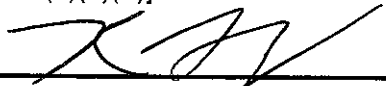


SOUTH DAYTONA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Lynn Bruner, 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

9/19/18

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: South Daytona Elementary will be a positive, safe, Professional Learning Community as we focus on building collaborative and trusting relationships between the students, staff, and parents. We value diversity, fidelity in academics, innovation, social responsibility, technology, and lifelong learning. Success for all is a priority and commitment.

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: South Daytona Elementary School believes in involving parents in all aspects of its Title 1 programs. The School Advisory Council is comprised of parents, faculty, administration, students, and members of the community. The members are appointed or approved by the committee. This group meets monthly to help plan, review, and improve the Title 1 program and budget, the Parent Involvement Plan, and the School Improvement Plan. Minutes of each meeting are kept by the SAC Chairman. The Title 1 program overview is presented in conjunction with the general PTA meeting on the night of Open House. Parent input and feedback is encouraged and appreciated. Sign-in sheets are used to document attendance at all events.

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: Volunteer Pre-Kindergarten | VPK works with our school staff to coordinate transition plans for students entering Kindergarten. |
| 2 | Head Start | Head Start works with our school staff to coordinate transition plans for students entering Kindergarten. |
| 3 | IDEA Individuals with Disabilities Education Act | Supplemental instructional support will be provided by Title I and discussed with parents during the development of the student's IEP. |
| 4 | Title X | Title X coordinator provides services to families: school supplies, community resources and transportation. |

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 | Meet the Teacher/Open House will be posted on the Marquee | Office Staff | Beginning of the school year | Title 1 survey results |
| 2 | Open House Annual Meeting presenting Title 1 Information | Administration | September 28 | # of participants |
| 3 | Flyers will be sent home with every child, and posted on School Website. | Office Staff | One week prior to Open House | Title 1 survey results/# of participants |
| 4 | Connect Ed phone message sent to remind parents of annual meeting | Administration | One week prior to Open House | Title 1 survey results/# of participants |

| | | | | |
|---|---|-----------------|---------------------------|-----------------------------|
| 5 | Information on Supplemental Education Services are on parent table for review | SES Facilitator | Fall | Number of students enrolled |
| 6 | Send out handouts to any parents that were unable to attend | Office Staff | Week following Open House | Number of students enrolled |

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: The leadership and staff at South Daytona Elementary have a strong belief in the importance of parental involvement; therefore, we will put measures in place to offer parent meetings in a variety of formats. The information provided at our annual meeting for parents will be provided in a variety of formats to include parent newsletter, input meeting, school website, and school marquee. The School Advisory Council meets a minimum of 8 times per year. The time and day are decided upon by the members. At this time, they are being held on Monday afternoons. The PTA general meeting is held in the evening, and their activities are held at various times throughout the year. Our ESOL contact is available throughout the day to help with parent questions and suggestions in an effort to help all our students reach success. Parent to Kid is offered in the Fall and Spring. Both evening and weekend events are held to provide parents support with academic subjects. Phone conferences are also conducted as needed when a parent cannot physically attend a meeting.

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 to Kid Literacy Program | Teacher facilitators | Improve reading skills | Twice a year | Parent and student evaluations |
| 2 | Writing Night: Explain rubric used in FCAT Writing to parents and students | 4th grade teachers | Improvement on writing assessments | Annually | Florida Writing scores will increase |
| 3 | School Advisory Council : trainings are held on various academic topics | Chad Miller | Student academics will improve with parent understanding | Monthly | Parent input during meetings/minutes |
| 4 | Parent/Teacher Conferences: teachers meet to discuss student strengths and weaknesses | Classroom teachers | Student academics will improve with parent understanding | As Needed | Student performance on summative tests will improve |

| | | | | | |
|---|---|--------------------|--|------------------------|---|
| 5 | Meet the Teacher Day | Classroom teachers | Expectations for behavior and academics are presented | Annually in the fall | Student performance academically and behaviorally will improve. |
| 6 | Young Author Tea: Parents and students read books written by the student. Good reading strategies are modeled | Classroom teachers | Student's growth in reading will increase. | Annually in the spring | Summative reading scores will increase. |
| 7 | ALPHA program: Facilitator works with parents and students to develop a behavior plan for success in school. | ALPHA: Facilitator | Student's behavior will increase due to improved behavior. | As needed. | Summative scores will increase due to better behavior in the classroom. |
| 8 | Volunteer /parent program: Parents help in the classroom. | VIPS coordinator | When parents are involved the academic skills will improve | As needed | Summative scores increase when students are supported. |

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 | Response to Intervention training/Teaching interventions to parents | PST Chairman | Interventions targeted to meet individual student needs | Annually | Student performance will increase on summative assessments |
| 2 | Kagan Training | Outside presenter | Increased engagement in the classroom. | Beginning of the year. | Student performance will increase |
| 3 | Florida Standards training various topics | Administration | Teachers' knowledge of strategies will increase student academic performance | Throughout the year | Student performance will increase on summative tests. |
| 4 | VIMS Training | VIMS Facilitator | Teachers' knowledge of student expectations will help meet needs | As needed | Student performance will increase |
| 5 | Positive Behavior Intervention System | Katie Lowrey | Improve the ability of staff to work effectively to increase positive behavior in our school. | Monthly | Discipline Referral Data |

| | | | | | |
|---|-------------|-------------------|---|-------|--------------------------|
| 6 | Trauma Care | Outside Presenter | Teachers will better understand the needs of our student populations. Teachers will better understand the needs of our student populations. Teachers will be better equipped to work with parents to fill in the gaps our students may be coming to school with | Twice | Discipline Referral Data |
|---|-------------|-------------------|---|-------|--------------------------|

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: Our ESOL contact provides language assistance as well as resources for our ESOL students. In our front office, we have a parent information table which provides up to date information on a variety of topics for parents. We also now have a Little Free Library where students and parents can borrow age appropriate books to read at home. We will offer parent workshops that pertain to academic topics, as well as health and wellness topics. Connect Ed messages, our school marquee, our school website, and the district website will help to keep parents informed of all upcoming events. Parents are also given access to Gradebook which empowers them to stay informed and up to date with their child's academic progress.

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: During the regularly scheduled Open House/General PTA meeting, a PowerPoint presentation will be shown providing information and data pertaining to Title 1. During SAC meetings, the Title 1 budget and goals are discussed. Title 1 information is available on the school website. At SAC meetings as well as Open House, parents will be given information pertaining to the description and explanation of the curriculum at the school and forms of academic assessment used to measure student progress. Connect Ed will also be used to disseminate information on Title 1 programs. Every 4.5 weeks, an interim report is sent home with each student outlining their progress toward proficiency. Parents will have the opportunity to formulate suggestions and to participate as appropriate in decisions relating to the education of their child during SAC meetings, parent teacher conferences, as well as the Problem Solving Team meetings. The District

Advisory Council meets monthly with parents to disseminate information and give parents an opportunity for input into county initiatives.

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: Information is disseminated through Connect Ed., Parent Portal, our school website, the parent information table in the atrium, and Parent Portal. A designated ESOL contact at the school works with parents to ensure the school is compliant with the Meta Consent Decree. Information can be translated for our non-English speaking parents. A translator can be arranged for parent/teacher conferences. The ESOL contact is available throughout the day and via phone to answer questions regarding notes sent home, progress reports, and academic information to increase parent understanding. An ESE grade chair is also available to answer questions, attend LEA meetings, and provide IDEA information to parents.

Discretionary Activities

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

| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|--|--|---------------------------|---|----------------------------|
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Parents to Kids | 2 Teacher/facilitators | Improved reading scores and increased family literacy | offered in Spring and Fall |

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 | Title I Annual Meeting | 2 | | Parents involved in student achievement |
| 2 | Parent to Kid workshops | 4 | | Increased family literacy and help students practice reading |
| 3 | School Advisory Council Training | 1 | | Increased parent involvement |
| 4 | Meet the Teacher Day | 1 | | Parents learn about academic expectations |
| 5 | ALPHA Program: Parent and Student behavior interventions | 1 | | Improved behaviors enhance learning |
| 6 | Volunteer/Parent program: Parents helping in the classroom | 1 | | Parent support in the classroom enhances student learning |
| 7 | Open House | 1 | 615 | Parents learn about academic expectations |

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 | Response to Intervention training/Teaching interventions to parents | 1 | 66 | Increased student success with interventions |

| | | | | |
|---|---|---|----|--|
| 2 | Problem Solving Team training including parent strategies | 1 | 66 | Increased learning gains from interventions |
| 3 | State Standards training | 1 | 66 | Increased knowledge helps teachers communicate with families |
| 4 | Gradebook Training | 1 | 66 | Increased communication regarding student progress with families |

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 upcoming 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 | Parents unable to come to school during the day for meetings. | Hold phone conferences with parents at a time. |
| 2 | Parents who don't speak English | ESOL contact translate key information to Spanish |
| 3 | Parents do not understand Connect Ed Messages | Information is relayed in Spanish to parents. |
| 4 | Parents do not understand IEP technical language. | LEA Rep. meet with parents informally to break down key information from IEP meetings. |
| 5 | Other than Spanish, some languages cannot be translated by ESOL Contact. | Request bilingual translator from ESOL Dept. to attend conferences and meetings. |

Best Practices (Optional)

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

| Count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
| 1 | | |