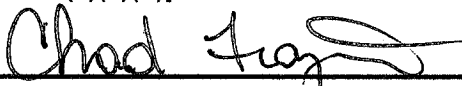


EUSTIS HEIGHTS ELEM. SCHOOL Title I, Part A Parental Involvement Plan

I, Chad Frazier, 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

Parental Involvement Mission Statement (Optional)

Response:

Eustis Heights Elementary School, at its best, and in partnership with families and the community, will provide rigorous and relevant educational opportunities and maintain high academic expectations for a diverse community of learners. We believe that each child should be given opportunities to achieve and reach their present and future potential, and understand active participation by parents and family will help promote this success.

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: EHES is a community school and takes pride in parents being actively involved in the improvement of all school programs. More specifically, the School Advisory Committee (SAC) is responsible for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP), Title I Plan/Budget, Parental Involvement Plan/Budget, and School Compact. Parents represent approximately 50 percent of the SAC membership. Members of the SAC are voted upon by their peers (parents vote for parents; staff vote for staff).

Prior to the approval of the plans, parents are given opportunities to review and offer their input during SAC meetings. Parent input is documented in the SAC minutes. SAC meetings are advertised in the school newsletter, on the school marquee and website, in the local newspaper, and invitations are sent home to each member.

EHES offers two Annual Title I Parent meetings in order to accommodate working parents. This meeting is advertised on the schools marquee, in the local newspaper, and in the schools newsletter.

At the end of the 2016-2017 school year, parents were given surveys seeking their input on activities, training, and materials needed to help their child. Suggestions were discussed during the SAC meeting and revisions were made to the plan. All revisions are documented in the SAC minutes.

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	Title X, Homeless	Eustis Heights collaborates with the District's Homeless Liaison in the student services department to ensure parents of homeless students have the opportunity to participate in parent involvement programs and activities.
2	Title I C, Migrant	The program promotes the coordination of educational and support services including the timely transfer of academic records. The district employs liaisons to assist migrant children in transitioning to the new school setting and to recruit and identify families that qualify for services. In addition, the FSL connects parents with resources/information/technology to help their student(s) at home.
3	Head Start	PK students and families are invited to visit the school at the end of the year. A 'Kindergarten Round Up' is held for early registration and screening. In addition, the FSL connects parents with resources/information/technology to help their student(s) at home.
4	Individuals with Disabilities	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP.

	Education Act (IDEA)	
5	VPK	The Title I office employs a VPK Program Specialist that works to coordinate transition programs for students entering the regular public school program. The Program Specialist coordinates meetings with parents, VPK teachers, and kindergarten teachers to discuss learning needs and transitioning.
6	Title III	Title III Literacy/ELL Teacher Assistant works with our ELL student population and acts as a liaison between school and home. When needed, the Title III Assistant serves as a translator for Family Curriculum Nights. EHES teachers are ESOL certified and employ research-based high-yield instructional strategies specific for ELL students. The district has also provided student accounts for Rosetta Stone to be used for a minimum of 1 hour per week.

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	Develop agenda, handouts, and/or presentation materials that address the required components	Assistant Principal/FSL	September	Copies of agendas, minutes and handouts
2	Develop and disseminate invitations	Assistant Principal/FSL	September	Flyer with date of dissemination
3	Advertise/publicize event	Assistant Principal/FSL	September	Advertisement sent home with students, announcement on school marquee, posting on school Web site
4	Develop sign-in sheets	Assistant Principal/FSL	September	Sign-in sheets for meeting and individual classrooms
5	Maintain documentation	Assistant Principal/FSL	September	Title I documentation kept in Assistant Principal's Office. Documentation will be shared with LEA Title I office.

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: Eustis Heights' Annual Title I Meeting will be offered at two different times and days, in order to accommodate parents who work during the day, as well as night. Child care/translators will be provided for the evening meeting. This meeting is advertised in the local newspaper, placed on the school marquee, and in the schools newsletter, website, and district phone messenger program.

Teachers also create flexible times for parents to participate in conferences. If parents are unable to meet in person, teachers will set up a telephone conference with parents. Conference forms are kept for all conferences.

Our parent resource center will be open daily during school hours as well as during night meetings such as SAC, PTO, and Family Dinner/Curriculum Shine Nights. The family/school liaison will also be available to deliver materials to homes if needed, as well as send materials home with students.

In general, childcare, translators, and food will be provided (when applicable) with Title I funds for parent meetings and workshops.

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	Meet The Teacher	All instructional staff	Parents are invited to meet the teachers, get information on Compacts and on teacher expectations.	August 2017	Sign In sheets; parent discussion solicited from FSL and classroom teachers.
2	Title I Annual Meeting	Potential Specialist, CRT, Literacy Coach	Adding capacity for parent involvement in all academic programs.	September 2017	75 % family participation
3	Parent Curriculum Nights	Principal and CRT	Improved student achievement	Monthly in conjunction with Family Dinners	Sign in sheets, parent discussion solicited by FSL and classroom teachers.
4	Parent Literacy Training	Literacy Coaches & Classroom Teachers	Parents are informed of the FSA and how to help their child in grades 3-5. Grades K-2 parents are given activities they can do with their child to improve achievement.	November 2017 & January 2018	Sign in sheets, parent discussion solicited by FSL and classroom teachers.
5	Parent Newsletter	FSL & School Secretary	Improved communication	Monthly	Increased parent participation at school.
6	Deliver the Difference Weekly Food Backpacks	Staff	Improved communication and student grades	Weekly	Increased parent participation and student academic readiness.
7	Parent-Conference Report card Nights	Teachers	Improved student grades and student ownership of learning (personalized learning)	October 2017 & March 2018	Improved School Grade.
8	Family Literacy, Science Fair, & STEM Nights	Leadership Team	Improved student grades and FSA Scores	October 2017, January 2018, March 2018	Improved School Grade.

9	iPad Training	Principal & FSL	Build parent/guardian capacity in assisting their students with academics and access to instructional resources.	September 2017	Increased parent participation in child's schooling.
10	Grandparent Support Group	Principal & FSL	Build grandparent capacity in assisting their students with academics and access to digital instructional resources.	Monthly	Increased grandparent participation in grandchild's schooling.
11	Kindergarten Parenting Class	Principal & FSL	Build parent/guardian capacity in assisting their students with kindergarten readiness and access to instructional resources.	Monthly	Increased parent participation and student academic readiness.

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	FSL Training	Title I	Improved student achievement	Monthly	Better parent participation at school
2	Invite the Title I Parent Involvement Program Specialist to conduct an in-service on the importance and benefits of parent involvement and related services.	Title I	School staff trained to involve parents and to reach out to them	Annually	Better parent participation at school

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 family/school liaison will work to expand and enhance the inventory in the school's Parent Resource Center. Parents will be offered an information night on how to use the center and materials available. The Parent Resource Center will be available for use during school hours, as well as monthly Family Dinner/Curriculum Shine Nights. This provides an opportunity for parents to use the resource center while enjoying dinner in conjunction with a curriculum presentation. The family/school liaison and teachers will provide assistance to the parents in regards to homework, as well as provide helpful techniques and strategies. Equally important, the family/school liaison will be available to deliver materials to homes if needed.

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: EHES will hold two Annual Title I meetings at the beginning of the school year. The purpose of these meetings are to: (1) explain to parents what Title I is; (2) how Title I works; (3) the services/resources provided by Title I for both students and parents;(4) the role of Title I in assisting schools to meet educational standards; and (5) allocated funds specific to EHES for parent involvement. These meetings are advertised in the local newspaper, on the schools marquee, in the school newsletter, website, and district phone messenger program. Sign-in sheets, minutes, and copies of handouts are filed in Title I's electronic filing system.

During Meet the Teacher and Fall Curriculum Night, held in August and September, parents are given information regarding school policies and procedures, curriculum standards, and types of assessments used to measure student progress. EHES has implemented the Florida Continuous Improvement Model (FCIM), in which data analysis determines classroom instruction. High student achievement is the focus of the FCIM, through disaggregating data, goal setting with an action plan, and monitoring student progress. Students will be assessed and progress monitored using STAR, SIPPS, iStation, iReady, Eduphoria District Assessments, and weekly content area tests. Parents are provided access to weekly grades through Skyward. Parents of MTSS students are invited to attend meetings in order to monitor their child's progress. This invitation is sent home with the student.

All grade levels at EHES offer two report card conference nights per school year. Teachers, administrators and specialists are available and willing to meet with parents in addition to the report card nights. These meetings are available before/after school and during the teachers' planning periods; if none of these opportunities are suitable for the parents, efforts will be made to accommodate the family's schedule. Sign-in sheets are kept for parent conferences.

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: Parents are provided with many opportunities to participate in their child's education throughout the school year. Along with our various workshops aimed at increasing student achievement through parental involvement, our parents are also offered language assistance. For parents of our ELL students, our resource center has computers with Rosetta Stone available for checkout. Translators for Spanish speaking parents are available during parent/teacher conferences.

For parents of students with special needs/disabilities, Community Based Instruction skills will continue to be taught in the classroom and generalized in the community with twice a month trips into the community. Parent consultation of these services can be arranged via FSL and/or ESE specialist on an as needed basis (teacher/parent request). Students with disabilities families will be notified in writing in compliance with ESE guidelines for parent meetings.

Generally, parent notifications are provided in the following manner: school messenger, individual student letters/forms sent home with students when needed, monthly newsletter, the local newspaper, and on our website. Written communication to parents is available in English and Spanish.

If parents are unable to attend any meeting regarding parent involvement, copies of hand-outs are available from the Family/School Liaison. Copies of the School Improvement Plan and Parent Involvement Plan are kept in the front office for parent viewing. Students with disabilities families will be notified in writing in compliance with ESE guidelines for parent meetings. Parents of migrant students are accommodated by also having access to our parent resource center, translators for parent-teacher conferences, transportation by our FSL, and written notification (in multiple languages) for all school-to-home communication when requested.

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	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Improve parent academic help at home	Leadership team	Improved grades	Weekly
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)];	Student led conferences	Teacher	Student and parent understand and know data from academic testing and grades	Twice per year

Upload Evidence of Input from Parents

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

Uploaded Document

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.

Uploaded Document

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.

Uploaded Document

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Family Day Breakfasts	2	376	Parents were invited to have breakfast with their students and visit both their classrooms and the PRC.
2	Grandparents Picnic	1	57	Grandparents were invited to have lunch with their grandchild and visit the PRC.
3	Meet The Teacher	1	654	Parents were invited to meet the teachers, get information on Compacts and on teacher expectations.
4	Parent conference/Report Card Nights	2	560	Parents met with teachers to discuss their child's progress and ways they can work with the school to increase achievement.
5	Literacy Night	1	101	The purpose of the event was three-fold: (1) to display student/class literacy projects aligned to rigor of Florida ELA standards; (2) to provide parents with the tools and resources necessary to reinforce literacy skills at home; and (3) offer a venue for community partners related to literacy to become more involved in school events.
6	Title 1 Annual Meeting	2	205	Title 1 PowerPoint presented by the principal, compact reviewed, SAC parent nominations, classroom visitations.
7	Curriculum Nights	1	418	Monthly, parents were made aware of the importance of literacy (reading/writing) in both the home and school.
8	Science Fair and STEM Night	1	162	Students displayed their Science Fair projects and students and parents participated in STEM activities to increase math skills.
9	iPad Training	4	10	Parents learned how to use the iPad at home with their student to practice academic skills.
10	Kindergarten Parent Classes	10	90	Parents/guardians were provided with basic literacy and mathematical skills to reinforce with their children at home.
11	Grandparent Classes	10	160	Grandparents raising their grandchildren were provided with basic literacy and mathematical skills to reinforce with their children at home.
12	Muffins for Moms	1	508	Mothers, grandmothers, aunts, etc. are invited to have breakfast with their children and visit the PRC.

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	Staff training on the importance of parental involvement and volunteers.	1	54	School staff will increase their knowledge and strategies to reach out to, communicate with, and work with parents as equal partners.
2	Staff training on the resource center and writing academic prescriptions.	1	56	Provide best practices for parental involvement.

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	Economically Disadvantage families lack transportation	Arrange for transportation when families indicate a need.
2	Language barrier for ELL and Hispanic subgroups	Have an interpreter available during activities.

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)

count	Content/Purpose	Description of the Activity
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