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

I, Pamela Gamble, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** The faculty and staff of Altamonte Elementary believe that parents are our partners in education for the benefit of students and encourage all parents to participate in their child’s education. |

**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:** Altamonte believes in involving parents in all aspects of our Title 1 programs. Monthly SAC (School Advisory Council) meetings will be held. SAC has the responsibility for developing, implementing and evaluating the SIP (School Improvement Plan) and the PIP (Parental Involvement Plan). All parents are given the opportunity to review the SIP online and offer input regarding the SIP and the PIP. Parents respond to a yearly climate survey distributed by the county office. Results of the climate survey are reviewed and discussed by SAC on an ongoing basis throughout the school year. The school budget, SIP budget and Title 1 budget are discussed at SAC meetings. Parents are encouraged to ask questions regarding how monies are spent and parental suggestions are implemented. |

**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 | VPK | Altamonte teachers and VPK teachers articulate on an ongoing basis to coordinate transition programs for students such as parent meetings, field trips and eating in the school cafeteria. |
| 2 | IDEA | Supplemental instructional support is discussed/recorded in minutes of student study meetings with parents during the development of an IEP. |
| 3 | English Language Learners | Supplemental instructional support and appropriate accommodations are discussed/recorded during the development of each student's LEP plan at a meeting with parents. |
| 4 | Head Start | Head Start is physically located on the Altamonte campus. These students eat lunch in our cafeteria, participate in field trips and assembly programs. |
| 5 | Curriculum Nights at AES | Parents learn about school procedures, classroom expectations/homework policies, are given a preview of the core content curriculum and tips for practicing skills in the content areas. |
| 6 | License to Learn | Parents and students participate in an evening designed to help parents understand how they can work with their children at home in the areas of Science, Math, Reading and Technology. |
| 7 | 21st Century | Supplemental instruction daily after school for children in the lowest 25%. |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | PTA/SAC meetings: Develop agenda, handouts/presentation materials that address desired components | Principal | August-May | Copies of agendas, handouts |
| 2 | Distribute flyers, newsletters, make announcements on school calling system, website, marquee | Principal, SAM, PTA Pres., SAC chair | August-May | Flyers, website posting, record of announcements and marquee postings |
| 3 | Meetings/Use sign-in sheets and conference forms | Principal, Teachers, PTA Pres., SAC chair | August-May | Sign-in sheets and conference forms copies |
| 4 | Title 1 Information | Principal | September-October | Sign-in sheet and offered at flexible times |

**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:** Altamonte offers many different settings for our families to be involved in our school.   Meet Your Teacher Orientation is held from 1-3 p.m. prior to the start of school.   Open House Nights are held over several evenings to accommodate working parents.   Parent-teacher conferences are held in the morning before school or after school.   Honor roll breakfasts happens twice annually following first and second trimester.   Prince and Princess Ball designed to involved families.   Florida Standards curriculum nights are scheduled several times during the school year.   Two book fairs are held each school year with a designated parent night each time: Daytime availability for non-working parents and one Saturday each book fair.   Family Reading Night will occur two different evenings in the media center.   All Pro Dads is held once a month in the morning. |

**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 | Identifying Florida Standards | Principal, Teachers | Parents will be aware of grade specific state standards and instructional strategies they can use at home. | August-May | Newsletters, sign in sheets, agendas, making web links public |
| 2 | Title 1 status and information | Principal, Teachers | Understanding Title 1 status, how resources are used to promote student achievement | September-October | Sign-in sheets, newsletter, agendas, SAC and PTA minutes |
| 3 | Assessments discussed during Parent-Teacher conferences | Teachers | Discuss student progress, assessment results, strategies to help at home | August-May | Parent-Teacher conference forms, student's progress reports/report cards |
| 4 | License to Learn | Leadership and Teachers | Provides ways for parents to support their students at home | October | Sign-in sheets |
| 5 | Family Reading Night K-2 | Leadership | Provides ways for parents to support their students at home | January | Sign-in sheets. agendas |
| 6 | Family Reading Night 3-5 | Leadership | Provides ways for parents to support their students at home | January | Sign-in sheets. agendas |

**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 | Instructional strategies: staff newsletter that includes tips for effective instructional strategies | Assistant Principal | Implementation and coordination of parental involvement program, Building ties between home and school, | ongoing | staff newsletter |
| 2 | SCPS Teacher Evaluation System strategies for student achievement/PLCs and In-services | Principal/Assistant Principal | Raise Communicating and working with parents | ongoing | Sign-in sheets; lesson plans/student data |
| 3 | Grade levels shares successful strategies: Articulation In-services | Instructional Coaches share effective instructional strategies to raise student achievement | Communication to increase effective instructional strategies raise student achievement and share ways to communicate with families | ongoing | Sign-in sheets/lesson plans/student data |
| 4 | FSA training grades 3-5: FSA In-services | Assistant Principal | Building ties between home and school | ongoing | FSA scores |
| 5 | Reading strategies for Tier II and III students; SIPPS training | Reading coach | Effective instructional strategies raise student achievement and communicating and working with parents | ongoing | Sign-in sheet/lesson plans/ student data |
| 6 | Culturally Relevant Teaching | County Personnel/Principal/Assistant Principal | Cultural sensitivity | ongoing | Sign-in sheet/lesson plans/ student data |
| 7 | Integrating Technology | DLL | Effective Student Engagement and how parents can use technology with their students at home | ongoing | Sign-in sheets |
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**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:** The parent involvement liaison will update the parent resource center regularly with new resources for parents. Creating a family friendly atmosphere will be done by inviting parents to lunch and honor roll breakfasts, participate in field trips, volunteer as a dividend, mentor students, join PTA and SAC and have a parent-teacher conference at their convenience. |

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

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

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| **Response:** Title I information will be presented to parents by administration at two different times during September and October. Parents are present with Florida Standards information, assessments, conference procedures, and PTA/SAC opportunities at many different times during the school year.   School events are listed in newsletters, school web-site, on the marquee, via Skyward email blasts, and the automatic school calling system called Synervoice.   Translation in Spanish (oral and written) is available upon request. Parents may voice concerns at conferences, written submission by notes or email, phone calls, and/or parent climate survey. All parents may request a parent conference to discuss academic achievement and district/school assessments. |

**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 receive newsletters and separate flyers listing school and PTA events and are encouraged to participate in SAC/PTA, field trips and be a Dividend volunteer. Translation of all written documents is available in the parent's native language. Interpreters are provided for the parents who request the need. |

**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:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Parents encouraging other parents to be involved in field trips, dividends, Parent Resource Table, mentoring students, PTA, SAC | SAM | Research has proven that involved parents raise the achievement level of students. | September-May |
| 2 | 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)]; | Publish newsletter, flyers to list events scheduled after school, evenings or on Saturday | PTA and SAM | Activities promote effective instructional strategies | September-May |

**Upload Evidence of Input from Parents**  
  
Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](file:///C:\Users\phillila\AppData\Local\Temp\fileUploads\590561_2015-2016_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C:\Users\phillila\AppData\Local\Temp\fileUploads\590561_2015-2016_uploadCompact.pdf) |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

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| [Uploaded Document](file:///C:\Users\phillila\AppData\Local\Temp\fileUploads\590561_2015-2016_uploadCompactEvidence.pdf) |

## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | August 2014 - Curriculum Night | 1 | 623 | Student achievement has been increased by parent involvement. |
| 2 | August 2014 ESOL Conference Night | 1 | 34 | Student achievement has been increased by parent involvement. |
| 3 | October 2014 Passport to Learning | 1 | 230 | Student achievement has been increased by parent involvement. |
| 4 | October 2014 FSA Info Night | 2 | 100 | Student achievement has been increased by parent involvement. |
| 5 | January 2015 Family Reading NIght | 2 | 245 | Student achievement has been increased by parent involvement. |
| 6 | Title 1 Family Information Night | 3 | 120 | Student achievement has been increased by parent involvement. |

**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 | Parent Involvement Info | 4 | 70 | Implementation and coordination of parental involvement program, Building ties between home and school, |
| 2 | Communicating and woking with parents | 5 | 70 | Implementation and coordination of parental involvement program, Building ties between home and school, |
| 3 | Implement of parent involvement program | 4 | 70 | Implementation and coordination of parental involvement program, Building ties between home and school, |
| 4 | Building ties between home and school | 5 | 70 | Implementation and coordination of parental involvement program, Building ties between home and school, |

**Barriers**

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

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of child care | Provide childcare |
| 2 | Transportation | Provide Transportation |
| 3 | Parents are Working | Provide different times for families to be involved |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous schoool year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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