | Parents will be trained in specific research based reading strategies to help support their child. | October 2015-April 2016 | Agenda and Sign in Sheets |
| 3 | FOCUS parent portal | Principal and main office staff | Parents will be kept abreast of current progress that their child is making | August 24, 2015-June 10 2016 | Parent inquiry print outs |
| 4 | Math and Science Night | All administrators and science teachers | Higher levels proficiency on science scrimmages and Science FCAT and classwork samples | November 2015 | Agenda and Sign- in Sheets |
| 5 | Writing Night | All administrators,Literacy Coach, Reading Interventionist, and writing teachers | Higher proficiency on Writing FSA and classwork samples | December 2015 | Agenda and Sign- in Sheets |
| 6 | Parent Compact Completion | Principal and Assistant Principals | Higher proficiency on in all core subject areas | September 3, 2015 | Agenda, call out, flyers, and sign in sheets |
| 7 | School Choice/Magnet Night | All administrators | Provide parents with choices regarding their childs educational career | October 2015 | Agenda call out flyers |
| 8 | Muffins for Moms | All administrators, Allyson Popp, Kirsten Bowens | Increase interactive literacy activities and encourage love for reading | May 6, 2016 | Booklogs, agenda and Sign- in Sheets |
| 9 | Doughnuts for Dads | All administrators, Allyson Popp, Kirsten Bowens | Increase fathers' involvement in their children's education. | May 27, 2016 | Agenda and sign- in |

**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 | Strategies to increase parental involvement Presentation | Principal, Assistant Principal | Principal provided teachers with a variety of strategies to increase parents ability to help their child with homework and study skills. | August 21, 2015 | Utilization of parent resources |
| 2 | Parent Teacher Conferences | School Counselor- Mrs. Sparks, Principal, Assistant Principal, Teachers | Teachers will enhance positive communication during conferences | Ongoing August 2015-June 2016 | Teacher conference / contact logs |
| 3 | Cultural Sensitivity | Rebecca Groner | Faculty and Staff members will embrace diversity and support parents | Ongoing August 2015-June 2016 | Teacher understanding of student demographics |
| 4 | Response to Intervention- RTI | Mrs. Sparks, All classroom Teachers | Higher academic achievement | Ongoing August 2015-June 2016 | Increase of student achievement |
| 5 | Teacher and Student Discipline Assembly | Rhonda Jones, Assistant Principal | Positive interventions for students to allow students to remain in class to receive instruction | August 26, 2015 and September 8, 2015 | Decrease discipline referrals |

**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:** 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:** Whitehouse Elementary is in the process of fully developing a  parent involvement room where parents can have access to a computer and printer. The room is located in the main building, the first room to the right upon entering the school. The room is labeled "Parent Involvement" above the entrance. Inside the room, there is a parent information board which provides parents with updated school information including district resources and school and district related events. There are children's books for reading with comfortable seating for families. It will be replenished with a check out system for educational games and activities for parents to participate with their child. There will also be resources available filled with informational brochures and agency resources for family support.     Parent information will also be provided in the school's monthly calendar, student planners, flyers, and automated call outs. The school marquee also provides information upcoming events as well as the school website through DCPS. |

**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:** Whitehouse Elementary holds a number of meetings using various methods of communication such as Back to School Orientation, Open House, SAC meetings, parent conferences, and Annual Title I informational meetings. Parents are given opportunities to ask questions to help their understanding of all items discussed at the annual Title I Public Meeting. I-ready Math, I-ready Reading, Achieve 3000, Curriculum Guide Assessments, Writing Assessments, 3rd -5th grade FSA, and 5th grade Science FCAT assessment data will be shared along with status of AYP through the school newsletter, and on the school website. |

**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:** Parents of Whitehouse Elementary School students are invited to participate in various school activities. Parents are invited to attend the School Advisory Committee and are notified of the school parent involvement plan (SPIP) on the school's website. Parents are provided timely information about programs and services via Facebook, flyers and automated phone communication. Copies of the SPIP are made available in the main office. Spanish translators will be made available when needed. Non-English newsletters are created and disbursed to share parent information in languages parents can understand. |

**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:

X Not Applicable

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

**Upload Evidence of Input from Parents**

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

|  |
| --- |
| [Uploaded Document](file:///C:\Users\jonesr\Downloads\fileUploads\160511_2015-2016_uploadEvidenceParentInput.docx) |

**Review Rubric:**

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

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| **createDate** | **modifyDate** | **comment** |
| 9/12/2015 6:43:42 PM |  | This upload should contain (all) evidence of Developmental Meeting. It is missing the summary of the meeting which should include discussion of the compact. It is also missing parent evaluations. |
| 9/29/2015 10:02:48 PM |  | This upload is missing the summary of the meeting. |

**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\jonesr\Downloads\fileUploads\160511_2015-2016_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\jonesr\Downloads\fileUploads\160511_2015-2016_uploadCompactEvidence.pdf) |

**Review Rubric:**

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

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| **createDate** | **modifyDate** | **comment** |
| 9/12/2015 6:50:16 PM |  | Muffins for Moms and Doughnuts for Dads-the total seems a little excessive. Please reevaluate and email smithc16@duvalschools.org of decision. |
| 9/29/2015 10:04:55 PM |  | This upload should contain the Budget and the (signed) Assurances page. The information that is contained in this upload should be placed in upload 1. |

## 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** |

**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:**   
  
**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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on 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:**   
  
**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 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** |

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

**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** |

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