## CAMPBELL PARK ELEMENTARY SCHL Title I, Part A Parental Involvement Plan

I, Christine Hoffman , 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)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

|  |
| --- |
| **Response:** The Parental Involvement mission of Campbell Park Elementary is to create a supportive environment which includes involving parents in all aspects of our Title I program. We will do this by involving our parents in an organized, ongoing, and timely manner as it relates to building capacity of our Title I program. |

**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)].

|  |
| --- |
| **Response:** Campbell Park Elementary believes in creating a supportive environment which includes involving parents in all aspects of our Title I program. The SAC has the responsibility of developing, implementing, and evaluating the various school level plans, including the SIP and PIP. Our SAC membership is comprised of 63 percent parent/community members (non-employee) representatives. These parents are given the opportunity to review both our SIP and PIP, and offer their input prior to approval. For the PIP, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes.  |

**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 | HEADSTART | Through our Title I program we will develop a partnership with the Head Start program at Jordan Park. We will offer opportunities for the Head Start teachers and students to visit our Kindergarten classes and to speak to Kindergarten teachers about expectations. |
| 2 | Transition to Kindergarten | Families of expected Kindergarten students are invited to attend a pre-school Transition during the Spring of the upcoming school term. During this visit parents are made aware of the Kindergarten expectations, meet the Kindergarten teachers, and are provided with materials that can be used over the summer to help prepare students for school. |
| 3 | VPK | Campbell Park and the VPK office will work together to coordinate transition programs for students entering the regular public school program. VPK teachers and kindergarten teachers meet regularly during PLC's for cross-grade articulation. |
| 4 | Family Literacy Evening Workshops | Parents will be invited to school to receive information, ideas, and materials to help their children with reading and writing at home. Parents will also receive information on Common, Formative, and State Assessments. |
| 5 | Family Math Evening Workshops | Parents will be invited to school and to community locations to receive information, ideas, and materials to help their children with math at home. Parents will also receive information on Common, Formative, and State Assessments. |
| 6 | Connect for Success Workshop | Parents will be invited to check out laptop computers for student home use and receive information on the approved school programs to increase student achievement. |
| 7 | Family Science Evening Workshops | Parents will be invited to school to receive information, ideas, and materials to help their children with science at home. Parents will also receive information on Common, Formative, and State Assessments. |

**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 Meeting Agenda | Title I Contact | August 2016 | Copies of agenda |
| 2 | Prepare handouts and presentation materials. | Title I Contact | August 2016 | Powerpoint presentation and handouts |
| 3 | Send out School Messanger call | Principal | Septemeber 2016 | Connect Ed script |
| 4 | Develop Sign in Sheets | Title I Contact | September 2016 | Copies of Sign-In sheets |
| 5 | Send home information about Annual Meeting to parents that missed meeting | Title I Contact | Octobter 2016 | Copy of parent letter |
| 6 | Second semester Open House event | Title I Contact | Mid - January 2017 | Title I documentation |
| 7 | Maintain documentation | Title 1 Contact | Ongoing 2016/2017 school year | Upload to electronic audit box |

**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:** In developing our 2016-2017 Title I parental involvement training/meeting calendar for the new school year, the School Leadership team considered the results of the 2015-2016 Annual Title I Parent survey. In addition to providing our families with flexible meeting times, we are planning to target alternative locations (Tropicana Field, Campbell Park Recreation Center, John Hopkins Middle School) to meet the needs of our families. It was decided that there would be a variety of parent involvement meetings, some occurring in the mornings and some in the evenings. We are also working with one of our feeder middle school to plan at least two combined meetings during the 2016-2017 school year. Each of our scheduled parent involvement activities/training are aligned to our School Improvement Plan and provide parents with resources to help support learning at home.  |

**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 | FocusTraining | Title I Contact/ Technology Specialist | Training will provide parents with directions and guidance to utilize Focus at home to check student grades and student websites | Ongoing-8/16-5/17 | Number of Parents using Focus |
| 2 | Reading Workshops/Activities | Title Contact/ Reading Coaches | Training will provide parents withmaterials/activities that they can use at home to increase highest student achievement in reading | August 2016 | Sign In Sheets |
| 3 | Math Workshops/Activities | Title I Contact / Math Coaches | Training will provide parents with games/activities that they can use at home to increase highest student achievement in math | August 2016 | Sign In Sheets |
| 4 | Science Workshop/ Activities | Title I Contact/Science SIP team | Training will provide parents with activities that they can use at home to increase highest student achievement in science | April 2017 | Sign In Sheets |
| 5 | Connect for Success Training | Title I Contact/Technology Specialist | Promote 100% Success for Students | September 2016 | Sign In Sheets |

**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 | Customer Service | Administration | Parents feeling comfortable coming into school and thus supporting their child's education | August 2016 | parent feedback |
| 2 | Cultural Compentency | Administration | Raising teacher awareness and improving student acheivement | Ongoing 16/17 SY | training feedback |
| 3 | Communicating with Parents | Administration | Creating a collaborative partnership between parents and school personnel. | Ongoing 16/17 SY | parent and staff feedback |

**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:** Information on training/informational opportunities and resources at the district Title I offices will be shared with families via school newsletters or flyers sent home to families, marquee, school web-site, and School messenger calls. Information on Title I parent resource centers will be included in our monthly newsletter. During the 16/17 school year we are developing a consistent year long parent night calendar which will feature different monthly activities. These activities will developed by by PTA, SAC and Campbell Park Family Involvement Committee.  |

**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:** Information about Title I programs available to families and students will be shared at the Annual Title I Meeting. During this meeting teachers will share information on Florida State Standards and how they are aligned to classroom instruction. Teachers will communicate with parents daily using the student agenda, through telephone or text conversation, and email as needed. Parents will be invited to at least two parent/teacher conferences per year to discuss student academic performance, and ongoing progress monitoring. |

**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:** Campbell Park Elementary will provide full opportunities for participation in parental involvement activities for ALL parents. For parents with limited English proficiency, we will provide written communication in their native language. Campbell Park is handicapped accessible providing access to parents in need of this accommodation. Currently we do not have any migratory families. Information related to school programs and information will be disseminated using the school website, marquee, newsletters and flyers, and phone calls. |

**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:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Parents will be invited to reading events for families and students to increase reading achievement. | Literacy Coaches | Providing parents with reading strategies to incorporate at home will increase highest students reading achievement at school.  | August 2016 |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | The Title I Contact working close with the parental involvement SIP team is planning on developing a parent committee in addition to our SAC committee. | Title I Contact and Parent Involvement SIP Team. | Increased parental involvement equals increased student achievement | Fall 2016 |
| 3 | 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(e)(10)]; | Making parents and staff aware that this option is available if necessary. | Title I contact teachers and administration. | Meeting families where they are will increase student achievement | Ongoing during 16/17 school year |
| 4 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Building community relationships by recruiting business partnerships. | Family and community involvement liaison | Connecting community interest in student achievement | Ongoing during 16/17 school year |

**Upload Evidence of Input from Parents**

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

|  |
| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5CHoffmanC%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C2Z75MIHE%5CfileUploads%5C520481_2016-2017_uploadEvidenceParentInput.docx) |

**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](file:///C%3A%5CUsers%5CHoffmanC%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C2Z75MIHE%5CfileUploads%5C520481_2016-2017_uploadCompact.doc) |

**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](file:///C%3A%5CUsers%5CHoffmanC%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C2Z75MIHE%5CfileUploads%5C520481_2016-2017_uploadCompactEvidence.docx) |

## 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 | Technology Training | 1 | 47 | Ways to help children at home with literacy skills |
| 2 | Reading training | 2 | 45 | Ways to help children with literacy skills |
| 3 | Math training | 1 | 18 | Ways to help children with math skills |
| 4 | Writing training | 0 | 0 | Ways to help children with writing skills |

**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 | Culturally Responsive Classroom | 10 | 53 | Teachers will develop a better understanding of cultural differences as they relate to individual student needs impacting student achievement by meeting students' individual needs.. |
| 2 | Active Engagement | 10 | 53 | Teachers will develop skills to better engage students participation in active learning and skill development If students are actively engaged in learning they will successful in school. |
| 3 | Differentiating Instruction | 30 | 35 | Teachers will develop skills on differentiating instruction to meet individual needs. Teachers will then share information with parents.Student achievement will increase when individual student needs are being met. |
| 4 | Increasing Rigor | 30 | 35 | Teachers will develop skills used to raise the level of instructional rigor through questioning. When instructional rigor is raised then students are more engaged in learning and building stamina in the learning environment. |

**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 | Communication (African American & White) | phone calls and newsletters, Town Hall meeting, PTA /SAC meetings |
| 2 | Work schedule (African American & White) | Set meetings later in the afternoon for parents to attend meetings |
| 3 | Child care (African American & White) | Events that children may attend with parents |

**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)

|  |  |  |
| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |