## SUWANNEE PRIMARY SCHOOL Title I, Part A Parental Involvement Plan

I, Marsha Tedder , 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:** Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens. |

**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:**

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**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:** Suwannee Primary School will invite and recruit parents to participate in the review, planning and improvement of the parent involvement plan (PIP). The parents attending will form the Parent Involvement Committee (SAC). The SAC will meet in June to review and evaluate the parent surveys, the previous PIP, discuss the effectiveness of the previous plan to ensure that the PIP is revised if needed. The SAC will meet again in September to complete the development of the PIP. In March, the parent surveys will be complete. In June, the SAC will begin their annual evaluation and revision. Each time the SAC meets, they will sign in. The sign in sheets, agendas and the minutes of each meeting will be documented ensuring that the PIP included parent participation. |

**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 Part A/Parent Liaison | District Parent Liaison is provided to assist parents in their child's educational process. Faculty and staff can refer parents to the Liaison for help with academic support. |
| 2 | Pre-Kindergarten | The Parent Liaison, Principal/AP, FDLRS (Florida Diagnostic Learning Research Services), and Suwannee Valley 4 C's will coordinate a Parent Workshop for PK students in the school as well as local daycares. The workshop will provide reading strategies and take home activities for parents to use at home with their child. |
| 3 | Title I Part C Migrant Education Program | The Migrant Education Program coordinates and integrates day time parent meetings and one monthly parent meeting to provide information to parents on the following to SAC: Reading and Math strategies, English in a Flash usage, Bullying, Navigating the School system, Money Management |
| 4 | Parent Meeting with Suwannee Valley 4 C's | Principal and Assistant Principal attend a parent meeting at Suwannee Valley 4C's to talk to parents about kindergarten readiness, kindergarten registration, procedures for beginning kindergarten. Parents have the opportunity to ask questions about the kindergarten program. |
| 5 | Parent Conference Night | Teachers invite parents to meet to discuss progress and strategies that can help at home. |
| 6 | AR/Literacy Fair Night | Parents and students are invited to read AR books and test. Pizza and drinks are served. |
| 7 | Science Fair | Parents are invited to attend an exhibition of classroom science fair projects. |
| 8 | Dad's Day | Dads take your child to school day event. To increase male involvement. |
| 9 |  |  |

**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 | Title I Parent Meeting | Principal, Title I Director | Sept. 2016 | Survey in March 2017 |
| 2 | Notified by Newsletters, wristbands, school marquee | Principal, Assistant Principal | Sept/Oct. 2016 | Survey in March 2017 |

**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:** SPS will provide opportunities for parents to participate in meetings in the evenings with child care available by school staff in the media center. If parents do not have transportation, the District's Parent Liaison will provide transportation to the meeting. If parents are not able to attend the parent workshops or meeting and requests information, the school staff will ensure the parent is provided with all the information. If a parent of an ESE student is not able to attend an IEP Meeting, or other meeting, the District ESE Parent Liaison will make a home visit and/or provide transportation. |

**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 | Parents are informed of Title I Programs, AYP, School Grades, assessments. Meet Your Teacher Day, Open House/Parent Meetings | L. Udell, Dir. of Federal Programs | Parent Involvement increases student achievement. | September 2016 | Sign In sheets & Parent Evaluations |
| 2 | Parents are provided with opportunity to monitor their child's progress with online grading system. Workshops to train parents on the use of online student grading system | IT Dept. | Parent Involvement increases student achievement. | December 2016 | Parent Evaluations and Surveys and FOCUS report of parental use |
| 3 | Parent Resource Center. Parents are invited to use the Parent Resource Center to access materials to help their child succeed in school. | Admin/Faculty/Staff | Materials provided to parents to assist them when working with their child to improve student performance, to enrich learning and to increase parental involvement. | Weekly/monthly/ongoing | Survey - March 2017 |
| 4 | Parent Conference Night | Admin/Faculty/Staff | Teachers will schedule parent conferences at a convenient time for parents. | October 2016 and Feb. 2017 | Parent Evaluations and sign in sheets |
| 5 | Accelerated Reader Night to educate parents on AR | Admin/Faculty/Staff | Parents are taught about AR and how to use it. They will learn how to ask their children higher order questions and understand about comprehension. | January 2017 | Survey - March 2017 Parent Evaluations |
| 6 | Science Fair | Admin/Faculty/Staff | Parents will be invited to come view the Science Fair Projects presented by each class | April 2017 | Sign In Sheets |
| 7 | 21st Century ASP Parent Night | 21st Century Staff | Parents are invited to attend a parent night. | September 2016 | Survey |
| 8 | Dad's Day | Admin/Faculty/Staff | Dad's invited to attend | September 2016 | Sign In Sheet |

**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 | How to Communicate District Assessment scores with parents | Administration (school and district) | School-Home Communication | Ongoing | Parent surveys |
| 2 | Parent Involvement Committee; developing an understanding of parent involvement and how it begins with faculty and staff. | Admin/Faculty, Parent Involvement Committee | School-Home Communication | September, 2016 | Sign in sheets |
| 3 | Monthly Newsletters to staff | Administration | School-Student-Parent Relationships | Ongoing - monthly | Parent Surveys, Student data |
| 4 | How to have a successful Parent Conference | Academic Coach | School-Student-Parent Relationships | September 2016 | Sign in sheets |
| 5 | Volunteer Orientation | Administration | Reading Pals/Classroom Volunteers | September 2016 | Surverys, Student data |

**Review Rubric:**

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

* 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:** SPS will encourage and support parents in the education of their child by providing the following:  \*Ongoing communication to parents; weekly newsletters  \*School Website - provide meaningful information about school activities, procedures and policies, upcoming events and online educational programs for students to use at home (RiverDeep, iReady, Renaissance Place Home Connects, etc.)  \*Parent Resource center - Parents are informed of the availability of our Parent Resource Centers where they can check out educational materials to enrich their child's learning.  \*Parent Portal - a computer and printer purchased with Title I funds is available for parent use all day.  \*Pre-K Orientation - Pre-K parents are invited on a specific day/time to meet with their child's teacher to discuss Pre-K report card, handbook, expectations and educational goals.  \*Kindergarten Screening - Parents are invited to bring their Kindergarten aged child to participate in a school readiness screening. Parents are given learning materials to utilize with their child. Parents are invited to tour the school in order to become comfortable with the school setting.  Monthly homework tips and other helpful information will be available on the SPS Facebook page |

**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:** SPS invites Parents to the annual Title I Meeting scheduled at the beginning of the school year and conducted by Mrs. Lila Udell. This meeting will provide parents with information on the curriculum of the school, the assessments used for progress monitoring and the proficiency levels their child is expected to meet.     The curriculum at SPS for Reading is McGraw Hill Wonders, and for Math is Engage NY. Language for Learning is used for oral language. SAXON Phonics will be used to teach and remediate phonics skills. Read Naturally is a program used to improve fluency skills.    Ongoing progress monitoring occurs frequently throughout the school. This year our district chose to use iReady as the means to measure standards based assessments. This progress monitoring tool will be used three times per year to progress monitor in language and math. This is our first year using this standards based assessment for progress monitoring in Math and Language Arts.     Ongoing Parent/Teacher conferences, Open House/Parent Meetings, APT/SAC Presentations (open to public), Weekly Newsletter, Mid 9 Week progress report, progress monitoring reports/letters. Parents are invited to participate in all activities by one or all of the following methods: Weekly Newsletters, individual invitation, reminder wristbands, school marquee, phone calls, printed flyers and the school-wide phone system using One Call Now. |

**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:** SPS ensures that parents receive notifications of the Parent Information Resource Center, the Parent Involvement Plan, the Parent Information Guide, weekly newsletters, flyers, and other ongoing school-home communication written in an understandable format, in a language parents can understand, including alternative formats upon request, and, to the extent practicable.     SPS ensures that Migrant families are provided parent involvement opportunities and support through the Migrant Coordinator, Migrant Advocate, and Migrant Resource Teacher. The Migrant program provides monthly parent nights, a parent resource center, home visits, and translation services. |

**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:

X Not Applicable

**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](../Downloads/fileUploads/610011_2016-2017_uploadEvidenceParentInput.doc) |

**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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| [Uploaded Document](../Downloads/fileUploads/610011_2016-2017_uploadCompact.docx) |

**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](../Downloads/fileUploads/610011_2016-2017_uploadCompactEvidence.doc) |

**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** |

**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** |

**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 | Lack of transportation for low SES parents | Parent Liason will provide transportation to parents of ESE students |
| 2 | Lack of understanding for parents of ELL students | Provide translators to spanish speaking parents and set aside montly ELL meetings |
| 3 | Parents of special needs students lack the understanding of how to fully help their child succeed in school | Provide skill specific materials for parents to work with struggling students |

**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:**