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

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

## Assurances

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

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

**Mission Statement**  
  
Parental Involvement Mission Statement (Optional)

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| **Response:** Pinedale Elementary Parent Involvement mission is enhance the home/school connection by providing parents with available resources to increase student achievement through workshops, trainings, and/or family involvement activities. Resources are available to parents at designated times during the school day for parent access. |

**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:** Pinedale Elementary School will invite and recruit parents to participate in the review, planning and improvement of the parent involvement plan (PIP) through face-to-face meetings and surveys. Parents are encouraged to participate in the School Advisory Council (SAC) to give input and vote on matters that impact the success of the school. The school will host the required number of parent involvement activities to engage parents in helping their child at home throughout the school year. Flyers, newsletters, marquee, school messenger system and the student agendas will be used to communicate with parents. |

**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 | Blended Pre-K | Program available to "blend" general education and exceptional education students in one class to receive educational services that are age appropriate. |
| 2 | Staff Parent Involvement Training Title II | Staff is trained during Pre-planning and throughout the school year on how to involve parents in the education success of all students. |
| 3 | Parent Academy Sessions | Information and resources will be made available to all parents interested in becoming a part of the Parent Academy. |

**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 an agenda, handouts and presentation materials | Hinson | September 6, 2016 | Completed agenda |
| 2 | Develop and disseminate information in regards to the meeting date, time and location | Hinson | August 15,2016-September 8, 2016 | Flyers and parent messaging system print out |
| 3 | Send information home in agendas and parent messaging system | Hinson | August 15, 2016-September 8, 2016 | Labels and parent messaging system print-out |
| 4 | Develop Sign In Sheets | Hinson | September 6, 2016 | Copy to be placed in Audit Box |
| 5 | Maintain Documentation of meeting | Hinson | September 8, 2016 | Information will be found in the Audit Box |

**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:** Pinedale Elementary will provide a variety of workshops throughout the school year that will focus on closing the achievement gap, increase parent/teacher communication, and increasing parental involvement in the educational development of the “whole child.” Workshops and training's will be offered to parents to accommodate their schedules in the mornings, during the lunch hour and late afternoons. These workshops will be hosted in the parental involvement center and/or multipurpose room or media center, and a monthly calendar will be distributed at the beginning of the month. The use of Duval Connect will also be used to inform parents of upcoming events on a weekly basis along with flyers, labels and the use of the school's marquee. Childcare will offered on an as needed basis. Information provided at the workshops and training's will be made available to parents upon request and in other languages if necessary and if transportation is needed in advance. |

**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 | Back to School Orientation | Administration | Meet and greet to build effective relationships and get accurate contact information from parents | August 12, 2016 | Sign-in sheets |
| 2 | PIP Development Meeting | Administration | Gain input from teachers and parents regarding workshops and trainings for them to effectively support the school and their child academically and behaviorally, | Spring 2016 and August 2016 | Sign-in sheet, evaluation form, parent input sheet |
| 3 | Annual Parent Meeting | Administration | Inform parents of their rights as parents with students in a Title I school, provide resources and support to parents and students to increase parent participation to increase student achievement | September 8, 2016 | Sign- in sheets and evaluations |
| 4 | Open House | Administration and classroom teachers | Inform parents of the school's academic achievement, school-wide expectations, school/home communication and connection and all stakeholder's responsibilities | September 8, 2016 | Sign-in sheets/ evaluations |
| 5 | Lunch and Learn  K-2 | Administration | Provide parents the opportunity and access to explore FOCUS, iReady baseline data and the curriculum | September 13, 2016 | Sign-in sheets, evaluations and pictures |
| 6 | Lunch and Learn  3-5 | Administration | Provide parents the opportunity and access to explore/sign-up for FOCUS, iReady baseline data and the curriculum | September 15, 2016 | Sign-in sheets, pictures, evaluations |
| 7 | Family STEM Night | Administration and classroom teachers | To increase participation and focus on science instruction and hands-on learning | October 4, 2016 | Sign-in sheets, pictures, evaluations |
| 8 | Family Literacy Night | Academic coaches, classroom teachers and administration | Enhance parents' understanding of reading daily and how they can utilize strategies at home and to develop the love of reading | December 20, 2016 | Pictures, sign-in sheets, evaluation |
| 9 | Family Math Night | Classroom teachers and administration | Increase parents' knowledge and participation of math skills | November 15, 2016 | Sign-in sheets, evaluation |
| 10 | FSA Parent Night (Reading/Writing) | Classroom teachers and administration | Enhance parents' understanding of reading and writing requirements of the FSA test and how they can utilize strategies at home and to develop their child’s skills. | January 24, 2017 | Sign-in sheets, pictures, evaluations |
| 11 | FSA Parent Night  (Math/Science) | Classroom teachers and administration | Increase parents' knowledge and participation of math and science basic skills to close the achievement gap | February 23, 2017 | Sign-in sheets, pictures, evaluations |
| 12 | Coffee and Conversations with K-2 | Administration and 3rd grade teachers | To discuss student assessment performance with parents and provide ways that parents can help students at home | January 26, 2015 | Sign-in sheets, evaluations |
| 13 | Coffee and Conversations with 3-5 | Administration and 3rd grade teachers | To discuss student assessment performance with parents and provide ways that parents can help students at home | January 31, 2015 | Sign-in sheets, evaluations |
| 14 | Autism Parent Breakfast/Scheduling Informational Session | CSS teachers and CSS Site Coach | Increase awareness of Autism and provide resources for developing structured schedules at home | October 11, 2016 | Sign-in sheets, pictures, evaluations |
| 15 | Kick-off Breakfast for Autism Awareness | CSS teachers, CSS Site Coach and Administration | Increase awareness of Autism and provide resources for parents/family support systems | April 4, 2017 | Sign-in sheets, pictures, evaluations |
| 16 | Autism Awareness Behavior Support Luncheon | CSS teachers and CSS Site Coach | Increase awareness of Autism and provide resources for dealing with behavioral issues | April 18, 2017 | Sign-in sheets, pictures, evaluations |
| 17 | Understanding the IEP process | Guidance Counselor/CSS Site Coach and district personnel | Parents will be gain a full understanding of the IEP process and how to provide input as an advocate for their child. | September 20, 2016 | Sign-in sheets, pictures, evaluations |
| 18 | Understanding the IEP process | Guidance Counselor/CSS Site Coach and district personnel | Parents will be gain a full understanding of the IEP process and how to provide input as an advocate for their child. | February 16, 2017 | Sign-in sheets, pictures, evaluations |
| 19 | PIP Development Meeting | Administration | Gain input from teachers and parents regarding workshops and trainings for them to effectively support the school and their child academically and behaviorally. | April 27, 2017 & May 16, 2017 | Sign-in sheets, agenda, input survey |

**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 with parents; building ties between school and home | Administration | To improve communication and interaction between home and school (Class Dojo, Agenda’s, Emails, etc..) | August 9, 2016 | Handouts and sign-in sheet |
| 2 | How to communicate district assessment scores with parents through data chats | Administration | Increase parents' knowledge and understanding of their child's assessment performance | September 2015, January 2016 and April 2016 | Sign-in sheets, agenda |

**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:** Pinedale Elementary School will encourage and support parents in the education of their child by providing the following:   \*Ongoing communication to parents: students agendas, monthly newsletters, Class Dojo  \*School website: provide meaningful information about school activities, procedures and policies, upcoming events, PIP plan, calendars, etc...  \*FOCUS Portal: a computer and parent username/password will be provided to parents to access student grades at all times to stay abreast of student performance.  \*Parent Involvement Center: educational materials and resources are available for checkout to parents to enrich their child's learning.  \*Encourage involvement in National Young Reader's Week, Literacy Week, and various family academic nights.  \*Progress reports will be sent home every 3 weeks to keep parents informed of academic progress or if there is a need to schedule a parent conference  \*Parent compacts: teachers will review the parent compact upon holding a parent conference of all stakeholder's responsibilities to ensure that students succeed. |

**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:** Pinedale Elementary School provides all Pinedale parents with the following:  \*Information about Title 1 programs via the school's website, school marquee, flyers, School Messenger and the monthly newsletter. A copy of the correspondence will be placed in the Title I Audit Box as evidence  \*Monthly SAC (School Advisory Council) meetings provides another venue for parents to share ideas, participate in the decision making process and to give input on how to improve home/school relationships  \*The parent involvement plan is made available to parents through the main office, parent involvement center, and on the school's website. Each classroom teacher will also have a copy on hand to discuss during parent conferences if needed.  \*Ongoing progress monitoring occurs frequently throughout the school year. Data collected from iReady, DAR, Achieve 3000, teacher assessments, etc... will be explained to the parent.  Feedback from parents will be taken into consideration as to the effectiveness of the types of workshops and trainings that are offered within the PIP. |

**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:** Pinedale Elementary will ensure that parents receive notifications of school related activities in written and an understandable format and in a language parents can understand including alternate formats upon request, and, to the extent practical. Accessibility to common areas such as the cafeteria, media center, classrooms and other buildings is available. |

**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

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](file:///C:\Users\hinsona\Downloads\fileUploads\160931_2015-2016_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\hinsona\Downloads\fileUploads\160931_2015-2016_uploadCompact.doc) |

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

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

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| [Uploaded Document](file:///C:\Users\hinsona\Downloads\fileUploads\160931_2015-2016_uploadCompactEvidence.pdf) |

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

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I Parent Involvement Input Meeting | 1 | 7 | Develop a plan to involve and increase parent participation |
| 2 | Title I Annual Parent Meeting | 1 | 72 | To inform parents of their rights and responsibilities of the school's Title I Program and what is offered to students and families |
| 3 | Open House 2013 | 1 | 138 | Parents had the opportunity to meet and greet with the teacher to discuss expectations for the school year in terms of effective communication, ways parents cna help at home, the district curriculum guide expectation for each subject area for each nine weeks. |
| 4 | What is an IEP? | 1 | 5 | This session is designed to provide parents with more in depth information of what an IEP is, how it benefits the children and what are the laws behind an IEP. |
| 5 | Transition to Kindergarten Parent Breakfast | 1 | 12 | PreK parents were invited to a breakfast to understand their responsibilities in transitioning their child to Kindergarten and how to help them at home. |
| 6 | Expanded Food and Nutrition Education Program | 6 | 5 | Participants learned healthy meals and snacks, how to save money when shopping , being physically active and how to plan for shopping day. |
| 7 | Family Literacy Night | 1 | 33 | Parents and students were engaged in literacy activities, storytelling, and building vocabulary skills to enhance/develop the love of reading. |
| 8 | Coffee and Conversation | 3 | 4 | Parents were given the opportunit |
| 9 | Family Math and Science Night | 1 | 60 | Parents and students were provided with math and science activities that engaged in learning math strategies, received math literature books to build their home libraries, learned about animals from Tree Hill and the robotics challenges. |
| 10 | CSS Parent Luncheon--Behavior Tools | 1 | 8 | Parents of students with special needs learned how to deal and cope with student behavior by being provided with strategies, incentives and monitoring tools to deter unwanted behavior at home. |

**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/Parent Communication | 2 | 37 | The use of agenda's will increase parent/teacher communication as well as regular parent conferences to discuss student academic performance. |
| 2 | Parent Conference Days | 1 | 37 | Parents met with teachers to discuss promotion/retention and assessment data. This allows parents to understand their role in the success of each student and keeps them abreast of their strengths and areas of needed improvement for promotion and mastery of state standards. |

**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 work during the hours several workshops are offered (All subgroups to include but not limited to economically disadvantaged, racial/ethnic background, etc... | Provide parents with brief summaries of what the workshops were about and provide hand-outs upon request |
| 2 | Lack of parental interest (All subgroups to include but not limited to economically disadvantaged, racial/ethnic background, etc... | To motivate parent involvement, the school will offer gift certificates/gift cards to encourage participation and attendance. |
| 3 | Parents are not sure how to become involved in school activities (All subgroups to include but not limited to economically disadvantaged, racial/ethnic background, etc... | Utilize the Business Partner/Volunteer Liaison to draw parents and guardians to become involved in school activities and volunteerism. |
| 4 | Lack of motivation from parents from all subgroups but not limited to economically disadvantaged parents | Provide family activities that encourage them to participate in school activities and functions. |

**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** |
| 1 | Effective Communication | Various communication methods such as weekly parent link messaging, flyers, use of student agenda's and school marquee was a great tool to inform parents of upcoming events and school programs |