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

I, Sally Stephens, 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:** Each student will be a self-sufficient, life-long learner with a sense of purpose, responsibility, and appreciation of diversity. Parental involvement plays a vital role in the success of our school. |

**Review Rubric:**
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

 Explanation of the purpose of the parental involvement program;

 Description of what will be done; and

 Description of the beliefs or value of the LEA.

**Review Status:**

**Review Comments:**

**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 Advisory Council which includes parents that are chosen by the parents and appointed community members will meet monthly to plan, review and provide input into the school's Parent Involvement Policy/Plan and activities and School Improvement Plan.The School Advisory Council will approve the Parent Involvement budget along with the School Improvement budget. The School Advisory Council will review the school grade, progress monitoring, and SPAR report.The School Advisory Council will approve the Parent Involvement Budget along with the School Improvement Budget.The School Advisory Council will review the school grade, school AYP information, and SPAR Report.Success will be measured by the Spring Title I Survey and School Climate Survey, as well as, feedback from PTO meeting, SAC meetings, and parent and teacher conferences. Feedback information will be used to develop the next year's School Improvement Plan, Parent Involvement Plan and Title I Plan. |

**Review Rubric:**
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* 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)].

**Review Status:**

**Review Comments:**

**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 | Title I | Funds will be used to hold parent workshops, produce monthly newsletters and train teachers |
| 2 | Title II | Funds will be used for staff development. |
| 3 | Head Start | Head Starts are invited each Spring to Kindergarten Orientation. |

**Review Rubric:**
Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:**

**Review Comments:**

**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 | Develop Agenda, handouts, and or presentation materials that address the required components | Administration | August | Copies of agendas, presentation, and handouts |
| 2 | Develop and disseminate invitations | Administration | August | flyer/invitations with date of dissemination and copy of posting on the school website |
| 3 | Advertise/Publicize the event | Administration | August | Posting on school website and school marquee |
| 4 | Develop sign-in sheets | Administration | August | copies of sign-in sheets for meetings and individual classrooms |
| 5 | Maintain documentation | Administration | Monthly | Upload all Title I paperwork to district office |

**Review Rubric:**
Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**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:** PTO, SAC and some parent workshops will be held in the evenings after most work hours are completed. However, for shift workers, we will also offer parent workshops in the morning hours using the model of "Donuts for Dads" and "Muffins for Moms". This will allow flexibility for parent involvement. Childcare is offered at the Annual Title I meeting. In addition, our Parent Resource Center is open during school hours for those that can attend throughout the day. The Parent Resource Center is equipped with a designated computer for parent usage. |

**Review Rubric:**
Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**Review Status:**

**Review Comments:**

**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 | Title I Information/Right to Know | Principal | Parents will be aware of the opportunities available to assist their child(ren) at home and at school | September 2016 | agenda of Title I annual meeting and documentation of Right to Know letters going home |
| 2 | Curriculum/NGSSS/Grade Level Expectations | Teachers | Parents will be familiar with what is required for students to be successful and know what benchmarks are required. | September 2016 and ongoing | Open House Sign-in sheets and Parent Conference documentation on report cards |
| 3 | FSA Information/Testing | Teachers | Parents will become familiar with FCAT Explorer and other strategies to help prepare their child to be successful for the test | February 2016 | Agenda and sign-in sheets |
| 4 | Family Literacy | Media Specialist; Teachers | Parents will be taught games to assist in making reading fun | 1st semester 2016 | Agenda and sign-in sheets |
| 5 | Parenting Skills | Principal | Parents will gain knowledge and understanding in ways to support the child's academic success in school | Throughout year 2016-2017 | Monthly newsletter |
| 6 | Grade Level Parent Nights | Teachers | Parents will gain knowledge and understanding in ways to support the child's academic success in school. | Monthly 2016-2017 | Agenda and sign in sheets |
| 7 | 21st Century Program | Teachers | Parents will attend quarterly showcases that communicate what students are learning after school. | Quarterly 2016-2017 | Agenda and sign in sheets |

**Review Rubric:**
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:**

**Review Comments:**

**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 | Teacher Training on effective forms of communication - newsletters, parent conference skills, parent-friendly styles | Assistant Principal | Teachers will be able to communicate better with parents to help them facilitate their child's academic success | ongoing | Parent Conference documentation on report cards and training agendas |
| 2 | Student Discipline - communicating behavior with parents | Assistant Principal | Teachers will be able to communicate about student behavior better with parents to help them facilitate their child's academic success | Planning Week | Agenda and Educator's Handbook |
| 3 | Teacher training on how to communicate academic needs to parents for the district curriculum | Principal; Assistant Principal | Teachers will be able to communicate to parents ways in which they can support their student(s) at home using resources provided by the school or online. | ongoing | Parent input/survey; Pinpoint grades |
| 4 | Teacher training on how to provide step-by-step processes to help parents assist with homework | Teachers | Teachers will find ways to communicate and teach parents how to help their student problem solve. | Fall 2016 | Parent input/survey |

**Review Rubric:**

 Content and type of activity including the following: Value following:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school; and
* Cultural sensitivity;

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

 Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**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:** We currently have a parent resource center that allows parents to access web resources, including, but not limited to, Free and reduced lunch application, listserv, school website, FLDOE's website. We send home a monthly newsletter that includes tips on dealing with academics and behavior. Parents are solicited from Orientation to be involved as volunteers and chaperones as well as being an active part of PTO. |

**Review Rubric:**
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**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 I programs at the Annual Title One Parent Meeting and through annual dissemination of Right to Know letters. Parent Compacts are sent home the first week of school. Information regarding curriculum, instruction and assessment is given at open house as well as through bi-weekly communication sent home from the teacher and through parent conferences. Parents are invited to participate in SAC and PTO and are given an opportunity to give input to the Parent Involvement Plan and School Improvement Plan through annual Climate Surveys and Title I Surveys. In addition, administration publishes a monthly newsletter that includes highlights and information on upcoming events from all grade levels. This document is also available on our website. |

**Review Rubric:**
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Review Status:**

**Review Comments:**

**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:** Ramps are provided for those with physical disabilities. FDLRS provides services as necessary to make school information understandable to parents. We review the Home Language Survey results to determine if communication in other languages is necessary and utilize translation software to make this possible when needed. |

**Review Rubric:**
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:**

**Review Comments:**

**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)]; | Parent is on the team for PIRC | District PIRC | Parents with negative school experiences may feel more comfortable approaching another parent for assistance in facilitating their child's success | ongoing |
| 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)]; | Parents will be invited to participate in "Muffins for Moms" or "Donuts for Dads" to meet and talk with teachers.  | Assistant Principal | Parents will have various times to meet with teachers to discuss student achievement. | ongoing |
| 3 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | We will be implementing a Parent Involvement Team for PIRC | District PIRC | Will have more resources to provide to parents | ongoing |
| 4 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Partner with local organizations and business to provide parent involvement activities | Partner Coordinator | Utilize community resources to enhance student achievement | ongoing |

**Review Rubric:**
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:**

**Review Comments:**

**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%3A%5CUsers%5Cdaviss5%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CEAAUS3UA%5CfileUploads%5C370091_2016-2017_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

**Review Status:**

**Review Comments:**

**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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**Review Rubric:**
School-Parent Compact must include the following components:

* Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
* Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:**

**Review Comments:**

**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%3A%5CUsers%5Cdaviss5%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CEAAUS3UA%5CfileUploads%5C370091_2016-2017_uploadCompactEvidence.pdf) |

**Review Rubric:**

**Review Status:**

**Review Comments:**

## 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 | Parent Academic Nights | 6 | 300 | Parents learned what they need to know in order to assist their child at home with daily work and homework. |
| 2 | Title I Annual Meeting | 1 | 200 | Parents learned what programs are offered to their student(s) to enhance their learning in the classroom. |
| 3 | College Night | 1 | 350 | Parents learned what is needed to attend college. Parents and students spoke with representatives from colleges in the area. |
| 4 | FSA Information Night  | 1 | 55 | Parents and students received information about the new FSA test |

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**

**Review Comments:**

**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 | Teacher training on effective forms of communication-newsletters, parent conferences skills, parent  | 1 | 45 | Teachers will be able to communicate more effectively with parents to help them facilitate their child's academic success. |
| 2 | Student discipline-communicating behavior with parents | 1 | 45 | Teachers will be able to communicate concerning student behavior with parents to help them facilitate their child' academic success. |
| 3 | Teacher training for Parent Conference Night | 1 | 45 | Teachers will create a template for parent conference night that involves students and parents. |

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**

**Review Comments:**

**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 | Parents have jobs that prevent them from attending meeting in the afternoons or evenings (shift workers) | Ruediger will implement parent breakfasts for mothers and fathers and/or guardians to be held once per month. |
| 2 | ELL Parents are inhibited to attend functions due to lack of English skills. | Ruediger will attempt to provide more information in the native language of our ELL students through the use of translation programs. A paraprofessional will translate ELL parent meeting. |

**Review Rubric:**
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (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); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:**

**Review Comments:**

**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** |

**Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:**

**Review Comments:**