



2016-2017

**SPRING HILL ELEMENTARY SCHOOL Title I  
Part A Parental Involvement Plan**

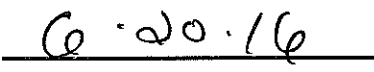
2016-2017  
**SPRING HILL ELEMENTARY SCHOOL Title I**  
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I, Michael Maine, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. 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**

**Response:** The mission of Spring Hill Elementary School's Title I Parent Involvement program is to promote high academic student achievement through school wide activities to support parent engagement.

## Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** At the start of the 2016-2017 school year, Title I personnel will facilitate the Title I Annual Meeting. At this meeting, parents are introduced to the Title I Facilitator who discusses parent engagement opportunities, and educational resources through the Title I Resource Center (Family Resource Center). The Title I staff and administration provides detailed information regarding the Title I school wide program and parents are invited to become a member of the Title I Committee. Parents are given the opportunity to be a member of the Title I Committee by attending the first meeting or turning in their request to serve on the Title I Annual Meeting survey. Spring Hill Elementary School's Title I Committee meets at least six times during the school year (September through May) to review and evaluate topics associated with Title I components. The topics for the Title I Committee meetings include, but are not limited to the following areas: Florida School Grading requirements, School Improvement, Ten Elements of a Title I School wide program, Family Engagement Team (FET), Title I Annual Meeting, Highly Qualified Staff and notification, professional development, parent trainings, extended learning programs, monitoring of Title I requirements, data analysis, evaluations, surveys: (parents and Staff), and budget. Title I staff ensure that all topics are covered the components are separated out per month based on need for review or analysis of programs.

August/September - Florida school grading requirements, School Improvement Plan (SIP), Highly Qualified Staff notification, Ten Elements of a Title I School-wide Program, Family Engagement Team meetings (FET), Title I Annual meeting, and parent workshops planned for the school year.

October - Professional Development, parental workshops available, reading, writing and math initiatives, monitoring, and student assessments

November - Title I extended learning opportunities, scientifically research-based programs (Pearson SuccessMaker, Performance Matters SAM, etc.)

January - Midyear Report for FL DOE, data analysis of 1st semester programs

February - Revision of Title I Parental Involvement Plan, revision of the Title I Compact for Student Success, eligibility survey

March/April - Parent surveys, updates on current school-wide programs, draft of next school year programs

May - Time on learning, budget, and program evaluations. At this meeting the school's Title I allocation will be discussed and the formalization of the next school year budget will be drafted, subject to review and revision by the District Title I personnel. Priorities will be established for the use of Title I funds. The school's Title I personnel will provide documents to measure the success of the school wide Title I program by monitoring attendance data, agendas, and minutes from Title I Committee meetings to ensure compliance with Title I requirements

## 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	Pre-K	Pre- K parents are invited to attend our AR Parent Nights. Invitations are sent home with the students. Parents can read books to their child.
2	ESOL and Title III	District Title I Family Engagement Coordinated translated into Spanish flyers for parent workshops to ensure all parents can attend.
3	Exceptional Student Education (ESE)	The district, school-based ESE staff, and assessment staff to provide parent training on Florida's Standards Assessment Test and Florida's Alternative Assessment. This is supplemental to the literature parents would receive in an annual staffing conducted through ESE. The ESE department provides technical assistance and the Title I staff plan, advertise and host the parent workshop.

## 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	Select a date and format of Title I Annual Meeting for 2016-2017	Title I Staff and Administration	No later than June of the preceding school year	Attendance Records and Event Response Forms
2	Publish notice to parent via backpack, automated telephone call, marquee	Title I Facilitator, Office staff, teachers	Within 10 days of meeting date	Attendance records will be evaluated for participation rates.
3	Prepare print materials for distribution at meeting.	Title I Staff	Prior to training staff for Annual Meeting	Prior to training staff for Annual Meeting
4	Meet with faculty at staff development meetings to discuss format, procedures and expected outcomes	Title I Staff -Title I Facilitator	Within 10 days of meeting date	Faculty Training evidence will be the sign-in sheets
5	Comprehensive PowerPoint outlining the scope and requirements of the Title I program	Title I Staff -Title I Facilitator	Annual Meeting Night	Agenda, Sign-in sheets and Event Response Forms
6	Agenda, Sign-in sheets and Event Response Forms	Agenda, Sign-in sheets and Event Response Forms	Distribute within one week of Annual	Teacher verified class roster for "Sorry I missed you letters
7	Distribute "Sorry we missed you" packets to teachers to be put into backpacks	Classroom Teachers	Within one week of Annual Meeting	Combined total of sign-in sheets and receipts for packets
8	Collect sign-in sheets after the Annual Meeting	Title I Staff, school staff	Within three working days after the Annual Meeting	Title I Facilitator reviews sign- in sheets to ensure attendance was accurately recorded
9	Follow up on parent requests and comments	Title I Facilitator and school staff	Within two weeks after the Annual Meeting	Records maintained of follow-up correspondence and their results
10	Records maintained of follow-up correspondence and their results	School Staff	Within two weeks after the Annual Meeting	Attendance records will be evaluated for participation rates.

### 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 order to meet the needs of all our families and provide opportunities for active parent involvement, we offer flexible parental engagement meeting times that encourage our parent to attend. We survey our parents at the end of each school year to collect data on the most convenient times to hold parent workshops. We have an Open House for parents during preschool to help our parents familiarize themselves with their child's teacher and standard operational procedures at Spring Hill Elementary School.

We have our Title I Annual Meeting within the first 9 weeks of the school year to explain our school wide programs. Our Title I Committee meetings convene a minimum of 6 times throughout the school year and are scheduled to meet the needs of our parents who are committee members. Evidence will be through sign-in sheets, agendas, and minutes from the monthly meetings. Other curriculum related parent trainings and social events are offered in the evening, but various nights are used. The School Advisory

Council (SAC) meets with the Title I Committee meetings once a month on dates voted on by the committee members at the first scheduled meeting. These meetings are coordinated through the school administration and SAC Chairperson. Evidence will be through sign-in sheets, agendas, and minutes from the monthly meetings. The school PTSO meets once a month directly after school. The teachers and administration nominate parents to be part of the school's Family Engagement Team (FET). The FET parents attend three meetings a year at the District Office and bring back information to share with other parents.

### 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	Title I Annual Meeting	Title I Facilitator, Title I team, and	Provide information to parents on expectations and how parents can help their children and all the Title I requirements.	September	Sign-in sheets
2	Accelerated Reader Nights	Media Specialist, Teachers and Title I Facilitator	Parents will be given the opportunity to learn how AR is used to evaluate their child's reading level.	Select nights September - May	Sign-in Sheets
3	Grade Level Parent Nights	Title I Facilitator, Teachers, Teachers and Parental Academy	Students and parents will improve comfort levels and relationships with the teacher and school through social events and learn educational strategies to use at home.	Select night September - May	Sign-in sheets
4	Parent Leadership: District Family Engagement Team (FET): Parent Leadership,	District Title I Staff, Title I Staff	Provide parent leadership training in promoting parent involvement at school level, and provide ways to help their own children at home. Provide information to parents on federal, state, district and school guidelines and programs	meetings throughout the school year	Sign-in sheets
5	Bedtime Stories	Title I Facilitator and coaches	Students and parents will improve comfort levels and relationships with the teacher and school through social events and learn educational strategies to use at home.	January	Sign-in sheets
6	Florida Assessment Night/Technology Night	Assessment Teacher and Title I Facilitator	Inform parents about the Florida Standards and educational supports available to help their child	October-November	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	Parent Conferencing- Train teachers how to communicate effectively with parents, so parents feel they are a partner in their child's education.	Title I Facilitator with support from Parental Academy and school staff	Increased and effective parental involvement leads to more student success.	First half of year	Sign-in sheets
2	Staff will be trained on how to effectively use the School-Parent Compact as the groundwork for building relationships with parents.	Title I Facilitator	Increased and effective parental involvement leads to more student success.	First half of year	Sign-in Sheets

### 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:** The Media Center will house the family center materials for families and students to check out for home use. The Media Center also has computers for parents to use to review student reports on Edline. Alexandria will document family learning materials checked out via the Media Center.

### 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:** Parent/Teacher conferences are used to allow the parents to ask specific questions of their child's teacher, Title I programs, curriculum, grade level expectations and standardized assessment tests. The Title I Facilitator works closely with the classroom teachers to ensure that parents have the necessary resource materials to help them with their child. Throughout the school year, teachers meet with parents to discuss their child's progress and strategies to improve their child's achievement. Information is shared on curriculum and the different academic assessments: FAIR-FS(reading 3-5), Performance Matters SAM (Math K-5), District Writing (K-5) during grade level meetings with parents. The Assessment Teacher is available for parents to provide detailed explanations of student assessments. All parents are given the opportunity to have meetings via Title I Committee, SAC or PTSO. During MTSS meetings, parents are often reminded that their child's teacher is the first point of contact for information regarding their child academics and are encouraged to call the guidance counselor for further questions.

### 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:** Translators are available for general meetings, if requested, and standardized documents such as the District Parent Involvement Plan, the School Parent Involvement Plan, and Compact are made available in English and in Spanish. Parents will be informed of meetings and opportunities for involvement in a timely manner. Meetings will be publicized through school parent groups, on the district's website, on school bulletin boards, through school-wide automated telephone messages, backpack notices, Edline Parent Portal and student agendas. SHES is an accessible campus for persons with disabilities and is fully compliant with provisions of the American with Disabilities Act in terms of physical accessibility to all areas of the campus. Parents requiring additional assistance may call the school at 797-7030 to make arrangements for individual tours or to work with school staff when additional assistance is needed.

### 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	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Family Engagement Team (FET) – meeting of parents from Title I schools. These trainings include information on topics including, but not limited to, School-wide Title I Programs, Highly Qualified Staff, and Student Achievement for schools and District.	District and School Title I Staff	Parents will increase understanding about the availability of such Title I services such as Extended Learning programs available to improve student	October, January, April
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)];	Offer flexible meeting days and time to parents when events/meeting take place	School Title I staff, SAC, PTSO, and	Increase student achievement through parental involvement input from the Title I Annual Meeting Parent Surveys to establish appropriate parent workshops for the school year. Topics may include academic, and behavioral concerns	Ongoing throughout year

## Evaluation of the previous year's Parental Involvement Plan 2015-2016

### **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	Title I Information Title I Annual Meeting	1	1349	Informed parents of school performance, Title I services, including extended day to support student learning
2	Science 5th Grade spooky Science Night	1	168	Improve student's science skills
3	Math K Winn Dixie Math Night	1	58	Improve student's math skills
4	Math Edible Math Night 4th grade	1	35	Improve student's math skills
5	Student Achievement FSA Parent Information (grades 3-5)	1	21	Inform parents of the new Florida Standards and ways they can support the standards at home therefore increasing student overall achievement.
6	Math - 1st grade night	1	176	Improve student's math skills
7	Math - 2nd grade	1	122	Improve student's math skills
8	Math and Reading 3rd grade night	1	59	Improve student's reading and math skills
9	Bedtime Stories	1	94	Improve students reading skills
10	AR Reading Nights	6	81	Improve students reading skills
11	Whole Brain	1	41	Show parents ways to support and use the Whole Brain program at home therefore increasing student overall 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)].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title I Compact and parent conference	1	45	Increase student achievement by having the teachers and parents work together.
2	New Teacher Trainings- Title I Involvement, MTSS, PBS, Edline, Danielson, ETC	1	9	Increase student achievement by helping teachers understand the importance of Title I programs, MTSS, PBS, etc.
3	Parent Academy- Parental Communication	1	45	Increase student achievement by helping teachers understand the importance of partnering with the parents to help the student succeed



## 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	Not all workshops were delivered in a way that was of interest to all parents	Offer workshops that include student involvement