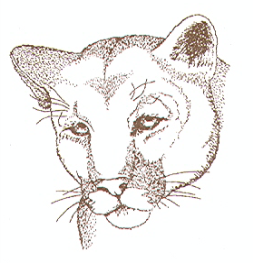
**Astoria Park Elementary School**

**2015-2016 Parental Involvement Policy/Plan**



In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the school-wide Title I School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

**ASSURANCES**

**Astoria Park Elementary School agrees to**:

* 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(a)(3)(B)];
* 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(a)(2)];
* Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy [Section 1118(a)(E)];
* Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
* Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRG) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRG at University of South Florida (USF) [Section 1118(g)];
* lf 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)1];
* 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 section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) [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, as described in Section 1111(h)(6)(A) [Section (h)(2)(6)(A)].

**Parental Involvement Mission Statement**

**Astoria Park Elementary School, in cooperation with the family and community, is committed to preparing each child for the future by meeting, not only their educational needs with a focus on proficiency in literacy and math, but also their social needs. This will occur in a student-friendly, nurturing, high quality learning environment dedicated to the success of each child.**

1. 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)].

Astoria Park will involve parents in an organized and ongoing planning, review, and improvement of the Title I programs. This should include the planning, review, and improvement of the school parent involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2). A school-parent compact, which outlines how schools, parents, and students will share responsibility for ensuring student achievement, will be implemented. The School Advisory Committee (SAC) will meet monthly to plan, review, and provide input into the school's Parent Involvement Policy/Plan and parent activities and School Improvement Plan. The SAC will approve the Parental Involvement Budget and the School Improvement Budget, and will review the school grade, and SPAR Report, and other measurable school related data.

Success will be measured by the Spring Title I Survey and School Climate Survey Results. Feedback from discussions in PTO meetings, SAC meetings, and parent and teacher conferences will also be measured. Feedback will be used to develop the next year's School Improvement and Title I Plans.

1. 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, Reading First, 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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| **Program** | **Coordination** |
| Orientation | Parental Involvement Committee, Parent Liaison, School Advisory Council, and Administrators will work together to coordinate these programs/efforts. |
| Open House |  |
| School Intervention Assistance Team  Meetings |  |
| National Network of Partnership Schools |  |
| PTO Meetings |  |
| SAC Meetings |  |
| Parent Right to Know Letter |  |
| Florida PIRC Notification Letter |  |
| Parent Liaison |  |
| Parent Resource room with computer access, telephone, and parenting information |  |
| Calendar of Activities |  |
| Grade Level Parent Workshops Focused on Specific Curriculum Areas |  |
| Community Education Partnerships |  |
| Monthly School Newsletter |  |

1. 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 education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 11181(1)].

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| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Annual Title I Meeting | Administration, Title I Office, | August 2015 – Invitation to Parents;  September 2015 – Meeting to be held. | Sign-in sheet; Homework Completion, Understanding of curriculum, what child is learning, and how to help their children; Use of specific strategies |

1. 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 11181(2)].

Astoria Park will offer a flexible number of meeting times and may use Title I funds to provide childcare, or home visits, and such services related to parent involvement. Meeting dates and times will be advertised and posted on the school's marquee, webpage, and listserv in advance to encourage parent involvement. The school newsletter containing this and other school related information will also be sent home to parents. Monthly SAC meetings and PTO meetings, programs, assemblies, school celebrations, and parent workshops are used to encourage parent involvement.

1. 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)].

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| **Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| PTO Meetings | Principal, PTO Board | Parents informed about grade level expectations | Monthly Meetings | Sign-in Sheets |
| Orientation | Principal, APC | Positive Correlation | August 2015 | Sign-in Sheets, Parent Feedback |
| Open House | Principal, APC | Positive Correlation | September 2015 | Sign-in Sheets, Parent Feedback |
| Grade Level Parent Workshops | Grade Level Team Leaders and Teachers | Finding out what their children are expected to know and to be able to do and reinforcing lessons at home. | Monthly 2015-2016 | Sign-in Sheets, Parent Feedback,  Earn higher grades and test scores,  Better social skills, show improved behavior, and adapt well to school |
| Family-teacher conferences that involve students. | Teacher, Parent, Student | Improve relationships between parents and school to have a positive effect on student achievement | On-going 2015-2016 | Sign-in Sheets, Parent Feedback,  Earn higher grades and test scores,  Better social skills, show improved behavior, and adapt well to school |
| Volunteer Opportunities Assisting Classroom Teachers, etc. | Administrators, Teachers | Improved relationships between parents and school to have a positive effect on student achievement | Ongoing | Improved students’ grades |
| Parent Liaison | Principal, APC | Positive Correlation | Ongoing | Sign-in Sheets, Parent Feedback |

1. Describe the training the school will provide to educate its 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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| **Content of the Session** | **Person Responsible** | **Timeline** | **Correlation to Student Achievement** | **Evidence of Effectiveness** |
| Book Study  Mindset by Carol Dweck, Ph.D.  (Growth Mindset) | Administration  Teachers | August 2015  On-going monthly meetings | Higher grades and scores on tests, Longer-term academic achievement, Better attendance | Improved student performance, Improved school leadership,  Higher-quality learning programs for students |
| PTO Meetings | Principal, PTO Board | Monthly meetings | More successful school programs, More effective school environments, **Sense of Belonging,** Better attendance | Improved student performance  Build collaborative relationships based on trust among teachers, families, and community  Programs are welcoming, and address specific parent and community needs |
| Faculty and Grade Level Focus Groups | Administration,  Teachers | Pre-Planning Week | Higher grades and scores on tests, Longer-term academic achievement, Better attendance | Improved student performance, Better attendance,  Build collaborative relationships based on trust among teachers, families, and community |
| National Network of Partnership Schools | Principal | On-going | More successful school programs, More effective school environments | Improved student performance |

1. 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 child [Section 1118 (e)(4)].

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| **Activity** | **Specific Steps** | **Person Responsible** | **Timeline** | **Evaluation** |
| Parent Resource Area/Computers in Media Center | This resource will be immediately identified to parents and stakeholders at the beginning of the school year.  Parents can access informative materials regarding parenting. Computers are also made available. | Principal, APC, Parent Liaison, Media Specialist and Para | On-going  2015-2016 | Increased Parental Involvement (Sign-in Sheets) , Improved student performance |
| Parent Liaison | Serve as a link between parents and teachers | Principal, APC, Parent Liaison, | On-going  2015-2016 | Increased Parental Involvement (Sign-in Sheets) |

1. Describe how the school will provide parents of participating children the following [Section 1118(e)(4)]:

* Timely information about the Title I programs [Section 11181(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 11181(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 11181(4)1]; and
* Note: If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Astoria Park will provide parents of participating children timely information about the Title I programs, 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 at the annual Title I meeting at the beginning of the year. We will also provide opportunities for all stakeholders to meet regularly to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children. We will provide LCS promotion/retention requirements that will be shared with parents during Open House. At least one parent-teacher conference will be held for students in grades K-5, during which assessments and grade level proficiency levels will be shared. Student progress reports and report cards will be sent home regularly. All grade levels will host a Parent Workshop within the first nine weeks. The Annual Title I Parent Survey willbe used to improve and plan Parent Involvement activities for the following school year.

Success will be measured by the Spring Title l Survey and School Climate Survey results, as well as feedback from discussions in PTO meetings, SAC meetings, and parent, teacher and student conferences. Feedback will be used to develop the next year's School Improvement Plan and Title I Plan.

9. 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)].

Astoria Park will involve parents during regular School Advisory Council (SAC) meetings. The SAC will meet regularly to review, revise the Title I plan, and be involved in deciding how funds for parental involvement will be used. Specifically, we will convene an annual meeting at a time convenient for parents of participating children. All parents shall be invited and encouraged to attend. The school will provide information and explain the requirements of Title I and the rights of parents. We will also hold regular PTO meetings. We will distribute the *Parent Right* to *Know* and Parent Information Resource Center (PIRG) letters, and post them in the front office, and inform parents of their rights and Title I requirements via our monthly newsletter, listserv, school website, marquee, flyers, and school ITV. In the event parents need special accommodations, we will coordinate with FDLRS/ESE to ensure these needs are met.

Administrators, School Counselor or Team Leaders will facilitate meetings between bilingual teachers and LEP parents to make sure parents understand written information and are able to ask questions related to their children's academic progress and behavior, and school programs, functions and activities.

Astoria Park currently employs one staff member who is fluent in Spanish. One staff member is fluent in German.

**Discretionary School Level Parental Involvement Policy Components**

Check all activities the school plans to implement:

* Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(06)]
* Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(07)]
* Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)]
* Training parents to enhance the involvement of other parents [Section 1118(e)(9)]
* 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(010)]
* Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]
* Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)].
* Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].
* Providing other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

10. Describe how each discretionary activity checked above will be implemented.

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| **Activity** | **Description of Implementation**  **Strategy** | **Correlation to**  **Student Achievement** | **Person Responsible** | **Timeline** |
| Grade Level Parent Workshops on Literacy, Math, and Science | Each grade level will provide workshops on reading, writing, math, and science during the first nine weeks of school. | Reading proficiency will improve | Principal, Parental Involvement Committee, Parent Liaison | January 2016 |
| Train Parents to  Educate/Help Other Parents | Parents and Parent Liaison to attend Annual Family Involvement Conference | Parents to attend conference will share strategies with other parents at PTO meetings. | Principal, Parent Liaison | Conference is  Scheduled for Nov. 2015. Info to be shared at Jan. 2016 PTO meeting |
| Adopt and  implement  model  approaches | Team provided training for administrators and teachers for increasing  parental involvement | Increased parent participation will lead to improved academic achievement. | Principal, Parental Involvement Committee, Parent Liaison | On-going  2015-2016 |
| Develop appropriate roles for community-based organizations. | Businesses, agencies, and community-based organizations will be invited to be involved in our school as partners, SAC members and school volunteers. | Parents are aware of resources that support positive home environments and academic success. | Principal, Parental Involvement Committee, Parent Liaison | On-going  2015-2016 |

**School-Parent Compact:**

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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. [Section 1118(d)].

The attached compact was approved by the Astoria Park Elementary School Advisory Council on May 12, 2015.

**Adoption**

This policy was adopted on May 12, 2015 and will be in effect for the 2015-16 school year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before August 2015.

(Signature of Authorized Representative) (Date)

Provide evidence that the policy/plan has been developed with the input from parents.

**Review of the 2014-2015 School Involvement Policy/Plan**

1. Provide a summary of activities provided that were designed to build the capacity of parents to help their children [Section 1118(e)(1-2)]. Included participation data on the Title I annual meeting.

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| **Content of the Session** | **Type of Activity** | **Number of Activities** | **Number of Total Participants** | **Correlation to Student Achievement** |
| Orientation | Initial Meeting | One | 500 students and their parents | Build collaborative relationships based on trust among teachers, families |
| Open House | Formal Meeting | One | 500 students and their parents | Build collaborative relationships based on trust among teachers, families, |
| School Improvement Workshop | SAC Meetings | Two Evening Sessions (Fall and Spring) | 25 each meeting | Build collaborative relationships based on trust among teachers, families, and community  Programs are welcoming, and address specific parent and community needs |
| PTO Meetings | Parent, Teacher Meetings | Six or seven meetings | 20 each meeting | Improved student performance  Build collaborative relationships based on trust among teachers, families, and community  Programs are welcoming, and address specific parent needs |
| SAC Meetings | Parent, Teacher Meetings | Five or six meetings | 12 each meeting | Programs are welcoming, and address specific parent and community needs |
| Academic Enhancement Sessions | Targeted students receive additional math and reading instruction | 16 to 24 sessions  after school | 80 students | Improved student performance,  Keep students focused on learning and homework |
| Family Science Night & Science Fair Awards Night | Science Exhibits | One | 250 | Improved student performance  Build collaborative relationships based on trust among teachers, families, and community |
| SciGrils Group | Science Group | Weekly session | 20 | Improved student performance  Build collaborative relationships based on trust among teachers, families, and community |
| Grandparents Week | Parent Support Awareness | 1 week | 200 | Build collaborative relationships based on trust among teachers, families |
| Watch D.O.G.S. Dads Program | Fathers and their children | 2 sessions  ~Pizza Night  ~Father/Daughter Dance | 150 | When Dads are present in the children’s lives of their children and participates in school function, student performance improves |
| I AM Beautiful | Girls Group | Weekly meeting and numerous events | 75 | Engaging parents and families through special programs makes a difference |

1. Provide a summary of the professional development activities provided by the school 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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| **Content of the Session** | **Number of Sessions** | **Number of total Participants** | **Correlation to Student Achievement** |
| Faculty Meetings | 6 meetings | 45 each meeting | Improved student performance  Build collaborative relationships based on trust among teachers, families, and community |
| Mark Rolewski Professional Development Sessions | 2 sessions | 45 each session | Improved student performance  Build collaborative relationships based on trust among teachers, |

1. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified barriers (with particular attention to parents who are economically disadvantaged, are disable, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118 (a)(E)].

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| **Barriers including the Specific Subgroup** | **Steps the School will take to Overcome** |
| Food | Provide dinner or snacks at as many events as possible. |

1. Describe the parental involvement activity/strategy 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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| **Content/Purpose** | **Description of the Activity** |
| Academic Enhancement After School Sessions | Targeted students receive additional writing, math and reading instruction |
| I AM Beautiful Girls Group | Astoria Park’s I AM Beautiful (I.A.B.) Girls Club is designed to promote and inspire young girls to think positively and to aspire to reach their full potential. I.A.B. strives to provide our gems with the necessary tools to help them succeed in life and to help them become confident in knowing that they are beautiful – inside and out. I.A.B. is a mentoring program that empowers our young ladies to get involved in school and community projects. Parental involvement has increased among the girls in IAB. Parents have formed their own committees and are more visible in school functions. This year, I.A.B. sponsored our first Daddy Daughter Dance, “The Princess Ball”. This event promoted the importance of quality time to strengthen the father-daughter relationships. |
| Family Science Night & Science Fair Awards Night | Students and their families participate in a fun and innovative science night where they circulate through various Science Stations that are conducted by various science professionals. |