

DIXIELAND ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Dawn Mulder, 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 10/15

Signature of Principal or Designee:

Dawn Mulder

Mission Statement

Parental Involvement Mission Statement (Optional)

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.

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 input and participation in decisions regarding the improvement of Title I programs and funding for parent involvement activities have long been a part of Dixieland's culture. Requests for parent volunteers are made in the school newsletter, at School Advisory Council meetings, and during the annual school meeting held each fall. A special request was made during the February and March School Advisory Council meetings for parent volunteers to serve on the Parent Involvement and Compact revision committee. The committee meetings were held in March and May of 2014 to provide input into the planning, review, and improvement of Title I programs including the Parent Involvement Plan and Compact. The school's Needs Assessment Survey and Parent Surveys were reviewed. Based on this input, the Parent Involvement Plan was revised by the Program Facilitator and presented to the School Advisory Council for approval on May 28, 2014.

Each year, all recommendations regarding funding for parental involvement and the 1% expenditure of Title I funds are presented to the School Advisory Council for discussion and approval. A motion was made and approved at the May 2014 SAC meeting for a 1% expenditure of Title I funds to purchase agendas for each student attending Dixieland during the 2014-2015 school year.

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	The Individuals with Disabilities Education Act (IDEA)	Supports all Exceptional Student Education (ESE) programs. Students are supported through three types of programs: resource, inclusion, and self-contained. Dixieland has 4 ESE teachers, 1 ESE Paraprofessional, and 17 students receiving services from the IDEA program.
2	Title I, Part A	Provides after-school and summer instructional programs, materials, resource teachers, technology, professional development for the staff, and resources for parents.
3	Title I, Part C	Insures any migrant students enrolled in Dixieland are assisted by the school and those students and their families are recruited and identified by the District Migrant Education Program (MEP).
4	Title III	Funding from Title III provides supplemental resources for English Language Learners (ELL) and their families.
5	Title IV	Title IV provides violence and drug prevention programs in order to promote a safe school environment for our students. Dixieland works with students and parents regarding school bullying policies and has a pro-active PBS in place.
6	Title X	Title X funding provides support for identified homeless students through the Hearth Program which is carried out in cooperation with the Migrant Education Program for students and their families.
7	Preschool Orientation	Dixieland provides local daycares with Polk County's curriculum guide for kindergarten; community notification and information concerning pre-registration requirements and an invitation to an orientation/workshop. A preschool orientation (Kindergarten Round-Up) is held in April and includes school information, learning activities, school readiness information, and a tour of Dixieland's facilities.
8	Kindergarten Readiness	Dixieland provides parents with readiness training to ensure that students are equipped and ready to begin Kindergarten with necessary basic skills for academic success.

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	School Staff	September 11, 2014	Evaluation surveys and parent participation
2	School Update	Principal	September 11, 2014	Evaluation surveys and parent participation
3	Power Point Presentation of Title I Requirements	Principal	September 11, 2014	Evaluation surveys and parent participation
4	PTA and SAC Vote	Principal	September 11, 2014	Evaluation surveys and parent participation
5	Classroom Open House	Classroom Teachers	September 11, 2014	Evaluation surveys and parent participation

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: Dixieland offers a flexible meeting schedule for the convenience of parents to participate in educational school activities. Our Kindergarten Parent Breakfast is held in the morning. Kindergarten Readiness Training for parents is offered morning and evening. Our Annual Parent Meeting is offered in the morning and evening. The School Advisory Council, (SAC) and PTA Board meet in the afternoons and hold special events during the day and evening. Club de Lectura, an AR reading program for Hispanic students, meets weekly after school, while Curriculum Nights and Hispanic Family Night are held in the evening. Our Family Academic Workshops are held both in the morning and evening.

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	Curriculum Nights: K-5th Grade. Presentation of subject area requirements and Common Core Standards and NGSSS.	Classroom Teachers	Provides parents with a better understanding of student requirements and grade level expectations	Fall 2014	Parent/student participation and interaction along with improved parent/teacher communication
2	Club de Lectura: Provides a setting for parents of ELL to work with their child to improve reading comprehension skills	School Staff	Enhance reading comprehension and increase AR reading scores	Weekly	Parent/student participation and increased reading comprehension skills
3	Title I Annual Meeting and Open House	School Staff/Principal	Informs parents about how Title I can benefit their child	September 11, 2014	Parent participation and evaluation
4	Family Literacy Night: Held in conjunction with the school book fair, and designed to encourage positive reading habits	School Staff/PTA	Encouraging positive reading habits	Fall 2014	Parent/student participation

	and interaction between parents and their children				
5	Kindergarten Parent Breakfast: Provides a combined first day of school send-off with information for Kindergarten parents regarding Dixieland's Title I, parent involvement, reading, math, science, and nutrition programs.	School Administration	Provided parents with necessary information while fostering a sense of comfort and belonging on the first day of school	August 18, 2014	Parent/student participation in school wide expectations
6	Kindergarten Round-Up: Pre-registration of students for Kindergarten. Includes special activities, information on Kindergarten entry skills, take home materials, school tours, and Q&A	School Staff	Provide necessary information and foster a sense of belonging for new students	Spring 2015	Parent/student participation and a sense of community/school spirit
7	Hispanic Family Night: Designed to inform Hispanic parents of school expectations while fostering a sense of community within the school environment	ESOL Parent Leadership Council and School Staff	Keeping parents informed while encouraging them to become actively involved in their child's education	Fall 2014	Parent/student participation
8	Kindergarten Readiness	Reading and Math Coaches	Provide parents of preschoolers the opportunity to gain insight into the expectations of entering Kindergarten.	Fall 2014	Parent participation and evaluation

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	Person Responsible	Anticipated Impact on	Timeline	Evidence of
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	Type of Activity		Student Achievement		Effectiveness
1	Staff Development Meetings	School Administration and Staff	Staff discussion of strategies, adaptations, and implementation of specific programs to build positive parent/student/school relationships.	2014-2015 School Year	Increased interaction & communication between school personnel and parents
2	Program Contact will be provided by the school	Program/Parent Involvement Contact	Serves as a conduit between the District, school, staff, and parents	2014-2015 School Year	Increased interaction & strong relationships between the district, school, staff, & parents
3	School Advisory Council (SAC)	School Administration/Elected SAC officers	Determines the status of the school, defines the areas of greatest need, and develops and implements the Parent Involvement and School Improvement Plans	4 Meetings a Year during 2014-2015	Increased involvement and interaction of school personnel, parents, and the community
4	Parent-Teacher Association (PTA)	School Administration/Elected PTA Officers	Offers opportunities for parent/staff interaction through fundraising activities that help support the school	2014-2015 School Year	Increased interaction between school personnel and parents
5	Parent Involvement Needs Survey	Parent Involvement Contact/District	Results are used to determine program needs and activities	Fall/Spring 2014	Enhanced programs, activities, and communication based on parent needs
6	Parent Conference Training	Parent Involvement Contact	Research shows a positive impact on student achievement when teachers and parents work together	Fall 2014	Increased positive communication with 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: Dixieland provides a team approach rather than a single Parent Involvement Facilitator to serve as a conduit between the district, school, staff, and parents encouraging continuous interaction and helping build strong relationships.

In addition, parents can sign up in Dixieland's computer lab for the Parent Portal which enables them to track their child's academic progress on a daily basis.

Through Title I, the Polk County School District also provides parental assistance with the Dynamic Web Content from Parent Institute: www.parentinstitute.com. In addition, the district has four regional Parent Resource Centers and Polk Parent University to increase parent involvement and empower parents to support the academic success of their children.

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: Title I Programs: Dixieland provides parents with timely information about the School Parent Compact, the School Parent Involvement Plan and the Annual Meeting through the distribution of flyers, school/classroom newsletters, an automated school messenger, student agendas, parent teacher conferences, and bi-monthly SAC and monthly PTA meetings.

Assessments: On-going formative assessments are used throughout the school year to measure student progress in core, supplemental, and intensive instruction/intervention. Assessments used are: FAIR, Reading Wonders, Go Math, IMPROVE, Writing, Accelerated Reading, and weekly focus skill assessments for reading. Proficiency Levels: Students not reaching proficiency levels will be targeted for additional support and monitoring. Formative benchmark assessments are consistently used school-wide and in all core areas and used for progress monitoring as well as for planning and instruction. Teachers attend monthly 'Data Day' sessions. This data drives instruction by providing direction for enrichment, target, and striving students.

Meeting Opportunities: A series of meetings are held in the fall and spring for the purpose of bringing parents and school staff together to formulate and make decisions relating to their child's education. The School Improvement Plan (SIP), and the Parent Involvement Plan (PIP), are reviewed and revised. In addition, the School Advisory Council (SAC), consisting of parents, members of the community, school administrators, and staff, meets bi-monthly. Operating within the boundaries of School Board policy and State legislation, the SAC helps develop and review school goals and objectives, analyzes the school grade and current progress monitoring, votes on school expenditures and allocation of funds, and provides evaluations for school improvement progress. If the school wide program plan is not satisfactory to the parents of participating children, Dixieland will submit the parents' comments on the plan that will be available to the local education agency.

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: The staff at Dixieland works in conjunction with the district to provide opportunities for participation in parent involvement activities for all parents. To the extent that it is practical, information and school reports will be in a uniform format and in a language parents can understand. In addition, every effort will be made to provide translators for parent/teacher conferences, distributed information, and other school activities. Dixieland strives to foster a sense of community within its school environment.

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
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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)];	Teachers are available daily for parent conferences before 8:00 AM and After 2:45 PM. Parents may also communicate with their child's teacher by agenda, telephone, e-mail, or other methods of correspondence. If necessary, home visits can be arranged.	Classroom Teachers, Administration, Guidance Counselor	Provides direction and guidance in building positive parent/school/student relationships.	Throughout the school year with a minimum of one face-to-face conference recommended each semester
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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	Kindergarten Breakfast	1	70	Positive school/home relationships were fostered to encourage student achievement.
2	Staff Training - Effective Parent Conferences	1	27	Teachers actively pursued communication with parents and promoted positive school home relationships.
3	Parent Curriculum Nights	3	32	Teachers provided parents with a better understanding of student grade level expectations and requirements for academic success.
4	Ready to Read	1	68	Junior League sponsored family night to encourage family involvement in reading to achieve.
5	Close Reading	1	14	Parents were given strategies to help their child with reading comprehension strategies.
6	Math Rigor	1	3	Parents were given standards and grade level expectations to create awareness for academic success with standards based curriculum and assessments.

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	Staff Training - Effective Parent Conferences	1	27	Teachers actively pursued communication with parents and promoted positive school home relationships.

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	Language Barrier (ESOL)	Interpreters are available on campus to assist parents speaking dual languages. Distributed information and phone tree messages are in a dual language format whenever possible.
2	High Poverty	Meals are provided at some activities. A welcoming family friendly environment to make all feel welcomed.
3	Demanding Work Schedules for Parents	Activities are offered with flexible scheduling including various times of day. (day time and evening)