

FRED G. GARNER ELEMENTARY SCHL Title I, Part A Parental Involvement Plan

I, Dr. Crystal Richardson, 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: We are helping all students learn to read, so that they can read to learn.

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: Fred G. Garner Elementary will provide each parent timely notice regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. A copy of the District-Generated Highly Qualified List of Teachers for Garner Elementary is available in the front office. A Highly Qualified letter listing our teachers' qualifications will be sent home twice a year.

Fred G. Garner's Parent Involvement Planning Team participated in the preparation of the 2014-2015 Compact, and Parent Involvement Plan and Plan Summary at meetings on May 15 and May 30, 2014. Agendas, minutes and sign-in sheets are on file for each meeting. The Compact, Summary and Parent Involvement portion of the 2014-2015 School Improvement Plan were presented to the 2013-2014 School Advisory Council (SAC) on May 30, 2014, as well as to the new SAC on September 18, 2014.

Fred G. Garner Elementary will involve parents during the 2014-2015 school year in the planning, review, and improvement of Title I programs including involvement in the decisions regarding funds for parental involvement. Parents will have the opportunities to participate in the planning, review, and improvement of Title 1 programs by attending quarterly School Advisory Council (SAC) meetings, Garner Elementary parent meetings, and Technical Assistance meetings with parents through the Title 1 office. Parents will also be able to provide valuable input on the monthly newsletter comment cards as well as the school based surveys that are distributed two times each school year.

Fred G. Garner will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home.

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	IDEA	Federal program that provides teachers with resources for students with disabilities
2	Head Start and School Readiness	Government funded programs for 3- and 4-year-old children who meet the specified program requirements; coordinated with the district Pre-K program.
3	ESOL	Program for English Speakers of Other Languages. Coordinated by 4 paraprofessionals who assist our ESOL families with ESOL backpacks for extended learning at home and provide translating services for conferences and family nights.
4	Pre-Kindergarten Program	Program is a district-based initiative that is open to all 3- and 4-year-old children, and is not based on annual income.

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	Annual Meeting/Open House	Principal/Assistant Principal	September 15, 2014	Parent Attendance
2	Annual Meeting/Open House Flyer	Title 1	September 15, 2014	Feedback Forms
3	Annual Meeting/Open House Powerpoint	Title 1	September 15, 2014	Feedback Forms
4	Annual Meeting/Open House Information Packets (How to be a member of SAC/PTO, Parent Resource Center	Title 1	September 15, 2014	Feedback Forms, Conversations with Parents, Increased attendance at SAC/PTO

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: Parent informational/building capacity meetings and parent involvement activities as well as student showcases will be offered at various morning and evening times. Translators will be available as needed.

The School Advisory Council (SAC) will meet on 9/18/14, 12/11/14, 2/12/15, and 5/14/15 at 8:30am in the Media Center. Additional meetings can be held if necessary to meet the needs of our SAC members.

PTO will meet once a month, time depends on the availability of PTO members. Two of these meetings (one in the Fall and one in the Spring) will also include performances from Garner Elementary students.

Teachers will hold a total of 4 face-to-face conferences with parents during the course of the school year (1 per nine weeks grading period). These will be held before, during, and/or after school for parent convenience.

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	Parent/Teacher Conference Nights	Classroom Teachers	Increase student achievement in reading, research, and performance.	1 per Nine Weeks	Conference Logs
2	School Advisory Council (SAC)	Administration and Title 1	Inform parents about school/grade level data, academic standards, school goals/accomplishments	1 per Nine Weeks	Parent Feedback forms
3	PTO/Student Performance	PTO Officers, Administration, Music Instructor, and Title 1	Officers will review minutes with parents and begin planning for 2015-2016.	Spring, 2015	Parent Feedback forms
4	Kindergarten Library Night	Media Specialist	Inform parents of media services, reading strategies, ways to help at home	May 12, 2015	Parent Feedback forms
5	Muffins with Moms - 25 minute time frame for mother figures and their children to spend quality time reading a book together, while enjoying a breakfast treat. This will be followed by a short presentation on Math and Reading strategies.	Title 1	Increases reading and math achievement and interest	May 8, 2015	Parent Feedback forms
6	1st Grade Library Night	Media Specialist	Inform parents of media services, reading strategies, ways to help at home	April 14, 2015	Parent Feedback forms
7	Donuts with Dads - 25 minute time frame for father figures and their children to spend quality time reading a book together, while enjoying a breakfast treat. This will be followed by a short presentation on Math and Reading strategies.	Title 1	Increases reading and math achievement and interest	February 27, 2015	Parent Feedback forms
8	5th Grade Library Night	Media Specialist	Inform parents of media services, reading strategies, ways to help at home	February 10, 2015	Parent Feedback forms
9	Florida Assessment Night (Reading, Math, Writing, Science)	Administration, Media Specialist, Classroom Teachers	Provide parents with information about the new assessments, provide tips for test taking strategies that can be practiced at home	January 22, 2015	Parent Feedback forms
10	4th Grade Library Night	Media Specialist	Inform parents of media	January	Parent

			services, reading strategies, ways to help at home	13, 2015	Feedback forms
11	Goodies with Grandparents - 25 minute time frame for grandparents and grandchildren to spend quality time reading a book together, while enjoying a breakfast treat. This will be followed by a short presentation on Math and Reading strategies.	Title 1	Increases reading and math achievement and interest	November 7, 2014	Parent Feedback forms
12	3rd Grade Library Night	Media Specialist	Inform parents of media services, reading strategies, ways to help at home	November 5, 2014	Parent Feedback forms
13	2nd Grade Library Night	Media Specialist	Inform parents of media services, reading strategies, ways to help at home	October 14, 2014	Parent Feedback forms
14	Annual Meeting/Open House	Administration, Title 1, Classroom Teachers	Improve all academic areas; increases in positive behavior will increase overall achievement	September 15, 2014	Title 1 Evaluation forms

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	Effective Communication for Office Staff	Administration	Making parents feel more welcome at the school and to help increase their participation within the school	ongoing	Surveys and conversations with parents
2	Moodle PD videos	Administration	To equip all stakeholders with PDs that allow effective and appropriate relationships for those involved	ongoing	Teacher evaluations
3	Cultural Diversity Training	Administration	Engaging in activities that enables cultural empathy that addresses intra- and interpersonal skills	ongoing	Teacher evaluations
4	Supportive Environments (FLDOE PD)	Administration	Students will be able to feel more comfortable in an environment where they are held to high expectations	Fall, 2014	Teacher evaluations (feedback forms)

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: Garner Elementary will conduct school-wide programs and student showcases that allow parents to observe the results of their students work in research, writing, and oral presentation. This will help promote the level of involvement by parents and encourage more active roll in their children's education. The evidence of effectiveness will come in the form of parent evaluations.

Title 1 Parent Resource Center, housed at Garner Elementary (Ph: 863-965-5488). The goal is to educate, equip, and partner with our students and their support systems by offering a wide variety of relevant and effective programs and resources that will make a positive impact on the individual and the community. By building strong parent-learning communities we will increase student achievement in our schools.

Title 1 Parent Learning University for Growing is a collaborative community effort led by Polk County's Title 1 department and other parent involvement contacts within the school district to help parents become full partners in their children's education.

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: The school will provide information about Title I programs:

-Annual Meeting: designed to inform parents about the school's Title I program, the nature of the Title I program, school grade, school choice, supplemental education services, and the rights of parents.

-Each grade level will provide parents with school and grade level information. This presentation will include curriculum and information about the Florida Standards.

-School Parent Compact - agreement between the students, parents, and

administration/teachers that is to be discussed at each parent conference

-School Parent Involvement Plan - a plan of how we can get parents more involved during the school year

-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:

-District-wide assessments with a proficiency level of 80% and above

-Progress monitoring assessments (content areas of Science and Writing) with a proficiency level of 80% and above

-Florida Standards Assessment (Grades 3, 4, 5) with a proficiency level of 3 and above for Literacy (Reading and Writing), Math, and Science.

-Opportunities for parent meetings to formulate suggestions and make decisions relating to their child's education

-Parents who are interested in participating on the Parent Leadership Team, the School Advisory Council (SAC), and/or the Parent Teacher Organization (PTO) for Garner Elementary are encouraged to contact the Title 1 Facilitator at 863-965-5455.

Parents are provided with an opportunity to provide suggestions and comments per the suggestion area of the monthly school newsletters.

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: The entire Garner Elementary School campus is ADA compliant.

Garner Elementary will provide full opportunities for participation in parent involvement activities for all parents (including parents of children with limited English proficiency, disabilities, and migratory children).

Garner Elementary has ESOL paraprofessionals on campus to translate for our parents who speak languages other than English. As the need arises, we will contact a local agency to provide any additional accommodations for our parents.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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	Title 1 Parent Resource Center; Meetings with parents of 3rd grade repeaters to provide them with various Reading strategies and the Florida Assessment.	Title 1 Facilitator and Guidance Counselor	Increase student achievement	ongoing
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Title 1 Parent Resource Center; Parent and Teacher workshops to increase student achievement such as "It Takes A Village: Creating Readers for Life".	Administration, Title 1 Facilitator, Guidance Counselor	Increase student achievement	ongoing
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)];	Parent conferences are available before school, during school (at certain times), and after school. Also, home visits will be made by the homeroom teacher and another school representative.	Administration, Title 1 Facilitator, Guidance Counselor, Homeroom teachers	Increase student achievement	ongoing
4	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Provide parents with information provided by the LEA facilitators, meetings, communication correspondences.	Title 1 Facilitator	Increase student achievement	ongoing
5	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Participate in a community outreach night where area businesses come together to provide families with resources and information about various services.	Title 1 Facilitator, Guidance Counselor, and Administration	Increase student achievement	ongoing

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	1,500 Men: Take Your Child to School	1	28	Men being involved in their child's life will promote better academic skills and behavior.
2	Orientation	1	343	Students get to meet the teacher, learn the goals and expectations, and have a positive start to the school year.
3	Title 1 Annual Meeting/Open House	1	223	Improve all academic areas; Increases in positive behavior will increase overall achievement
4	Title 1 Reading Workshop	1	78	Improve reading skills.
5	PTO Winter Spectacular	1	65	PTO officers review and share the mid-year report with parents.
6	Title 1 Math Workshop	1	31	Improve math skills.
7	Title 1 Media & Activities Night	1	40	Parents will become knowledgeable about the content curriculum and the correlations to academic areas.

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	Moodle	1	48	Provide effective communication strategies for teachers to implement when communicating with parents.
2	Effective Communication for Office Staff	1	3	Making parents feel more welcome at their school and to help increase their participation within the school.

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 current 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	Interest level (all subgroups)	Include student performances. Increase in parent and student attendance due to performances.
2	Times (all subgroups)	Flexible times have been offered, but there was fewer attendees at the 2nd meetings provided.
3	Location (all subgroups)	Possibly alternate locations. Some meetings were held at Auburndale High School in order to accommodate more attendees, and to provide a change in environment

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
1	Student performance	Parents are more inclined to attend activities when their child performances
2	Effective Communication	teachers are required to have quarterly conferences with each family