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

I, Helen Dunbar, 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 school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee**  | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** The mission of Biltmore Elementary Parent Involvement Plan is to collaboratively work with parents to build a repertoire of resources to aid in improving student achievement, establish relationships, and increase parental awareness. Biltmore will achieve this by having parental involvement activities to educate parents on how to help their child to be successful in school. We believe building a relationship between home and school is essential for the success of our students.  |

**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:** All parents will be invited to become involved in the development and revision of the parent/school compact and the parent involvement plan. We will also discuss how funds will be used. Parents will be invited by various forms of communication such as School Messenger, school marquee, monthly newsletters and flyers in a timely manner. In addition to our PAC/SAC community members, all parents and guardians will be invited by email, school messenger and by flyer to meet to discuss the development and revision of the parental involvement plan and the parent compact. All input will be documented by meeting minutes and sign in sheets. Once the Parental Involvement Plan is presented to parents, it will be place on our school website and a hard copy will be placed in the front office and made available at parents’ request.  |

**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 | IDEA - Individuals with Disabilities Act  | The school will inform parents of Students with Disabilities of their rights concerning their child's education. We will encourage them to be active participants in their child's IEP, MDRT meetings and parental involvement activities host by the school. |
| 2 | PreK School Transition | The school will provide parent sessions focusing on improving literacy and social interactions at school and home |

**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 (school wide 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 power point presentation | Mrs. Helen Dunbar | August 2015 | Agenda, minutes and parent sign in sheet |
| 2 | Develop and disseminate invitations | Mrs. Wright | August 2015 | Parent Sign In Sheet |
| 3 | Publicize event | Mrs. Wright | August 2015 | School Messenger, school marquee, flier and sign in sheet |
| 4 | Maintain documentation | Mrs. Dunbar/Mrs. Wright | August 2015 - June 2016 | Sign-in sheet, evaluation forms |

**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:** Based on the end of year parent survey, Biltmore will continue to offer Parent Involvement/Parent Advisory Council meetings, and Parent Education Sessions in a variety of ways. Parent sessions will be offered at various times of the day (morning, afternoon, and evening). There will be Parent/School Advisory Meetings which will be held the third Thursday of each month. |

**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 | Title I Annual Meeting | Helen Dunbar & Design Team | To inform parents of their responsibility and state expectations. | September 2015 | Sign in sheet, evaluation and feedback from parents |
| 2 | Family Literacy- Readers Are Leaders | Arica Bridges & Literacy Committee | To address the Florida State Standards with the grade level expectations in reading and provide strategies to support parents when reading with children at home. New Florida State Standards, at home strategies relating to the standards and to ensure student growth with hands on fun activities. | October 2015 | Sign in sheet, evaluation and feedback from parents |
| 3 | Mid-Term Conferences | All Biltmore Teachers  | Parents will meet and discuss their children’ academic progress and better understand their role, teachers role and the student role. | January 2016 | Sign in sheet, evaluation and feedback from grandparents |
| 4 | Math Night- Are You Smarter Than a 5th grader? | Nikki Rosario and STEAM Committee | To share the Florida State Standards with the grade level expectations in math and provide strategies to support parents with children at home. New Florida State Standards, at home strategies relating to the standards and to ensure student growth with hands on fun activities. | October 2015 | Sign-in sheet, evaluation forms |
| 5 | STEAM Field Day | Nikki Rosario STEAM Committee | Culminating activities for students and parents to model mastery/understanding of math and science throughout the year. | March 2016 | Sign-in sheet, evaluation forms |
| 6 | Reading Celebration | Helen Dunbar, Angela Wright & The Reading Committee | Rewarding students for meeting their reading challenge. | June 2016 | Sign-in sheet, evaluation forms |
| 7 | Book Fair | Lisa Massey | Parents will have an opportunity to come in and purchase books with their child. | October 2015 & March 2016 | Sign-in sheet, evaluation forms |
| 8 | Muffins for Mom | Arica Bridges & the Literacy Team | To address the importance of the mother having an active role in their child's educational career. | November 2015 | Sign-in sheet, evaluation forms |
| 9 | Real Men Read | Arica Bridges & Lawson-Wright | Fathers, Pastors, Community members and business partners will come in and read to students and discuss the importance of reading daily. | January 2016 | Sign-in sheet, evaluation forms |
| 10 | Literacy Night | Arica Bridges and the Literacy Team | To address the Florida State Standards with the grade level expectations in reading and provide strategies to support parents when reading with children at home. | December 2015 | Sign-in sheet, evaluation forms |
| 11 | Quarterly Recognition Leadership Programs | Helen Dunbar, Angela Wright & Linda Johnson | To further encourage student on academic as well as character leadership | October 2015 - June 2016 | Sign-in sheet, evaluation forms |
| 12 | Donuts for Dudes | Arica Bridges & the Literacy Team | to encourage father/male figures to be actively involved in the education of their youth | December 2015 | Sign-in sheet, evaluation |
| 13 | The Miracle of Science Night | Nikki Torian & STEAM Committee | Parents and students will have an opprotunity to experience the wonders of science. | March 2016 | Sign-in sheet, evaluation |

**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 | Welcoming All Volunteers | Helen Dunbar, Angela Wright and Leadership Team | Improve the ability of staff to work effectively with parents and to provide other means of communications through digital access. | On going 2015-2016 | There will be an increase of school-parent relationships. |
| 2 | Utilizing Volunteers in the Classroom | Helen Dunbar, Angela Wright, Arica Bridges, Alexandra Faler | Parents will be better equipped to help their students at home. | On going 2015-2016 | Relationships will continue to improve. |
| 3 | Cultural Diversity | Helen Dunbar, Angela Wright | Enhancing teachers ability to understand and effectively instruct all students and interact with parents | On going 2015-2016 | Relationships will continue to improve. |

**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:** Our Family Resource Center is located in the media center. It is available throughout the school year for parent use. The Center contains pertinent resources for family use at school and/or home; for example, educational games/books, family brochures and magazines. Parents are invited to use our parent resource center through our monthly newsletter and School Messenger. The Parent Resource Center is also utilized during Parent Education sessions or meetings. During this time we optimize the opportunity to highlight the available materials. Mrs. Wright, the assistant principal, will be responsible for the parental resource center. Lastly, 2 computers with a printer has been placed in the front office for parent use/ convenience. Sign-in sheets and parent comment/evaluation forms will be used to evaluate the effectiveness of the center and activities. Copies of the sign in sheets and evaluations will be placed in the Title I audit box as evidence. |

**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 school wide 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:** To provide parents with timely information about Title I programs, Biltmore will hold an annual meeting for all parents to attend. We will also send home flyers about Parental Involvement activities and Parent Academy the district host. Biltmore will share information about the curriculum by hosting several academic based parent nights throughout the school year (reading, math, science). This information will be shared with parents at least two weeks prior to events via email, School Messenger, newsletters/monthly calendars, marquee and school website. Biltmore implements the core curriculum and the Florida State Standards determined by Duval County Schools and the Department of Education. Baseline and Quarterly Curriculum Guide Assessments, DAR, FAIR assessments, and I-Ready Math Diagnostic assessments are used to measure student progress. Following state guidelines, students will meet grade level standards by performing at 70% or higher. Monthly PTA and SAC meetings are open for all parents to attend, allowing an opportunity to share suggestions and participate in the decisions making process relating to student achievement. A yearly survey is sent home at the end of every year asking for feedback and suggestions to better improve our school. Copies of all flyers, newsletters, surveys, and teacher/parent feedback forms will be used for monitoring purposes and placed in the Title I audit box as evidence. |

**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:** Biltmore will provide full opportunities for all parents to participate in parental involvement activities. The Language Survey, teacher input and interaction with the office staff will be used to determine family needs for written translations. Upon enrollment, we will determine through the Language Survey a need for translation. Information will then be distributed bilingually in print and using School Messenger upon request. We will also use TDD to notify parents who are hearing impaired and the district provided service, TRANS ACT to help translate documents into various languages. The school interpreter will be utilized when parents are on campus. For vision impaired parents, communication will be sent via Braille. Biltmore is wheelchair accessible, therefore accommodating all parent. Parent surveys in various languages will be made available to parents and used for monitoring purposes. |

**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

**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%3A%5CUsers%5Cwrighta2%5CAppData%5CLocal%5CTemp%5CfileUploads%5C160781_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%3A%5CUsers%5Cwrighta2%5CAppData%5CLocal%5CTemp%5CfileUploads%5C160781_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%3A%5CUsers%5Cwrighta2%5CAppData%5CLocal%5CTemp%5CfileUploads%5C160781_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 | After the Report Card | 1 | 183 | Mid year parents came out to discuss with their child's teacher their academic success or lack of. Mid year we scheduled a week of parent conferences to ensure that there was a day and time to fit into the parents schedule. We had the majority of our parents to show up. |
| 2 | Parent Portal | 1 | 36 | Informed parents about grade portal and the various web base programs students can use from home. |
| 3 | Title I Annual Meeting | 1 | 11 | Informed parents of their responsibilities and state expectations |
| 4 | FSA Parent Night | 1 | 33 | Provided parents with ways strategies to help their child be successful on district and state assessments. |
| 5 | STEM Field Day | 1 | 58 | Culminating activities for students and parents to model mastery of math concepts taught throughout the year. |
| 6 | Book Fair | 2 | 28 | Parents had an opportunity to come to the book fair with their child and shop for various books and othe items. |
| 7 | Reading Celebration | 1 | 26 | Parents came out to celebrate the reading accomplishments of their children. Students were rewarded with books and waterslides. |
| 8 | Quarterly Leadership Ceremony | 4 | 146 | Parents come out to take part in the academic accomplishments their child has made. |

**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 | Communicating and Working with Parents | 1 | 48 | Improve the ability of faculty and staff when working or communicating with parents/guardians. |
| 2 | Cultural Diversity | 2 | 23 | Improving the knowledge of various cultures in order to understand the unique differences. |
| 3 | Building and Substaining Parent Volunteers in the Classroom | 1 | 26 | Through parents volunteering in the classrooms, they will become better equipped to help their children at home. |

**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 | Lack of commitment from parents. (Economically disadvantaged, limited literacy) | The school will revise incentives that will motivate parents to attend activities.  |
| 2 | Parents of students with disabilities did not attend any activities sponsored by the school. (Disabled, limited literacy & economically disadvantaged | With ESE district support, we will have differentiated parent sessions that will apply to their child's needs. We will also attempt to make phone calls for personal invitations. |
| 3 | Time of activities may have been a conflict. (Economically disadvantaged & limited literacy) | We will continue to differentiate times in of events and activities |

**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** |