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

I, April Campbell, 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:** · At Pinewood Elementary, the purpose of parental involvement is to build and develop a partnership that will help our students achieve the state's high standards for the school year. We will provide parents with needed resources and activities to encourage academic achievement.  · Pinewood Elementary's mission is to be a safe nurturing environment. We are responsible for our own learning and teaching others. We have high expectations, minds that think, hands that work, and hearts that love.  · The mission of Polk County Public Schools is to provide a high quality education for all students!  · District and School-based Title I Parent Involvement Programs in Polk County will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day. |

**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:** · The School Leadership team works together with the School Advisory Council to write the Parent Involvement Plan. The previous year's Parent Involvement plan is reviewed at the meetings and the members are asked for suggestions regarding changes or additions for this year's plan. The parent involvement budget is explained to the group and the group is asked for suggestions as to how to spend these funds. The Program Facilitator also explains the budget and parent involvement plan at the Title One Annual meeting in the fall. There the parents are asked to submit any suggestions they might have. Title One has a separate section on the school website which includes all Title One information including the Parent Involvement Plan for the district and the school.   · The Parent Involvement contact previews the school's website weekly to make needed updates to provide families with the most accurate information possible. The Parent Involvement Paraprofessional assists in preparing materials for all Parent Night meetings, and assists teachers with student support materials.   · There is a parent survey on the website for parents to give input on many topics such as: best times to hold meetings, barriers preventing parental involvement, and input on what we as a school could do to improve parent involvement.   · Parents are contacted in multiple ways (email, text messaging, Messenger, labels and/or notes in agendas, Weekly Communication Folders, school marquee, school calendars, and fliers) to remind them of upcoming family involvement events. The Principal contacts each absent student's family daily with Messenger.   · A monthly newsletter is also sent out to keep parents informed about school events. Each spring two active parent volunteers are asked to be on our District Area Parent Team, and they are included in the process of writing the school's compact, PIP, and the Brochure Plan Summary. Parent Involvement is documented by sign-in sheets, parent evaluations, minutes of meetings, and parent surveys. |

**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 | Parent Engagement Program | Each grade level will conduct an interactive family involvement night where the families will work together to learn about the standards and skills that are taught at that specific grade level. |
| 2 | IDEA | Parents will be given information at IEP meetings. |
| 3 | ESOL | Translators will be provided for all parent involvement activities, the Title 1 Annual Meeting, and at parent conferences when needed. |
| 4 | VPK | Information is distributed to all parents regarding opportunities for VPK, and information regarding our VPK program here at Pinewood. |
| 5 | Title II | Funds from Title II will be used to pay teachers for attending afterschool training sessions related to Title I. |
| 6 | ESE | Will support families of students with disabilities by meeting/conferencing with them and giving parents/guardians tips on how to help their child be successful in school. |
| 7 | Pre-Kindergarten | Pre-kindergarten will introduce students to a school setting and teach basic social skills. |

**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 | Flyers Inviting Parents to Annual Meeting | Magen Hayes - Title 1 Interventionist | Tuesday Folder week of meetings | Number of participants |
| 2 | Reminder Labels in Agendas | Magen Hayes - Title 1 Interventionist | Day before Meeting | Number of participants |
| 3 | Invite to Annual Meeting on Website | Magen Hayes - Title 1 Resource | Week before Meeting | Number of participants |
| 4 | Review of School Parent Compact in Spanish | Rebecca Ortiz and Zaida Bruno, ESOL Paraprofessionals | August 23, 25, and 30, 2016 | Parent evaluations |
| 5 | "What Is Title 1" Power Point in Spanish | Rebecca Ortiz and Zaida Bruno, ESOL Paraprofessionals | August 23, 25, and 30, 2016 | Parent evaluations |
| 6 | Welcome and Introductions | April Campbell - Principal | August 23, 25, and 30, 2016 | Parent evaluations |
| 7 | Explanation of curriculum, progress monitoring of students, and expectations of proficiency | Celeste Stewart - Assistant Principal | August 23, 25, and 30, 2016 | Parent evaluations |
| 8 | Explanation of state assessments, achievements, and implications of assessment results | Celeste Stewart - Assistant Principal | August 23, 25, and 30, 2016 | Parent evaluations |
| 9 | Inform parents of opportunities to provide input for child's education | Magen Hayes - Title 1 Interventionist | August 23, 25, and 30, 2016 | Parent evaluations |
| 10 | Assist Parents who need translation with Questions/Answers | Rebecca Ortiz and Zaida Bruno, ESOL Paraprofessionals | August 23, 25, and 30, 2016 | Parent evaluations |
| 11 | PIRC | Magen Hayes - Title 1 Interventionist | August 23, 25, and 30, 2016 | Parent evaluations |
| 12 | Right To Know | Magen Hayes - Title 1 Interventionist | August 23, 25, and 30, 2016 | Parent evaluations |
| 13 | Review of parent involvement plan | Magen Hayes - Title 1 Interventionist | August 23, 25, and 30, 2016 | Parent evaluations |
| 14 | Explanation of School Parent Compact | Magen Hayes - Title 1 Interventionist | August 23, 25, and 30, 2016 | Parent evaluations |
| 15 | Reminder to parents via Messenger | April Campbell - Principal | Week before and also day before meetings | Number of participants |
| 16 | Date and times posted on marquee | Magen Hayes - Title 1 Interventionist | Week prior to meetings | Number of participants |
| 17 | Explanation of school choice | Magen Hayes - Title 1 Interventionist | August 23, 25, and 30, 2016 | Parent Evaluations |
| 18 | Explanation of Parent Involvement Plan Summary | Magen Hayes - Title 1 Interventionist | August 23, 25, and 30, 2016 | Parent Evaluations |
| 19 | Title One Annual Meeting | Magen Hayes - Title 1 Interventionist | August 23, 25, and 30, 2016 | Parent Evaluations |

**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:** · The Title 1 Annual Meeting will be held three different nights. The nights will be organized by different grade levels. Kindergarten and first grade will be August 23, 2016. Second and third grade will be August 25, 2016. Fourth and fifth grade will meet August 30, 2016. There will be two separate times for parents to attend each night. One meeting will be held at 4:00 PM, and the other meeting will be held at 6:00 PM allowing working parents to select the time that best fits their schedules.   · Each grade level will hold a parent night to have parents interact with lessons on how to help their child be more successful academically, and communicate grade level and state standards. Parents will leave with information and materials to help work with their child at home.   · Conference days/nights will be held on various dates or at the parent's convenience for parents to discuss individual student needs. Parents will be able to choose their sign up time over a 5 hour period from 3:00 to 8:00 PM, or on early release dates 1:00 - 6:30 PM.   · Parents will be surveyed about which times are best for parent nights. Each individual parent night will be scheduled according to the majority of votes sent in by parents. Title one funds will be used to provide a snack for each parent night.   · Spanish translation will be provided. All children are welcome and are encouraged to attend with their parent/guardian. |

**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 | K-2 Literacy Parent Night -Parents will be given information on ELA standards and strategies to help make their child a successful reader. Parents will be contacted via flyer, reminder stickers, Messenger, marquee, website. | Magen Hayes - Title 1 Interventionist | Parents will be informed about the curriculum and standards that Kindergarten, first, and second grade students are learning throughout the year. | December 6, 2016 | Parent Evaluations |
| 2 | 3-5 Literacy Parent Night - Parents will be given information on ELA standards, strategies to use at home, and state assessments to help make their child a successful reader. Parents will be contacted via flyer, reminder sticker, Messenger, marquee, website. | Magen Hayes - Title 1 Interventionist | Parents will be informed about the standards that third, fourth, and fifth grade students are learning throughout the year. | December 8, 2016 | Parent Evaluations |
| 3 | PTO involved in parent meetings and Parent Involvement Planning | PTO Board | Increased Parent Involvement | On-going throughout the year | Parent Surveys, conversations with parents. |
| 4 | SAC Committee Meetings | Leadership Team | Community support helps student achievement. | On-going throughout the year. | Meeting Minutes |
| 5 | Parent Conferences - Minimum of twice a year | Classroom Teachers | Direct regular communication with parents about student progress increases student achievement | Fall and Spring Conferences | Conference Logs |
| 6 | Orientation - Meet the Teacher and gain information about the school year. | Classroom Teachers | Sharing knowledge of standards, curriculum, expectations increases student achievement | August 11, 2016 | Sign-In Sheets |
| 7 | Title 1 Annual Meeting and Open House | Magen Hayes - Title 1 Interventionist | Information shared with parents supports student achievement | August 23, 25, and 30, 2016 | Sign In Sheets |
| 8 | Title 1 Parent Involvement Paraprofessional Duties | - Title 1 Parent Involvement Paraprofessional | Previewing the website weekly to make needed updates, assisting with the Title 1 Newsletter, preparing materials for Parent Nights and assisting teachers with student support materials will help increase student achievement. | On-going throughout the year | Daily log |

**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 | PLC/Staff Meeting to share information with teachers regarding Parent Conferencing, Conference Logs, and mandatory coverage of the compact | Title 1 Interventionist | Helping teachers to increase the effectiveness of conferencing with parents | August 9, 2016 | Conference Logs |
| 2 | PD: The Learning Environment | Buffy Williams/April Campbell | Creating a positive environment that is welcoming to both students and parents to ensure optimal learning takes place within the classroom. | August 10, 2016, follow up in planning meetings in September | Teacher surveys |
| 3 | PD: Teaching Student Centered Mathematics | Bobbi Jo Smth | To provide teachers with highly effective strategies to enrich math in the classroom and at home. | On going throughout the year | Teacher surveys |

**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:** · Various grade level Parent/Teacher Conference Nights are planned by teachers and held throughout the year with flexible hours to accomodate parent involvement. Some Conference Nights will be held on early release days from 1:00 - 6:30 PM, and in the evenings from 3:00 - 8:00 PM. Parent conferences are held at least once a year.   · We have parents who volunteer to come in, stock, and operate our "Books and Bites" program organized by Jill Barr, Media Specialist, to get more books in the homes of students.   · The new area Parent Informational Resource Center at Garner Elementary will be promoted for parents to utilize for parenting skills as well as academic skills (PLUG).   · Parent Meetings will be scheduled for parents of At Risk second and third grade students; students in danger of not passing standardized tests. Tips on Reading strategies and skills will be covered with parents to work with their child at home to help them increase test scores.   · Jill Barr, Media Specialist, will work with parents to become library patrons in order for them to check books so that families will have more books in the home in order to increase reading test scores.   · Parents are encouraged to use the Parent Portal to maintain current academic updates and knowledge of their child's progress. Access to a computer to utilize the Parent Portal is available for parents. |

**Communication**

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

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:** · Parents will receive information about Title One programs at the Title One Annual meeting as well as Parent Nights and through communication by newsletters, Messenger, student agendas, school website, school marquee, fliers, and reminder labels, and Weekly Folders, text messaging, as well as the PIN notebook in our school's lobby.  · Curriculum and standards will be discussed with parents at each of the grade level parent nights, and at parent conferences. Translators will be available for Spanish speaking parents.   · The parent/school/teacher Compact will be discussed at parent conferences.   · The Title 1 Interventionist will request input about how to more effectively involve parents at the school. The school website is updated regularly to keep parents informed of activities at the school, volunteer opportunities, and includes a Parental Involvement survey for parents to give us input on how to better meet their needs to be involved parents.  · Parents have access to teachers' email addresses through the school website.  · Parents have access to Parent Portal where they can keep a check on their students grades and other information. For parents without internet access, a computer will be made available for them to check their child's grades on the Parent Portal, the school website, etc.  · Accelerated Reader Home Connect letters are sent home with log in information for parents. This enables them to keep track of their child's AR progress. School calendar of events are sent home in students' Tuesday folder and is available on the school's website. Information will also be sent home in the monthly school newsletter.  · Interim reports and report cards are sent home every nine weeks in Tuesday folders. Parents may access these dates on the school's website as well as the district's website.  · Parent signatures are required daily in the agenda and weekly in the parent communication folder.   · The Parent Resource Center's information/location and PLUG information are shared in the Title 1 newsletters, PIN notebook, and periodically sent home via flyers in the student agendas and/or weekly folders in English and Spanish. |

**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:** · All parents are invited to serve on and attend PTO and SAC committees. Information on these meetings will be sent home in Tuesday folders and monthly newsletters.   · Parents are encouraged to reach out to school staff through the staff directory on the district's website to give input or any suggestions regarding school activities, and the school and parent involvement plans.  · Translators will be available at all parent involvement activities to help parents of LEP students be more actively involved. All written information will be provided in the child's home language if feasible.   · Staff members will be available to assist parents with disabilities. All classrooms and meeting rooms are wheelchair accessible.   · A computer will be made available for parents without internet access can access the Parent Portal, school website, etc.   · Information will be sent home via Tuesday folders, student agendas, Home Connect phone messages, and the school's monthly 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

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |

## 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 | Annual Title 1 Meeting | 1 | 238 | Parent Involvement Increases Student Achievement |
| 2 | Kindergarten and 1st grade Parent Night | 1 | 24 | Parent Involvement Increases Student Achievement |
| 3 | Second and Third Grade Parent Night | 1 | 20 | Parent Involvement Increases Student Achievement |
| 4 | Fourth and Fifth Grade Parent Night | 1 | 16 | Parent Involvement Increases Student Achievement |
| 5 | Parent/Teacher Conferences | 1 | 661 | Parent Involvement Increases Student Achievement |
| 6 | All-Pro Dad Monthly Breakfasts | 8 | 60 | Research/statistics shared about dads involvement in student education. Having an involved dad/parent increases student achievement. |

**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 | PLC/Staff Meeting to share information regarding effective parent conferencing | 1 | 45 | Knowledge of effective parent conferencing can increase student achievement. |
| 2 | PLC Playbook Training | 2 | 45 | Teachers attended training on best practices/strategies to use the classroom to improve student achievement. |

**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 | Language - Spanish | Provide Interpreters |
| 2 | Working Parents' Schedules | Offer meetings at varied times |
| 3 | Parents Feel Unwelcome | Staff Training on "Family Friendly Schools" |