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

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

## Assurances

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

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Hampton Elementary School is committed to meeting each child's academic, physical, social, and emotional needs, so that all students can become successful and motivated learners. This will require a cooperative effort from parents, staff, and the community. |

**Review Rubric:**  
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

 Explanation of the purpose of the parental involvement program;

 Description of what will be done; and

 Description of the beliefs or value of the LEA.

**Review Status:** Adequate   
  
**Review Comments:**

**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:** Parents will be invited to the spring and fall Hampton Elementary School Title I meetings. No less than two parents will attend each meeting. These parents will be part of the approval process for the school plan.  Open House/Title I meeting will inform parents of Title I parental involvement plan and invite them to participate in the Parent Teacher Organization (PTO) and School Advisory Council (SAC) to discuss the planned events for the coming school year and the School Improvement Plan (SIP).  Parent nights will facilitate Moms and Dads helping their child with homework, discipline, peer conflict, and build strong positive student/teacher relationships.  Parent input will be documented through Title 1 Spring minutes. |

**Review Rubric:**  
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

**Review Status:** Adequate   
  
**Review Comments:**

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Title I | Programs to include but not limited to Book Bingo Spring and Fall and Parent FCAT nights. |
| 2 | Public Pre School | Coordination of transition for Pre-Kindergarten to Kindergarten with collaboration between the two programs. |
| 3 | Title III | School will coordinate with Title III to provide an interpreter for students of other languages. |
| 4 | IDEA | School will coordinate with IDEA to discuss Title I services for parents during the development of the students IEP. |

**Review Rubric:**  
Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:** Adequate   
  
**Review Comments:**

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Meeting with District Title I Director to go over guidelines and requirements for Title I school | District Title I Meeting with Director and Principal | Summer 2014 | Attendance of meeting and follow up |
| 2 | Preplanning meeting with Teachers to set date and outline Open house &Title I organizational meeting | Principal and Staff | Pre-planning 2014 | Implementation of Open House |
| 3 | Principal Planning, preperation of information and handouts for Open House | Principal and Support Staff | 1st Week of School | Implementation of Open House |
| 4 | Open House/Title I informational meeting | Principal and Staff | Within the first two weeks of school | Sign in Sheets/Advertisement in paper. Agendas |

**Review Rubric:**  
Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate   
  
**Review Comments:**

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** After the Open House Title I meeting the parents are notified and invited to a parental involvement meeting to discuss the plans for parental involvement and the funds to be spent on the activities. Parent will have input into the makeup of such activities. Meeting times will be discussed at the initial meeting and plans will be developed to try to accommodate the needs and concerns of the group. With so many parent working outside of the home flexible scheduling and times will be the number one priority. Meeting will be held after work hours 6:00 P.M.-8:00 P.M., during the school day 8:00 A.M.-9:30 A.M. Other meeting times will be on Saturdays when we have scheduled activities (Santa Breakfast)and at night (Christmas concert, FSA/SAT-10 night, Book Bingo, etc...). |

**Review Rubric:**  
Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**Review Status:** Adequate   
  
**Review Comments:**

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Preplanning meeting with Staff | Principal | Prepare staff with importance of good parent communication | School Year 2014-2015 | Agenda responses ad parent conferences with successful Florida State Assessment (FSA) scores |
| 2 | Open House Sharing Expectations of the school and how parents and students can be successful at Hampton Elementary | Principal and Staff | Clear expectations allow academics to flourish | 1st Thursday of SY 2014 | Evaluation form |
| 3 | Title I Annual Meeting - Sharing Title I report on School and parental Involvement plan and organizational time for parental involvement | Principal and Staff | Parent involvement with knowledge and planning for parental involvement for SY 2014-2015 | SY 2014-2015 | Evaluation form and parental activities |
| 4 | Book Bingo and Parent Information Night | Reading Coach and Principal | Parent involvement with new strategies for parents at home | November 2014 | Student and parent participation |
| 5 | Florida State Assessment (FSA) Informational Night | Reading Coach and Staff | Florida State Assessment (FSA) awareness and testing strategies | February 2015 | Florida State Assessment (FSA) scores |
| 6 | Book Bingo and Parent Informational Night | Principal and Staff | Parent involvement with knowledge and planning for parental involvement for School Year 2014-2015 | School Year 2014-2015 | Evaluation form and parental activities |
| 7 | Book Fair | Principal and Reading Coach | Opportunities for Students to receive and be exposed to new books | November 2014 and March/April 2015 | Student participation |
| 8 | Florida State Assessment (FSA) Results | State | Results of test scores for School year 2014-2015 | June 2015 | Results |
| 9 | Meet & Greet | Principal andStaff | Clear expectations allow academics to flourish | Pre-Planning 2015 | Evaluation form |

**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:** Adequate   
  
**Review Comments:**

**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Leadership Meeting | Principal | The shared emphasis on training and information that is grounded in the needs and goals of families and school staff, and that focus on changing the negative attitudes that parents and school staff may hold towards each other. | August 2014 | Compacts |
| 2 | Pre Planning Faculty Meeting | Principal and Staff | The approach of including helping parents support learning at home, preparing parents to participate in school decision-making, and providing teachers, principals, and school staff with strategies for reaching out to parents and working with them as partners. | August 2014 | Compacts |
| 3 | PTO Training | Principal and PTO Chair | Through workshops and a variety of outreach activities such as informative newsletters, handbooks, and home visits, parents and school staff across these programs are learning how to trust each other and work together to help children succeed in school. In this respect, every family has the potential to support and improve the academic achievement of their children. | August 2014 | Newsletters |
| 4 | Red Carpet Customer Training | District Staff/Non Intstructional | Strengthen parent, school relationships, and communication. | October 2014 | Parent/school survey |

**Review Rubric:**

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

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school,; and
* Cultural sensitivity;

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

 Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate   
  
**Review Comments:**

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

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| **Response:** Other PTO Activities will include:  Santa/Pancake Breakfast in December. Purpose for parents to participate with students in a positive experience at the school. SAC and Principal will be responsible for advertisement and organizing meeting.  Student agenda planners - Year long activity to inform parents and engage parents and teachers in communication.  Newsletters - Sent home monthly by the Principal to inform parents and highlight happenings at the school.  Parent Survey-A Parent Involvement Survey will be administered to parents in the Spring that will give feedback on the School Environment, Parenting, Communication, Volunteering, and Learning at Home. |

**Review Rubric:**  
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate   
  
**Review Comments:**

**Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:** 1) Timely information the first two(2) weeks of school with Open House and Newsletters.  2) Parents will be given an opportunity to provide suggestions for the improvement of their children's education. Parents conferences will be held as requested by the parents and teachers.  3) Organizational meeting for parental involvement within the first two (2) weeks of school.  4) All subject area curriculum for students K-5 will be based on Nest Generational State Standards and Common Core State Standards using State adopted text and materials. Student will be assessed through FAIR, PMRN, Performance Matters, CIM, SAT-10 and Florida State Assessment (FSA).  5) If parents are not satisfied with the school-wide plan the school submits the parent may comment to the local educational agency, Carol Clyatt, Title I Director (904) 966-6816 |

**Review Rubric:**  
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Review Status:** Adequate   
  
**Review Comments:**

**Accessibility**

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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| **Response:** Bradford County has a very small ESOL population. Migrant partnerships with Alachua-Multi County Migrant Education Program provides interpreters and support for migrant students. Information is available from the county office in the student's native language. The ESE office provides support personnel to ensure that all students with disabilities are able to participate in activities. A part-time ESOL support personnel is available to participate in meetings and/or activities to support parents and students. Information will be translated into the native language. Primary languages for Bradford County include: Spanish and Chinese. |

**Review Rubric:**  
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:** Adequate   
  
**Review Comments:**

**Discretionary Activities**

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

X Not Applicable

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |

**Review Rubric:**  
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:** Adequate   
  
**Review Comments:**

**Upload Evidence of Input from Parents**

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

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| --- |
| [Uploaded Document](file:///C:\Users\clyattc\Downloads\fileUploads\040181_2014-2015_uploadEvidenceParentInput.docx) |

**Review Rubric:**

**Review Status:** Adequate   
  
**Review Comments:**

**Upload Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\clyattc\Downloads\fileUploads\040181_2014-2015_uploadCompact.doc) |

**Review Rubric:**  
School-Parent Compact must include the following components:

* Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
* Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:** Adequate   
  
**Review Comments:**

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

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

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| [Uploaded Document](file:///C:\Users\clyattc\Downloads\fileUploads\040181_2014-2015_uploadCompactEvidence.docx) |

**Review Rubric:**

**Review Status:** Adequate   
  
**Review Comments:**

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

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Pre-planning meeting with Staff | 1 | 25 | Prepare staff with importance of good parent communication |
| 2 | Open House Sharing Expectations of the school and how parents and students can be successful at HES | 1 | 105 | Clear expectations allow academics to flourish |
| 3 | Title 1 annual meeting-Share Title 1 report on school and parental involvement plan | 1 | 27 | Parent involvement with knowledge and planning for parental involvement for 2013-2014 |
| 4 | Book Fair | 1 | 129 | Opportunities for students to receive needed books |
| 5 | Book Bingo and Parent information night | 1 | 88 | Parent involvement with new strategies for parents at home |
| 6 | FCAT-SAT 10 Informational Night/Book Bingo | 1 | 89 | FCAT-SAT 10 Awareness and testing strategies |
| 7 | Book Fair | 1 | 117 | Opportunities for students to receive needed books |
| 8 | FCAT Results | 1 | 77 | Results of test scores for 2013-2014 |
| 9 | Winter Concert | 1 | 91 | Promote parent involvement. encourage communication between the school, faculty, and staff |
| 10 | Spring Concert | 1 | 79 | Promote parent involvement. encourage communication between the school, faculty, and staff |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate   
  
**Review Comments:**

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| **createDate** | **modifyDate** | **comment** |
| 10/9/2014 2:52:54 PM |  | Brenda Please complete. |

**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 | Leadership Meeting | 1 | 7 | Parent teacher partnership |
| 2 | Pre-Planning Faculty Meetings | 2 | 17 | Parent teacher partnership |
| 3 | PTO Training | 1 | 12 | Parent teacher partnership |
| 4 | Parent as Partners PD Training | 1 | 10 | Parent teacher partnership |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate   
  
**Review Comments:**

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the 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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Work Schedule | Flexible scheduling and timing. |
| 2 | A means of getting there | Explore having parents carpool together to help parents with transportation needs. |
| 3 | Child Care | Work with faculty member that have teenage students to help provide child care during after school programs, PTO/SAC, Title 1 meetings, etc. |
| 4 | Time of Program/work shops | Flexible scheduling and timing. |

**Review Rubric:**  
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:** Adequate   
  
**Review Comments:**

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous schoool year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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

**Review Rubric:**  
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:** Adequate   
  
**Review Comments:**