

Florida Virtual School Full Time K-8 Title I, Part A Parental Involvement Plan

I, Marcie Trombino, 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)].

Marcie Trombino

6/18/14

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Parent and family involvement is a center piece of the Florida Virtual School-Full Time K-8 (FLVS-FT K-8) school model and is integral to improving student academic achievement.

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: Parent and family involvement is a centerpiece of the FLVS-FT K-8 school model and is integral to improving student academic achievement. Parent and family involvement is also underscored in the Learning Coach Agreement which every caretaker must sign when enrolling their student. Each FLVS-FT student has a Learning Coach, a parent or other responsible adult designated by the parents, who works with him or her in person, under the guidance of a Florida-certified professional teacher. Whether a parent's role is a Learning Coach, or as someone providing oversight to the Learning Coach, all parents and guardians are intimately familiar with their child's progress on a day-to-day basis. In grades K-5, the Learning Coaches are directly involved with students' day-to-day learning. In grades 6-12, Learning Coaches play an important oversight role, but students begin to work with their teachers more independently, taking on increasing responsibility for their learning.

FLVSFT K-8 believes in involving parents in all aspects of its Title I programs. These programs will be planned and operated with meaningful consultation with parents of participating children, including the school-parent compact. The SAC has the responsibility of evaluating the various school level plans, including the SIP and the PIP. More than 50% of the members of the SAC are parent (non-employee) representatives. All parents are given the opportunity to review the plan and offer their input prior to approval. The PIP was sent to all parents via webmail (with a read receipt, read required specification) and placed on the school website. Parents were also provided with the Parent Satisfaction Survey at the end of the school year requesting their input regarding curriculum, parent involvement activities, school communication, and student achievement. Results were shared with parents.

Coordination and Integration

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

count	Program	Coordination
1	Title II	Teachers are trained in strategies for effective communication with parents.

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 presentation materials that address the required components	ES Rep MS Rep	August-December	Copies of agenda, PowerPoint Presentation
2	Develop and disseminate webmail invitation	ES Rep MS Rep	August-December	Copies of webmail, message board, website
3	Determine and record attendance	ES Rep MS Rep	August-December	Screen print of attendance roster at LiveLesson presentation and record of read receipt/read required indicating parent viewing of webmail.

4	Advertise/Publicize event	ES Rep MS Rep	August- December	Screenshots of message board, webmail invite, and website invitation
5	Provide updates on Title I programs at monthly SAC Meetings	ES Rep MS Rep	August-June	Recorded Meeting, Agenda, SAC Meeting Minutes
6	Maintain documentation	Title I Coordinator	August-August	Binders housed in Baltimore home office. Electronic records housed on CA computer system.

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 and family involvement is a centerpiece of the Florida Virtual School-Full Time K-8 school model and is integral to improving student academic achievement. In order to maximize parental involvement and participation in their child's education, school meetings are held at a variety of times via telephone conferencing or online conferences (using Live Lesson technology) between teachers or other educators who work directly with participating children. School level committee meetings are held at a variety of times using phone conferencing or video conferencing (Live Lesson technology). Meetings are recorded and made available to parents. Agendas, meeting minutes, and presentations are posted on the school website. Parents also have the opportunity to meet with teachers at school sponsored field trips, meet and greets, contests, academic clubs and special events.

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	School Handbook	Guidance Counselor	Parents will be provided with a school handbook outlining school programs, grading requirements, and family events to assist with student academic program.	August through June	Screenshot of website link to school handbook.
2	Student Progression Plan	Guidance Counselor	Parents will be provided with a student progression plan which provides information about procedures and policies for student progression, attendance requirements, report cards, and educational opportunity for military children.	August through June	Screenshot of website link to Student Progression Plan.
3	Program Guide Course Listing and Description	Marketing	Outlines specific course content including course expectations	August through June	Screenshot of website link to Program Guide.
4	Assessments discussed through individual conferencing	Teachers	Parents will be provided with information about student assignments and assessments.	August through June	Screenshot of student gradebook, planner, and student homepage.
5	Monthly Contact Meetings	Teachers	Teachers will discuss student progress and conduct	August through	Student Log

			CBAs/CBMs with students.	June	
6	Online gradebook	Teachers	Parents are provided with information about how to monitor student progress and completions rates in the student gradebook.	August through June	Screenshot of student dashboard and gradebook
7	Small group conference with student's teachers	Teachers	Parents are invited to attend parent meetings with teachers to discuss student progress.	August through June	Student and parent logs
8	Parent community representative	Parents	Parent representatives are available to assist other parents to help them to become acclimated to the online learning environment.	August through June	Screenshot of parent community representative information
9	Orientation and training for families	Teachers	Parents are provided with face to face orientation sessions and online resources to assist with learning the online learning environment and school expectations.	August through June	Attendance lists, screen shot of online resources
10	Phone support from teachers and staff	Teachers	Parents may contact the CA technical information product support team or the CA school support team.	August through June	Screenshot of technical support information services.
11	Learning Coach resource sessions	Marketing	Parents are provided local informal grassroots resource sessions and online resources to assist with utilization of Connexus	August through June	Screenshot of message board advertising Learning Coach resource sessions.
12	Virtual Learning Connections blog	Marketing	Parents may post questions and receive answers to assist them as learning coaches.	August through June	Screenshot of blog
13	Club Orange	Marketing	Club ORANGE is a volunteer program for Connections Academy Caretakers.	August through June	Club Orange Newsletter

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	Professional Development for K-8 teachers and administrators provided by CA and FLVS	ES and MS teachers and administrators	Provide strategies to increase parent involvement and student achievement	August through June	Workshop attendance and training materials
2	K-12 Teacher Orientation	Principals, Connections Academy School Support Unit	Ensure and enhance expertise for teachers working in the virtual environment	Ongoing	State test scores, parent satisfaction with teacher/curriculum, student trades, employee satisfaction survey.

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: FLVSFT K-8 offers a variety of programs, resources, and activities to support parents/learning coaches using all available technologies as well as face to face meetings. Parents and students can attend a variety of face-to-face events including local grassroots activities, beginning of the year and end of the year events, field trips, and open house events.

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 school wide 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: FLVSFT K-8 makes effective use of Web Mail, Live Lessons, message boards, weekly classroom newsletters, and telephone to distribute information to parents who are typically online each school day. Regular newsletters announce upcoming school events and are available online to all parents. Official communications from the school about compliance or discipline issues are also provided via hard copy mail. The school also develops and makes available, via Connexus, a state-supplement school handbook that details all policies and procedures specific to the school. When a need is identified (typically this happens when a teacher is communicating with a Learning Coach), the school has access to bilingual staff members who can assist non-English speaking parents. As a virtual school, FLVSFT K-8 is able to use technology and the working partnership between parents/learning coaches and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick and mortar classroom, readily interact in the virtual school.

*FLVS will host face-to-face meetings with parents. The Parent Advisory Council will meet at least twice a year. During the summer, the PAC meets to discuss the 13-14 PIP, evaluate the 13-14 parental involvement activities, and plan for the 14-15 school year. During the school year, parents discuss how they can assist with increasing student achievement. The PIP will be updated on an ongoing basis with parents. Curriculum nights will be held, academically focused field trips will be hosted, as well as School Advisory Council meetings, to inform parents of the Title I instructional programs and ways parents can be involved in the learning process.

*The annual meeting will be held after the start of school in August/September of 2014. The annual meeting will be provided in a blended format to allow parents to access the meeting face-to-face or virtually.

*Right-to-Know notices, school and LEA-level PIPs, Title I Compact, and other Title I-related parent information may be disseminated by US Mail or via web mail, based on parent need. Information will also be posted to the school/LEA web site and will be made

available upon request.

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: FLVSFT K-8 makes effective use of Web Mail, Live Lessons, message boards, and telephone to distribute information to parents who are typically online each school day. Regular newsletters announce upcoming school events and are available online to all parents. Official communications from the school about compliance or discipline issues are also provided via hard copy mail. The school also develops and makes available, via Connexus, a state-supplement school handbook that details all policies and procedures specific to the school. When a need is identified (typically this happens when a teacher is communicating with a Learning Coach), the school has access to bilingual staff members who can assist non-English speaking parents. As a virtual school, FLVSFT K-8 is able to use technology and the working partnership between parents/learning coaches and the school staff to facilitate the full participation of parents who might otherwise face barriers to involvement. For example, parents with disabilities who might otherwise find it difficult to participate in their child's brick and mortar classroom, readily interact in the virtual school. The K-5 Title I Compact is a barrier in the virtual setting. The ES parents must download the document, sign it, and upload the document back into the Title I Data View. Many parents did review the document during the Welcome Call. However, the document was not signed and returned to the data view. FLVSFT will be looking into a more efficient mode of collecting this document.

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	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	Feedback received via StarTrack, parent satisfaction survey, involvement on school planning committees, parental representation on the board	Director of Instructional Models and Principals	State tests, student performance and involvement	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 2013-2014 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2013-2014 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	Literacy Days	6	409	Improved student achievement in reading, writing, math, social studies, and science.
2	FCAT days/ Math Days	3	151	Improved student achievement in reading, writing, math, social studies, and science
3	LC Sessions/Literacy	4	187	Improved student achievement in reading, writing, math, social studies, and science
4	Field Trips	58	5,289	Improved student achievement in reading, writing, social studies, math, and science
5	Open Houses	4	589	Improved student achievement in reading, writing, social studies, math, and science.
6	Title I Annual Meeting	2	40	Improved student achievement in reading, writing, social studies, math, and science. Gain understanding of the Title I Program. Learn about AMOs, academic testing, and NGSSS – Common Core
7	Title I Newsletters	2	K-8 Families	Improved student achievement in reading, writing, social studies, math, and science.
8	Title I Compact	1	K-8 Families 1274/4400	Improved student achievement in reading, writing, social studies, math, and science

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2013-2014 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	IRA Convention Fee	1	6	Increased student achievement in reading and writing.
2	Professional Development	20	FLVSFT Staff	Improved student achievement in reading, writing, social studies, math, and science.

Barriers

Describe the barriers that hindered participation by parents during the 2013-2014 school year in parental involvement activities. Include the steps the school will take during the 2014-2015 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	Activities scheduled at times parents cannot attend	Meetings and activities held online and recorded
2	Parents do not speak English.	Meeting presentations are available in Spanish. Parents may

		request a translator to assist with language issues.
3	Personal or family responsibilities	Meetings held online and recorded for later access at a convenient time.
4	Completing Title I Compact K-5	Will investigate making the Title I Compact a part of the enrollment process

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2013-2014 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	Effective Communication	Required monthly calls with both student and parents, Title I and classroom newsletters
2	Increasing Parent Participation	Required Learning Coach agreement specifying responsibilities of the learning coach
3	Building the Capacity of Schools	Active real-time gradebook accessible by teachers, students, and parents
4	Building Capacity of Parents	FCAT Math and Science Days held in public venues provided parents and students with information about FCAT. The events also included hands on math and science activities.