

TARPON SPRINGS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Art Steullet, 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: Tarpon Springs Elementary School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement by our parents in all school activities. We also provide parent involvement activities informing, educating and supporting parents while encouraging parent input throughout our school year.

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: Tarpon Springs Elementary School believes in involving parents in all aspects of its Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PIP. More than 50 percent of the members of the SAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. For the PIP, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes. During the SAC meeting when the PIP and/or SIP developed, the committee will decide, with the input from parents how the parental involvement funds will be used.

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	VPK	Tarpon Springs Elem. and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: inviting VPK students into Kindergarten classrooms towards the end of the VPK school year, and inviting VPK students to work with Kindergarten students throughout the school year.
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I will be discussed with parents during the development of the student's IEP.
3	Kindergarten Open House	The school will provide families information important to help their children transition from PreK to Kindergarten.
4	Parents As Educational Partners (PEP)	The ESOL office and Tarpon Springs Elem. will work together to provide information and education on ways parents can help their children at home.
5	Headstart	The local Headstart director and teachers will be invited to visit the school to better understand the expectations of incoming KDG. students, so that they can work on specific skills for success with the children and their families.

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	Create PowerPoint to share with parents informing them on how Title I funds are appropriated.	Curriculum Specialist/Administrator	August 2014	Copy of PowerPoint

2	Create and distribute flyer advertising annual Meeting and inviting parents to attend	Curriculum Specialist, Administrator, Community Liaison	One week prior to Annual Meeting (Sept. 2103)	Copy of flyer
3	Create sign in sheets and agenda	Curriculum Specialist/ Administrator Contact	August 2014	Copy of sign in sheets and agenda
4	Advertise Annual Meeting on school marquee and via Connect Ed message	Administrator	August 2014	Connect Ed message copy
5	Follow up with families who did not attend by sending home an informational letter	Administrator	Weeks following Annual Meeting (August 2014)	Copy of Letter
6	Marquee Message	Media Specialist	August 2014	Photographs of Marquee

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: At TSES we strive to accommodate our families' needs and busy schedules by offering workshops and family activities at a variety of times. Our plan is to offer morning workshops on reading, writing, and math informational sessions during the school day, as well as, FSA informational meetings in the evenings. We also try to coordinate our meeting times with our PTA (Parent Teacher Association) and the school's fine arts department so that more parents will attend.

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	Florida Standards Awareness	Curriculum Specialist/RTI Coach	Parents will receive Florida Standards information via website, which will increase the overall success and achievement of students.	September 2014	Newsletters
2	Assessments Individual Conferences	Classroom Teachers	Parent/teacher discussion of child's assessment results, expectations and goals together with strategies for helping their child be more successful in school	Ongoing	Conference log, conference forms, common assessments
3	Reading/Paired Reading/Florida Standards	Curriculum Specialist/ Classroom teachers,	Reading at home has a direct and positive	Fall 2014 - June 2014	Take Home Reading Logs

		Media Specialist, Reading Coach	correlation to reading success in school		
4	Science Lab/Science Content	Classroom teachers/Curriculum Specialist, Science Coach	Hands-on science activities enable children to better understand science concepts. These concepts will be shared with parents at PTA/Title I Meetings, where they are able to create and build a home and school connection.	Ongoing	Lab Schedule, Science Journals
5	Literacy	Curriculum Specialist/RTI Coach/Reading Coach	Preparing students to write in response to reading. Students will share their interactive literacy response journals with families and their common assessment data will be shared with families. This will benefit their overall achievement of academics.	Ongoing	Common Assessments, Interactive Literacy Response Journals

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	Title I Tips	Administrator, Curriculum Specialist/RTI Coach	Improve ability of staff to work effectively with parents by providing them with examples of best practices.	August, 2014- June, 2015	Sign out sheets of intervention/enrichment sheets, Meeting Agenda
2	Florida Standards in Academic Areas	Administration, Curriculum Specialist, teality of teachers to implement Common Core Standards chers	Improve ability of teachers to implement Florida Standards across all curriculum areas. Improve parents and community understanding of how these standards are best practices in daily work at school and home.	Open House, August, 2014- June, 2015	Teacher Open House, Sign in Sheet/discussions/PLCs, Evaluative surveys of Florida Standards.

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: Tarpon Springs Elementary School will create a family-friendly school; encourage teachers to help parents become involved in ways that don't require

the parent to come to the school; creating and maintaining classroom or grade level website; developing support groups for parents and families and providing workshops for parents in the academic areas.

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: Our parents receive information about the Title I program in a variety of ways. At the Title I Annual Meeting/Open House in August, TSES will hold a general meeting where information will be presented about the Title I program, the curriculum, and academic assessments. Parents will learn about the schoolwide program, how to schedule parent-teacher conferences and opportunities for participation in decisions related to the education of their child.

Ideas for working at home with children are presented in calendar and newsletter form. Often surveys requesting parents to share what information they would like provided by the school are included.

Our Curriculum Specialist also submits articles regularly for inclusion in our school's newsletter. These articles tell about the program as well as, offer ideas for parenting and working with children at home.

Workshops presented by our teachers, specialists and consultants address the curriculum as well as explain the forms of assessments that are used to drive instruction. During these sessions as well as at conferences, parents are informed of their child's progress and offered the opportunity to provide input regarding their child's education.

Each spring a survey is sent home for parents to complete regarding their child's educational experience for the year. On this form comments may be added regarding their level of satisfaction with our school's programs including but not limited to Title I.

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: We strive to involve all parents in the activities and learning here at Tarpon Springs Elementary School. Our ESOL teacher and assistant attend parent meetings to serve as translators. Being in a new facility makes access easier for parents with disabilities. For those parents unable to come to school we regularly send home information about our school programs along with suggestions on what can be done at

home to help all of our children meet and exceed expectations. Many times this information is sent home in English, as well as, Spanish. For notices and forms requiring translation our ESOL staff provides that. In order to reach all of our families, we advertise our events in a number of ways including newsletters, flyers, on our school marquee, and call homes using a Connect Ed. message.

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	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 sessions occur prior to school, during school hours, and in the evenings.	Administrator, Title I associates, PTA	Parental involvement in their child's education and related activities increases the success of those students.	Ongoing
2	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Scheduled meetings with local businesses and organizations	Administrator, Guidance Counselor, Social Worker	Increased business partners and community involvement, which will increase student achievement by using their time and resources to assist school-wide.	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	FCAT Strategies	2	52	Parents will receive grade specific information regarding SSS and strategies they can use at home with their child
2	Assessments Individual Conferences	1	571	Parent/teacher discussion of child's assessment results, expectations, and goals together with strategies for helping their child be more successful in school
3	Reading/Paired Reading	2	120	Reading at home has a direct and positive correlation to reading success in school
4	Science Investigations Workshop	1	60	Hands-on science activities enable children to better understand science concepts

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 Tips	1	50	Improve ability of staff to work effectively with parents by providing them with examples of best practices
2	Common Core Standards in Academic Areas	1	42	Improve ability of teachers to implement Common Core Standards across all curriculum areas. Improve parents and community understanding of how these standards are best practices in daily work at school and home

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	Time of Workshops	Flexible times available (Economically Disadvantaged, African American, Hispanics, White)
2	Child Care	Offer activities that include children (Economically Disadvantaged, Hispanics, African American)
3	Language	ESOL translators available (Hispanics)

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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