

R. J. LONGSTREET ELEM. SCHOOL Title I, Part A Parental Involvement Plan

I, Judith Watson , 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 |
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Mission Statement

Parental Involvement Mission Statement (Optional)

Response: R.J. Longstreet, in partnership with our community, will empower students to become compassionate, lifelong learners who are responsible, productive and engaged citizens within our global society.

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: The School Advisory Committee meets once per month and is responsible for the development, review, and implementation of Title I programs. All parents are invited to be members of the R. J. Longstreet School Advisory Council (SAC). SAC members provide input on the Parent Involvement Plan, the Compact and Title 1 budget, as well as, all other plans related to school improvement. Parent surveys are used to solicit parent input. Comments from parents are documented on the SAC meeting 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 | Title X Coordinator provides services to families to ensure that students have school supplies, community resources and transportation. Tutoring services are also provided. |
| 2 | VPK | VPK works with our school staff to coordinate transition plans for students entering kindergarten. |
| 3 | Title 1, Part A | School provides after school tutoring (STAR) and bus transportation using Title 1 Funds. |
| 4 | Individuals with Disabilities (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the student's IEP. |
| 5 | Title X, Homeless | Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation. |
| 6 | Title I, Part A | Supplemental Tutoring before and/or after school. Supplemental materials and supplies needed to close the achievement gap. Supplemental funds for on-going staff development as determined by the results of FSA (Florida Standards Assessment). |
| 7 | Title I, Part A (Academic Coach) | Academic Coach facilitates remedial instructional resources, professional development and other instructional coaching for staff to meet the needs of students failing to meet performance standards. |
| 8 | VPK (Volusia Pre-Kindergarten) | VPK staff and kindergarten teachers coordinate plans as they transition students to kindergarten. |
| 9 | Free & Reduced Lunch/Meals Programs | School provides to qualifying students free and reduced breakfast and lunch daily. |

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 |
|-------|----------------|--------------------|----------|---------------------------|
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| 1 | Establish Schoolwide Annual Title I Meeting K-5 date and activities | Principal and SAC | September 2017 | Dates set on school calendar. |
| 2 | Prepare agenda for Annual Title I Meeting | Principal | September 2017 | Completion of agenda |
| 3 | Gather information on Title1 such as brochures and DVD outlining services | Principal | September 2017 | Information prepared for distribution |
| 4 | Train teachers about plans/goals September of Annual Title I Meeting | Principal, Assistant Principa | | Faculty meeting agenda and comments |
| 5 | 2016 Advertise Annual Title I Meeting | Principal, Teachers | September 2017 | Number of attendees on sign-in sheets, flyer, Connect-Ed phone message, marquee |
| 6 | Information on Title I programs is shared at Open House. | Teachers | September 2017 | Title 1 Survey |
| 7 | Involved PTA and SAC in planning Annual Title I Meeting | Principal, SAC Chair, PTA President | September 2017 | Title 1 Survey |
| 8 | School newsletter will spotlight highlights of Annual Title I Meet for those unable to attend | Principal/Clerk Editor | on going bi-monthly | Parent Input |

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: Workshops and meetings will be scheduled at different times to accomodate parents' varying schedules and availability. Meetings may be scheduled in the morning, afternoon, or evening. For example, activities such as Open House and Parents to Kids trainings are held in the evening. Generally, School Advisory Council meetings are held after school. Childcare is provided for SAC and Parents to Kids meetings. Parent input on the School Improvement Plan is solicited at three different times during the day. Teachers schedule conferences in the morning as needed. The school social worker / SRO is utilized for home visits to provide parents without transportation access to information on documents which require signature. When available, daily bus passes are provided to parents without other transportation to use for parent/teacher conferences. The Parent/ Teacher Association holds meetings at different times. Phone conferences are utilized as needed. Administration and the school counselor attempts to be flexible in meeting immediate needs of parents. Resources for parents are housed in the school counselor's office and are available for checkout.

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 |
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| 1 | Parent Training for SAC | SAC Chair, Principal | Information provided on SAC and the SIP process | September 2017 | Parent Exit Card, Sign-in Sheets |
| 2 | Student Academic Achievement Standards and Title 1 Program Information, Open House/Clothing Drive | School Staff | Provide information to parents K-5 on curriculum, grading, behavior, school and classroom expectations and rules, schedules | September 2017 | Title 1 Survey |
| 3 | Publix Math Night | Teachers | Provide parents and students with real-life, fun math activities | March 2017 | Parent Exit Card |
| 4 | Storybook Carnival | Teacher Facilitators | To provide parents with strategies to increase family literacy | November 2017 | Parent program evaluations |
| 5 | Family Math Night | Teacher/Community Coordinator | Using hand-on activities, teach parents and students Math benchmarks | November Exit 2017 | Parent Card |
| 6 | Family Literacy Night | School Staff | To provide information to parents on reading activities and ways to help their child succeed | January 2018 | Parent Exit Card |
| 7 | Career Week | School Counselor | To provide parents the opportunity to speak to students about their careers in order to improve student awareness | May 2018 | Parent/Student program evaluation |
| 8 | Family Holiday Craft/Holiday Support/Holiday Program | School Staff/Community | Provide parents with information on websites that promote family friendly holiday craft activities/provide parents with student holiday performance/provide families with concrete holiday support such as food and presents | December 2017 | Parent Exit Card |
| 9 | Explore possibility of off site workshops | School Staff/Community | Provide information to parents who may be unable to attend | March 2018 | Parent Exit Card |
| 10 | Parents to Kids | Teacher Facilitators | To provide parents with strategies to increase family literacy | October 2017 | Parent program evaluations |
| 11 | Camp Cardinal Student Showcase for Parents | School Staff, Principal | To provide parents with information on the program's effectiveness and showcase student work | March 2018 | Parent Exit Card |

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 |
|-------|------------------------------|--------------------|---|----------|---------------------------|
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| 1 | Title 1 Overview | Principal | Teachers will gain knowledge and strategies to make use of Title 1 programs and services | October 2017 | agenda, presentation materials, sign-in sheets |
| 2 | Title 1 Ongoing Information | Parent Involvement Contact | Teachers will gain knowledge of any new resources or information | Ongoing 2017-2018 | agenda, presentation |
| 3 | PST In Service for Staff | Student Services Team | Teachers will gain understanding of the process including goals and interventions/data | September 2017 | agenda/ presentation |
| 4 | How to Reach the Uninvolved Parent | Title I Facilitator | Teachers will gain understanding of strategies that assist in building and maintaining successful parent/teacher relationships. | January 2018 | agenda/presentation |

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: R. J. Longstreet Elementary holds numerous family activities throughout the year to encourage families to take an active interest in their child's education. "Meet the Teacher" and the "Annual Title I Meeting" are held in August and September. At these events, parents meet teachers and learn about curriculum and expectations for the year. Parents are encouraged to partner with the school by volunteering in the classroom and joining PTA. They are also encouraged to be trained and serve as mentors. Information on Title 1 programs is shared at the "Annual Title I Meeting" using brochures and a PowerPoint presentation. R. J. Longstreet Elementary hosts the "Parents to Kids" literacy program for families every year. Parents are invited to participate in a variety of fun storybook themed activities at the Storybook Carnival in October. Students earn books as prizes for participating in the events. Parent resource materials are available in the front office and the counselor's office. Clothing/Uniforms are available for families in need throughout the year and are held with the guidance counselor. Through grants and donations, the school is able to provide gift cards to help with food, clothing or transportation to parents in need. R.J. Longstreet partnered with Food Brings Hope to provide additional tutoring, resources and food to the families of 18 students.

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: Information about Title 1 programs will be provided through newsletters, booklets/brochures, and an informational PowerPoint during Open House. Student and

Parent surveys are distributed and utilized in planning. The Title 1 Parent Involvement Plan brochure and Title 1 booklet are sent home with each student. Copies are available at the front desk. Curriculum and assessment information is shared by teachers at Open House, during parent teacher conferences, and via the newsletter, the "Longstreet Legend". The Parent Involvement Plan Family Compact was created through input from students, parents and staff and is reviewed in an on-going manner at conferences. Florida Standards Assessment information is sent home for parents. Parents are provided information via interim reports and student report cards. Parents have access to an anonymous reporting box to report concerns of possible bullying. The marquee and Parent BB Connect 5 calls are also utilized for communication. Parents have access to grades and progress via Gradebook.

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: Information regarding parent participation is provided to parents via the website, phone messaging, the newsletter, the "Longstreet Legend", parent teacher conferences, student folders, workshops and meetings. District information is available in English and Spanish. District provides a translator when needed for parent meetings when requested. Parents with special needs are accomodated. RJ Longstreet Elementary is wheelchair accessible. Our school Social Worker is bi-lingual and makes home visits as needed and we also have a bi-lingual School Resource Officer. Through our Needy Kid Fund, parents are given gas cards or bus passes in order to attend school events such as conferences or family involvement activities. In an attempt to meet the needs of our homeless population who often feel a disconnect to school life, a mentoring program under the direction of the guidance counselor will be provided to students identified as homeless.

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 | Literacy training activity for parents | Teacher Facilitators | Increase parent involvement and understanding of skills needed to improve reading fluency and comprehension | Fall 2017 |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Parent named as representative to the District Parent Advisory Council/Title I Monitoring. Said parent will attend district meetings to obtain | SAC Chair | Increased involvement and awaeness of academic programs and support | September 2017 to May 2018 |

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| | | information and provide information based on SAC input. | | | |
| 3 | 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)]; | Social Worker home visits | Social Worker | Facilitate communication between home and school | As needed |

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 | Transition to Middle School | 3 | 78 | Familiarize parents with expectations for Middle School. took place at area middle schools |
| 2 | Publix Family Math Night | 1 | 62 | Provide hands on, fun family Math activities which teach Math benchmarks |
| 3 | Meet The Teacher | 1 | 407 | Provide parents and students opportunity to familiarize themselves with classroom and teacher prior to actual school start |
| 4 | Open House/Academic Standards and Title 1/Caring Cardinal Clothing | 1 | 320 | Provide information to parents on curriculum, grading, behavior, expectations, schedules. Provide info on Title 1, provide free clothing for families in need |
| 5 | Kindergarten Orientation | 1 | 25 | Welcome new families to school, address K expectations and procedures, answer parent concerns and questions |
| 6 | Plug Into Longstreet Family Night | 1 | 250 | Provide parents and students with hands on activities to familiarize them with Science concepts and real world applications |
| 7 | Storybook Carnival | 1 | 720 | Provide families with a fun activity to promote Literacy |

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|------------------------------|----------------------|------------------------|--|
| 1 | Title I Overview | 1 | 30 | Teachers will gain knowledge and strategies to make use of Title I programs and services. |
| 2 | Title I Ongoing Information | 4 | 30 | Teachers will gain knowledge of any new resources or information. |
| 3 | Mindset/Math Mindset | 2 | 30 | Teachers will gain knowledge on use of technology to improve parent to school communication efforts. |
| 4 | Office 365 Training | 1 | 30 | Parents and teachers will learn how to access Moby Max in order to provide support to students in meeting grade level expectations |
| 5 | CHAMPS | 1 | 30 | Teachers will gain ability to effectively communicate student progress with parents and the ways parents can support their child's educational performance |

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 | Transportation | When possible, school will send social worker to do home visits or attempt to provide bus passes for parents to attend conferences. |
| 2 | Working Families | The school will provide programs before and after school in a effort to accommodate the schedules of working parents. |
| 3 | Limited English Proficiency | When possible, the school will request the assistance of English/ heritage language translators for parent conferences. |

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)

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|