

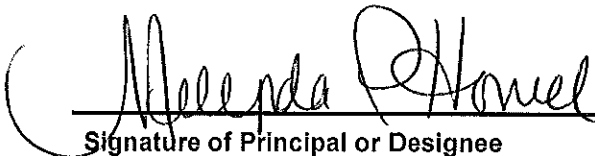
SNEADS ELEMENTARY SCHOOL

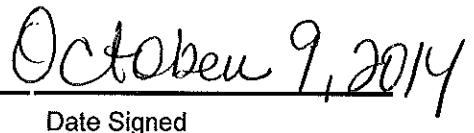
Title I, Part A Parental Involvement Plan

I, Melynda Howell, 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: Our school vision statement is "An Education is Life's Best Treasure"

Sneads Elementary School Beliefs:

We believe every student is important and can learn.

We believe learning to read is the cornerstone for all education.

We believe family and community involvement benefits student achievement.

We believe continuous improvement is essential to the growth and development of both student and staff member.

We believe a safe and secure environment is essential for teaching and learning.

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: The School Advisory Council is the committee that makes decisions on parental involvement at Sneads Elementary. These decisions include the Parental Involvement Plan through the School Advisory Council meetings. The person responsible will be School Advisory Council Chairperson, staff members on the SAC and the school administrator. These meetings will be four times a year. Two in the fall and two in the spring. This will be measured by the adequate progress of the School Improvement Goals and objectives, and the School Advisory Council Committee's approval of the next year's Parental Involvement Plan. Sneads Elementary follows the requirements of State Statute 1001.452 in the selection of members to serve on the School Advisory Council. Additional items the SAC will discuss, review and revise with the input and or feedback from parents: Review of the student/schools achievement on FCAT Science and FSA for Math and ELA (First meeting and also done in Title I Annual Meeting, students through reports and parent conferences); Review of student/school achievement on other benchmark assessments; i.e. ThinkLink and Stanford 10 (First Meeting and Title I Annual Meeting, each time the assessment is given); Dissemination of the School-wide Program Plan; School/District Accountability Report Card; inclusion of parents in the decisions on how to spend the schools' parental involvement allocation; School Parent Involvement Policy/Plan; Notification of resources available through the State Parent Information and Resource Centers; Parents Right to Know; Notification of students receiving instruction from a non-qualified teacher after 20 consecutive days. The School Advisory Council Meeting minutes will reflect the input from parents on the above topics. The minutes from the prior meeting are approved at each meeting to ensure accuracy of meetings. Requests from parents through the School Advisory Council Meetings and other correspondence on additional topics identified in Section 1118 or strictly based on a parent's need is addressed in the School Advisory Council Meeting, when appropriate, and/or staff meetings to determine the feasibility of implementation and return on investment.

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	Headstart	Headstart works with preK students at Grand Ridge School. Headstart provides home visits and training to help parents. Some of Grand Ridge's preK students come to Sneads Elementary for kindergarten.
2	ESE	Parental Involvement activities are coordinated by including input from parents of ESE students and working together with the ESE Office to ensure their unique needs are met.
3	Title I, Part C	The district and school coordinate with Rachel Hernandez from the Panhandle Area Educational Consortium to provide parental involvement and translation services to ensure their involvement in the school.
4	Homelessness	The school and the homeless liaison coordinate their efforts throughout the school year to ensure the needs of parents and students are met with trainings and additional academic services.

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	Communication of Title I meeting	Principal	September 16, 2014	Attendance at meeting
2	Title I Annual Meeting presentation	Principal and District-wide Personnel	October 13, 2014	Increased knowledge of Title 1 program as evidenced by Parent Survey
3	Question and answer session at meeting	Principal and District-wide Personnel	October 13, 2014	Feedback from parents

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: Our teachers provide flexible meetings and times for parents to come to school to meet with them. Teachers meet with parents as early as 7 a.m. before school begins and after school as late as 3:15. Teachers also meet with parents during their planning periods if needed. Administration and guidance also provide a varied meeting time and will reschedule as necessary to assist parents in their attendance of these meetings. SAC meetings are held four times throughout the year. The meetings have best worked on Mondays at 4 p.m.

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 Conferences	Teachers	Reading, math, science, and writing proficiency	Ongoing	Attendance at conferences, summary of conferences in data

					notebooks, students' proficiency
2	MTSS/RTI Meetings	Guidance Counselor, Administration, Teachers	Reading, math, science, and writing proficiency	Ongoing	Attendance at conferences, summary of conferences in data notebooks, students' proficiency
3	Fall Festival - Parent Booth	Support Staff	Stronger parental involvement	November 21, 2014	Increase in SAC/PTO members and increase in attendance at activities for the rest of the year
4	Parent Orientation	School Principal and Grade level teachers	Provide student expectations on benchmarks	August 28, 2014	Increased knowledge of programs as evidenced on parent survey
5	PTO Meetings	PTO Chair	Provide support to school on decision making through the School Improvement Process	Quarterly	Increased knowledge of programs as evidenced on parent survey
6	Spring Standardized Testing Parent Night	Principal, 3-5 teachers	Question and answer session, promotional requirements, test taking strategies	March 2014 TBD	Attendance, Parent Feedback, Increased attendance during FCAT testing
7	Parent Night ELA	Principal, All teachers	Increased communication about expectations for subject matter.	January 2014	Increased parental knowledge of new standards
8	Parent Night Mathematics	Principal, All teachers	Increased communication of expectations of subject matter.	February 2014	Increased parental knowledge of new standards
9	Open House	Principal, All teachers	Increased communication, development of school to home relationships between parent and teachers	August 14, 2014	Increased communication between parents and teachers as evidenced through emails, planner, and hand written notes

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	Principals' Meetings	Principal	Reading, math, science, and writing proficiency	Monthly	Ideas generated for parental involvement and if ideas are carried out
2	Leadership Conferences	Principal and Assistant Principal	Reading, math, science, and writing proficiency	Summer 2015	Ideas generated for parental involvement and if ideas are carried out
3	Curriculum Meetings	Principal, Assistant Principal	Reading, math, science, and writing proficiency	Monthly	Ideas generated for parental involvement and if ideas are carried out
4	Teachers'	Principal,	Reading, math, science,	August	Proper paperwork

	Preplanning/Back to School Meeting (discussed parental communication, parent conferences, use of student planners, etc.)	Assistant Principal	and writing proficiency; effective communication with parents through conferences and planners; informing parents via Focus and their ability to check grades to monitor students' progress.	2014	documentation as outlined in staff handbook and ongoing discussions during grade group meeting with administration
5	New Teacher Training	District Office	Reading, math, science, and writing proficiency	Ongoing	Sign in sheets and new teacher portfolios

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: The school has a professional library with resources that focus on student achievement and positive discipline techniques. The library is offered to parents through the school's newsletter. The school also has a volunteer program that encourages parents to volunteer in classrooms, the media center, and for special events. The effectiveness of these activities and resources will be documented by parent sign in sheets, our parent survey, and participation in the volunteer program.

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: Timely information about Title I programs are provided quarterly at School Advisory Council meetings, the Title I annual meeting, and with the school's weekly newsletter. Curriculum, assessment, and school data is also shared as mentioned above, as well as through the annual SPAR report, parent conferences, and at grade level parent nights. If parents offer suggestions or want to participate in decisions, the principal encourages those parents to get involved in SAC by attending its quarterly meetings.

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: All parents are included at Sneads Elementary. For parents with limited English proficiency, the school utilizes Mrs. Rachel Hernandez at the Panhandle Educator's Consortium (PAEC) as a translator. She has been active in translating school documents as well as providing translation at parent conferences. At Sneads Elementary, parents with disabilities are also included as the entire school is handicapped accessible.

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)];	Survey parents annually on the day and time that best fits their schedules for special school meeting events.	Principal, Assistant Principal	Reading, math, writing, and science proficiency.	Spring 2015
2	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Planning effective parent meetings training has taught the AP how to better coordinate parental involvement. The use of this knowledge was used to implement Parent Math Nights and also to include a Parent Involvement booth at the school's recent Fall Festival.	Principal, Assistant Principal	Reading, math, writing, and science proficiency	Ongoing
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Faith-based organizations and other business are included in school functions and drives to help economically disadvantaged students.	Principal, Assistant Principal	Character Education	Ongoing

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	Annual Title I Meeting	1	150	Parental support in student achievement
2	Open House	1	167	Parental support and increased communication between school and home
3	Parent Orientation	1	150	Increased knowledge of classroom expectations, academics, and procedures
4	Fall Festival	1	44	Opportunity to interact with other families within the school and build a culture of caring
5	Field Days	1	75	Teamwork and cooperation activities to foster a healthy lifestyle in children
6	Book Fair	1	42	Inspiration and motivation to read a wider variety of text which will increase reading achievement
7	Parent Conferences	160	196	Communication of learning goals and collaboration of how to achieve those goals among parents and teachers
8	RTI Meetings	23	40	Strategic planning to meet the needs of divers learners
9	Spring Carnival	1	53	Opportunity to interact with other families within the school and build a culture of caring

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
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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)].

Response: No barriers identified.

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)

Not applicable.

SNEADS ELEMENTARY SCHOOL 2014-2015



PARENT-STUDENT-TEACHER COMPACT

As a teacher, I, _____, will

- ✓ Believe that each student can learn;
- ✓ Show respect for each child and his/her family;
- ✓ Come to class prepared to teach and provide an environment conducive to learning;
- ✓ Help each child grow to his/her fullest potential;
- ✓ Provide meaningful and appropriate homework activities;
- ✓ Enforce school and classroom rules fairly and consistently;
- ✓ Maintain open lines of communication with students and parents;
- ✓ Make contact with parents and discuss students' progress in relation to this compact
- ✓ Provide frequent adequate student outcomes reporting;
- ✓ Seek ways to involve parents in the school program;
- ✓ Demonstrate professional behavior and a positive attitude.

As a student, I, _____, will

- ✓ Always try to do my best in my work and behavior;
- ✓ Work cooperatively with my classmates;
- ✓ Show respect for myself, my school, and other people;
- ✓ Obey the school rules and bus rules;
- ✓ Take pride in my school;
- ✓ Come to school prepared with my homework and supplies;
- ✓ Believe that I can learn and will learn.

As a parent/guardian, I, _____, will

- ✓ See that my child attends school regularly and on time;
- ✓ Provide a home environment that encourages my child to learn;
- ✓ Insist that all homework assignments are completed;
- ✓ Communicate regularly with my child's teacher;
- ✓ Support the school in developing positive behaviors;
- ✓ Talk with my child about his/her school activities every day;
- ✓ Encourage my child to read at home and to monitor his/her TV viewing;
- ✓ Support and attend school functions;
- ✓ Show respect and support for my child, the teacher, and the school.

Please add suggestions to improve (if any) to the back of this parent/student/teacher compact.

Teacher Initials

Student Initials

Parent/Guardian Initials

Hand in hand we will work together to carry out the agreement of this compact.