**SOUTH DAYTONA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Lynn Bruner, 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:** South Daytona Elementary will be a positive, safe, Professional Learning Community as we focus on building collaborative and trusting relationships between the students, staff, and parents. We value diversity, fidelity in academics, innovation, social responsibility, technology, and lifelong learning. Success for all is a priority and commitment. |

**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:** South Daytona Elementary School believes in involving parents in all aspects of its Title 1 programs. The School Advisory Council is comprised of parents, faculty, administration, students, and members of the community. The members are appointed or approved by the committee. This group meets monthly to help plan, review, and improve the Title 1 program and budget, the Parent Involvement Plan, and the School Improvement Plan. Minutes of each meeting are kept by the SAC Chairman. The Title 1 program overview is presented in conjunction with the general PTA meeting on the night of Open House. Parent input and feedback is encouraged and appreciated. Sign-in sheets are used to document attendance at all events. |

**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 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. |
| 2 | VPK: Voluntary Pre-Kindergarten | VPK works with our school faculty/staff to coordinate transition plans for students entering Kindergarten at South Daytona. |
| 3 | Head Start | Head Start works with our school faculty/staff to coordinate transition plans for students entering Kindergarten. |
| 4 | Title X | Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation. |

**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 | Meet the Teacher/Open House will be posted on the school marquee | Office Staff | August/September | Number of participants |
| 2 | Flyers will be sent home with every child and posted on school website | Newsletter Editor (Office Staff) | August/September | Number of participants |
| 3 | Conect Ed. message will be sent to all families to encourage parent participation | Principal | September | Number of participants |
| 4 | Open House Annual Meeting presenting Title 1 information | Principal | September | Number of participants |
| 5 | Information on Supplemental Education Services are on parent table. | Five Star Coordinator/SES Facilitator | Week of Meeting | Number of participants |
| 8 | Send home handouts to any parents that were unable to attend | Classroom teachers | Day after Meeting | Phone Calls |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** The leadership and staff at South Daytona Elementary have a strong belief in the importance of parental involvement; therefore, we will put measures in place to offer parent meetings in a variety of formats. The information provided at our annual meeting for parents will be provided in a variety of formats to include parent newsletter, input meeting, school website, and school marquee. The School Advisory Council meets a minimum of 8 times per year. The time and day are decided upon by the members. At this time, they are being help on Monday afternoons. The PTA general meeting is held in the evening, and their activities are held at various times throughout the year. Our ESOL contact is available throughout the day to help with parent questions and suggestions in an effort to help all our students reach success. Parent to Kid is offered in the Fall and Spring. Both evening and weekend events are held to provide parents support with academic subjects. Phone conferences are also conducted as needed when a parent cannot physically attend a meeting. |

**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 | Parent to Kid Literacy Program | Teacher facilitators | Improve Reading Skills | Twice a year | Parent and Student evaluations. |
| 2 | Writing Night: Explain rubric used in FSA Writing to parents and students | 4th and 5th grade teachers | Improvement on writing assessments | Annually | Sign-in sheets/FSA Writing scores will increase |
| 3 | School Advisory Council trainings are held on various academic topics | SAC chairman | Student academics will improve parent understanding | Monthly | Parent input during meeting/minutes |
| 4 | Parent/Teacher conferences: teachers meet with parents to discuss student strengths and weaknesses | Classroom Teachers | Student behavior and academic performance will improve with increased parent understanding | August through May | Overall student performance in regards to behavior and academics will improve. |
| 5 | Meet the Teacher Day | Administration/Classroom teachers | Expectations for behavior and academics are presented | Annually | Sign-in sheets, handouts, agendas, and presentation materials |
| 6 | Young Author’s Tea: Parents and students read books written by the student. Reading Strategies are modeled. | Classroom/Teachers | Student’s will experience growth in both Reading and Writing | Annually in the spring | Sign-in sheets, handouts, book samples |
| 7 | ALPHA program: Facilitator works with parents and students to develop a behavior plan for success in school. | ALPHA: Facilitator | Student’s behavior will increase due to improved behavior. | As needed | Summative scores will increase due to better behavior in the classroom. |
| 8 | Volunteer/Parent Program: Parents assist in the classrooms and around school campus | VIPS coordinator | When parents are involved, engagement and academic performance will improve | As needed | Summative scores and VIPS tracking procedures |

**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 | Positive Behavior Intervention System (PBIS) | School Leadership Team will train the school faculty/staff | Improve the ability of staff to work effectively to increase positive behavior in our school. This training will also reinforce the impact of positive parent communication, and the need to include our parents as much as possible. | August, recurring as needed | Teacher feedback and parent survey |
| 2 | Problem Solving Team training including parent strategies | PST Chairman | Student performance when needs are targeted. | August, recurring by grade level as needed | Increase in student performance |
| 3 | Florida Standards Training on Various Topics | Administration/Coaches | Teachers’ knowledge of strategies and content will increase student academic performance. Teachers will also have a more solid understanding and convey needs and gaps more effectively to parents. | August, recurring as needed | Parent survey, increased student achievement on summative assessments |
| 4 | Trauma Care | District Team/Presenter | Teachers will better understand the needs of our student populations. Teachers will be better equipped to work with parents to fill in the gaps our students maybe coming to school with. | August/September | Decrease in discipline occurrences. |

**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:** Our ESOL contact provides language assistance as well as resources for our ESOL students. In our front office, we have a parent information table which provides up to date information on a variety of topics for parents. We also now have a Little Free Library where students and parents can borrow age appropriate books to read at home. We will offer parent workshops that pertain to academic topics, as well as health and wellness topics. Connect Ed messages, our school marquee, our school website, and the district website will help to keep parents informed of all upcoming events. Parents are also given access to Gradebook which empowers them to stay informed and up to date with their child’s academic progress. |

**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:** During the regularly scheduled Open House/General PTA meeting, a PowerPoint Presentation will be shown providing information and data pertaining to Title 1. During SAC meetings, the Title 1 budget and goals are discussed. Title 1 information is available on the school website. At SAC meetings, as well as Open House, parents will be given information pertaining to the description and explanation of the curriculum at the school. They will also be informed about the different types of academic assessments that will be used to measure student progress. Connect Ed messages will also be used to disseminate information on Title 1 programs. Every 4.5 weeks, an interim report is sent home with each student outlining their progress toward proficiency. Parents will have the opportunity to formulate suggestions and to participate as appropriate in decisions relating to the education of their child during SAC meetings, parent teacher conferences, and when present at Problem Solving Team meetings. The District Advisory Council meets monthly with parents to disseminate information and give parents an opportunity for input into county initiatives. |

**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:** Information is disseminated through Connect Ed., Parent Portal, our school website, the parent information table in the atrium, and Parent Portal. A designated ESOL contact at the school works with parents to ensure the school is compliant with the Meta Consent Decree. Information can be translated for our non-English speaking parents. A translator can be arranged for parent/teacher conferences. The ESOL contact is available throughout the day and via phone to answer questions regarding notes sent home, progress reports, and academic information to increase parent understanding. An ESE grade chair is also available to answer questions, attend LEA meetings, and provide IDEA information to parents. |

**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 | Providing necessary literacy training for parents from Title 1, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)] | Parents to Kids | 2 Teachers/Facilitators | Improved reading scores and increased family literacy | Offered in spring and fall |

**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 | Title 1 Annual Meeting | 1 | 180 | Parents involved in student achievement |
| 2 | Parent to Kid workshops | 4 | 14 | Increased family literacy and help provided to foster student reading |
| 3 | School Advisory Council Training | 1 | 2 | Increased parent involvement |
| 4 | Meet the Teacher Day | 1 | 540 | Parents learn about academic achievements |
| 5 | ALPHA Program: Parent and Student Behavior Interventions | 1 | 45 | Improved behaviors and enhanced learning |
| 6 | Family Math Night | 1 | 170 | Build foundational skills in every grade level and to provide materials for students to practice and learn at home |
| 7 | Volunteer/Parent program: Parents helping in the classroom | 1 | 30 | Parent support in the classroom enhances student learning |
| 8 | Open House | 1 | 350 | Parents learn about academic expectations |

**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 | Response to Intervention training/Teaching interventions to parents | 1 | (66) | Increased student success with interventions |
| 2 | Problem Solving Team training including parent strategies | 1 | (66) | Increased learning gains from interventions |
| 3 | Research Based Teaching Methods training | 1 | (66) | Increased knowledge of effective teaching strategies in an effort to achieve learning gains |

**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 unable to come to school during the day for meetings. | Hold phone conferences with parents to relieve the pressure of attending the school. |
| 2 | Parents that do not speak English | ESOL contact can translate key information in Spanish. |
| 3 | Parents do not understand Connect Ed messages | Information can be relayed in hardcopy format in the language they speak. |
| 4 | Parents do not understand IEP technical language. | LEA representative can meet with parents informally to break down key information given at the IEP meeting. |
| 5 | Other than Spanish, some languages cannot be translated by ESOL contact. | Request bilingual translator from ESOL Dept. to attend conferences and meetings. |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous school 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** |