

ROBERT H. PRINE ELEM. SCHOOL Title I, Part A Parental Involvement Plan

I, Dr. Lynne Menard , 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)].

Dr. Lynne Menard

07-21-16

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Prine Elementary provides a balanced, enriched curriculum designed to successfully guide children through the 21st century. Our students prepare for life and academic success by participating in a strong, traditional program which incorporates the arts, enrichment and remediation programs. It is through this effort, and with the support and input from the Prine Family Foundation, that we are able to achieve a high standard of excellence.

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: We believe in the meaningful involvement of parents and family, in school level and district planning, to design initiatives that promote family participation, to improve student achievement. The assessment identified our areas of strength as Parenting, Communicating, and School Decision Making and our barriers as Volunteering, Collaborating with the Community, and Learning at Home. We apply the findings and develop a written parent involvement plan and compact. The plan and compact identify what steps will be taken, who will be involved, what materials will be needed, when it will be done and how we will measure success. Parent meetings are held at various times to provide opportunities for meaningful two-way communication to share information and to discuss and carefully deliberate changes that are needed to the PIP. All parents are given the opportunity to review the plan and offer input prior to approval. The plan and compact detail the specific parent activities and strategies that we will offer throughout the year such as Family Reading and Family Math nights, offering parenting classes, welcoming parents as volunteers, and inviting community members to participate in SAC.

Interpreters are available to provide translation services to ensure that parents are able to fully participate in parent meetings. If other languages are needed the TI office provides a school district translator to assist. Additional translation opportunities are available through Manasota Lighthouse for the Blind and the Community Center for the Deaf and Hard of Hearing.

We also utilize Connect Ed, an automated telephone service to inform parents of events and activities and FOCUS, an online student tracking system to inform parents about attendance and academic progress.

We believe in involving parents in all aspects of our school. Our parents and our SAC have the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PIP. Parent meetings are held at various times to provide additional opportunities for the involvement of more parents to discuss and carefully deliberate changes that are needed to the PIP. Results of the parent surveys are reviewed by parents and members of SAC to determine needed changes. The survey results are also reviewed and discussed with parent workshop groups. Parent workshop groups and family events are offered at various times to increase parent participation and involvement. Input is gathered during parent meetings regarding how parental involvement funds will be used.

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	Title 1	We will collaborate with our TI resource staff to maintain compliance and exemplary practices.
2	Homeless	We will work together with Project Heart to provide resources, school supplies and uniforms for homeless students to remain in school.
3	ESOL/Migrant	We will work with our ESOL/Migrant HSL to assist with communication, increase communication and accessibility for non-english speaking families.
4	IDEA	IDEA We collaborate with our ESE department and ESE teachers to provide and offer supplemental instructional support for parents during the development of the

		student's iep.
5	OSA	We will work with OSA to provide choice opportunities for our families.

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	Develop agenda, handouts and/or presentation materials that address the required components	Principal or designee	On-going	Title I documentation box housed in the office
2	Develop and disseminate invitations	Principal or designee	On-going	Evaluation sheets
3	Advertise/publicize event	Principal or designee	On going	Connect ED Telephone Log
4	Hold the Meeting	Principal or designee	Fall	Notes/Sign-in
5	Evaluate the Meeting	Principal or designee	Fall	Aggregated Eval form

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: We provide parent workshops and family events at various times and on various days which include academic, social and emotional components. We make every attempt to make information available to parents who are unable to attend the events.

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	Family nights (STEM, Special Area, Literacy)	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	on-going	Agenda, sign-in, notes
2	Actively recruit parents and community members to volunteer at school	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	on-going	volunteer sign-in

3	SAC Meetings	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	on-going	Agenda, sign-in, notes
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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	Staff training on explaining and disseminating the PIP and school parent compact	Principal or designee	Higher levels of staff understanding of parent involvement correlates to higher student achievement	Fall	Signed document
2	Poverty Simulation	Principal or designee	Higher levels of staff understanding of parent involvement correlates to higher student achievement	On-going	Sign in- notes

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: We offer parent workshops for our parents and family nights for parents and their child(ren) because higher levels of parent awareness correlates to higher levels of student achievement. Staff provides demonstration lessons for parents so that parents will be able to duplicate the activities with their child at home.

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: We hold a general meetings where information will be presented about the Title I program, the curriculum and academic assessments. Written communication will be available in English and Spanish. Interpreters will be available to all parents, if possible, to ensure that parents are able to fully participate in their child's education. This includes translation services for deaf and blind 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: The school will provide opportunities for full participation in the parent involvement activities including parents with limited English proficiency, disabilities, and migratory children. Written communication will be provided for parents in English and Spanish. Interpreters will be provided, when possible. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. LEA and school personnel will run the Language Survey report to determine any changes based on fluctuations in student populations. The LEA has acquired Connect Ed an automated telephone service. The LEA has acquired FOCUS an online student tracking system available to parents.

We will conduct conferences with parents at least twice a year, with follow up as needed. Conference times will accommodate the varied schedules of parents, language, barriers and the need for child care. We will distribute student work for parental comment and review on a regular basis. We will communicate with parents regarding positive student behavior and achievement. We will reaching out to all families no just those who attend parent meetings by posting information on our website and/or newsletter.

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.

[Uploaded Document](#)

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](#)

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.

[Uploaded Document](#)

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	STEM Night	1	302	increased Science/Math achievement
2	Family Reading Night	1	127	Provide reading activities, and to enjoy reading together
3	Literacy Night	1	45	Reduce reading summer slide, provided info on literacy activities to do over the summer
4	Title 1 Annual Meeting	2	310	Increase understanding of T1

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	Trained teachers how to effectively work with families to increase student activities	0	0	Resources were limited and unavailable

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	time	events will be held at various times throughout the day
2	language barrier between home and school	information will be sent home in the students' native language when possible, interpreters will be present in conferences/meetings when able
3	lack of academic resources for parents	materials will be sent home, when possible

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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