



## **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.

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Open House	2	600	Preparedness for the new school year
2	Science Fair	1	150	Science Fair Projects graded and displayed
3	Pastries For Parents	1	25	Parent Involvement & Higher Order Thinking Strategies

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### **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)].

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Purpose of Title I	1	85	Professional Development to increase awareness of title I 's purpose and effect

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### **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)].

<b>count</b>	<b>Barrier (Including the Specific Subgroup)</b>	<b>Steps the School will Take to Overcome</b>
1	Language-Spanish and Haitian/Creole	Pre-Scheduling Conferences in a timely manner to allow interpreters adequate notice
2	Parent/ Teacher Communication	Lack of access

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## **Upload Evidence of Input from Parents**

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

[Uploaded Document](#)

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## **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](#)

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## **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](#)

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## 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	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	ESOL parents are trained by staff to speak English	Interventionist, Magda Landron	Parents can be more involved in the academic success as well as community.	Ongoing
2	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)];	Flexible conferencing times will be scheduled for the parents at Horizons Elementary. Our staff will use a variety of communication methods to ensure that all of our parents are afforded an opportunity to participate in their children's education. We will meet before and after school and do in-home conferencing when necessary.	Interventionist, Parent Involvement Coordinator, Classroom Teachers	By allowing parents to come to school (before and after), working parents are able to have vital parent input in their child's education.	Ongoing
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Communities helping parents though supplying weekend food to needy families. Businesses donating time, money and supplies that add resources the budget	Interventionist, Parent Involvement Coordinator	Through healthy bodies, strong minds, and motivation students can function more efficiently.	Weekly throughout the school year

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## 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:

\*Parents will be notified in a timely manner regarding activities and programs to be offered during 2014-15 school year via flyers, email, Connect Ed messaging; school website, and monthly school newsletters.

\*Yearly parent-teacher conferences are held: before and after school, during scheduled conference nights, phone calls, emails as necessary, scheduling and notations through agendas-daily as needed.

\*Report cards are sent home at 9-week intervals. Interim reports are sent home prior to the report cards as a middle of the grading period progress report. FAIR is the progress monitoring tool used school wide to provide data and plan for meaningful reading instruction for all students. This assessment accurately measures student achievement and aids in improving instruction in the classroom. The test measures student knowledge, identifies deficiencies, and allows the teacher to use the data to plan remediation strategies. Math assessments are aligned with Florida Standards and evaluated in modules. Weekly math fluency checks are required in all grades. Teachers use results to drive and adjust instruction.

\*Parent input is always welcomed and can be done by attending and participating in the parent conferences, the School Advisory Council, and attending Parent Data Nights.

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## 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:** \*Translators and translation equipment are provided for parents with limited English proficiency at conferences, parent meetings etc. Horizons Title I Office and the district office provide educational materials needed to meet the needs of parents with limited English proficiency.

\*Wheelchair accessible parking, buildings, and elevators,

\*State of the art technology for hearing and vision impaired, \*District support when needed.





## 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 Trainings/Make and Take Workshops	PI Facilitator, Resource Teachers, ESOL Teacher	Increase the level of academic awareness and provide them with hands-on materials to be used at home with their child.	Monthly Aug.- Nov. & Jan.-Mar.	Parent Evaluation Survey
2	Kindergarten Registration	PI Facilitator, Administration, Resource Teachers, Kindergarten Teachers, Office Staff	Preparing incoming kindergarteners and parents	Spring, 2014	Parent Evaluation Survey

## 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	Parent Involvement Facilitator & Office Manager	Making parents feel more welcome at the school to increase their participation.	August, 2014	Parent Evaluation Survey
2	Effective Parent-Teacher Conferencing	Parent Involvement Facilitator & Classroom teacher	Increase the effectiveness of parent – teacher conferences, and making parents more aware of their child's academic progress.	September 10, 2014	Parent Evaluation Survey
3	Ruby Payne - Poverty Awareness	Administration,	Increase awareness of Poverty and its effects it has on our student population	Ongoing	Feedback from teachers, parents.

## 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:** Encourage parents to be more involved according to the parent contract, volunteering, and supporting school events and initiatives, like: Local PIRC, & Parent University opportunities, Available resources through school Website, and quarterly celebrations held recognizing students who have achieved academic success.



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## 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/Parents will be presented a PowerPoint about the Title I Program/ESEA/Compact.	PI Facilitator/Administration	9/17 & 9/18/2014	An evaluation from every parent present will be collected.

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## 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:** As requested, meetings in addition to the Annual Meeting will also be provided at different times:

Horizons Elementary School held its Annual Beginning of the Year Orientation:

\*Thursday, August 14, 2014 from 9:00 a.m.-12:00 a.m. and 4:00-6:00. p.m.

Annual Title I Meeting, Wednesday, September 17, 2014 3:00-6:00p.m. & Thursday, September 18, 2014 from 5:00-7:00 p.m.

\*Parent Academic Nights will be offered most months throughout the school year. These events will be flexible in time allowing working parents the opportunity to attend.

\*School Advisory Committee will meet on Friday on alternating months beginning in September.

\*Translators and translation equipment will be provided for limited English proficiency at all meetings, if necessary.

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## 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:** Horizons Elementary School.....

-will inform parents about their "Right to Know" at the Annual Meeting in September.  
Individual teacher qualifications may also be obtained by parents online at  
<http://www.fldoe.org/edcert/public.asp>

· will involve parents in the planning, review, and improvement of Title I programs including involvement in the decisions regarding funds for parental involvement.

-will hold Parent Involvement Plan review meetings in Spring 2014.

-will review Title I surveys, District surveys, and newsletter responses.

-will ask that SAC (School Advisory Council) Committee review proposed Parent Involvement Plan, Parent Involvement Plan Summary, and School-Parent Compact in May 2015 and discuss 1% expenditure and approval by the School Advisory Committee, Fall 2014. Additional SAC meetings will be held in Nov. 2014, Jan. 2015, March 2015, May 2015

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## 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	Two full-day classes that are dedicated to providing a classroom that addresses the child's developmental and educational needs. This year students also have the option of attending half day sessions.
2	ESE-PK	Two full-day classes that are dedicated to providing a classroom that addresses the child's special needs in developmental and educational growth.
3	ESOL	Title III provides supplemental resources for English Language Learners (ELL) and their teachers as Title I schools, as well as professional learning opportunities for school staff.
4	Prevention Programs	Title IV provides the prevention programs in order to promote a safe school environment. Examples of prevention programs include anti-bullying, internet safety, etc.
5	IDEA	The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. The school provides early intervention, special education and related services. Children and youth (ages 3-21) receive early intervention services special education, and related services under IDEA Part B.
6	Hearing Impaired	Resources dedicated to providing a classroom that provides educational services and technology necessary to assist students in developing age-appropriate communication skills in their preferred mode of communication, whether it be spoken, signed or a combination of these based on both a documented hearing loss and educational need.
7	ESOL Parent Tutoring	Parents that speak no English are tutored after school by ESOL department to increase academic support at home.



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

I, Amy Heiser Meyers, 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.

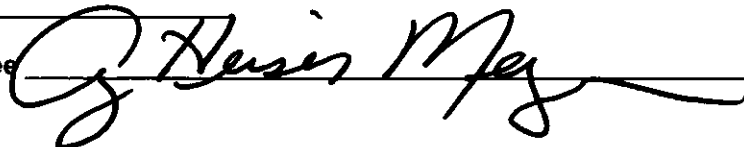
### Assurances

- 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)].

Date Signed

9/22/14

Signature of Principal or Designee



### Mission Statement

**Response:** District and School-based Title I Parent Involvement Programs in Polk County will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day.

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