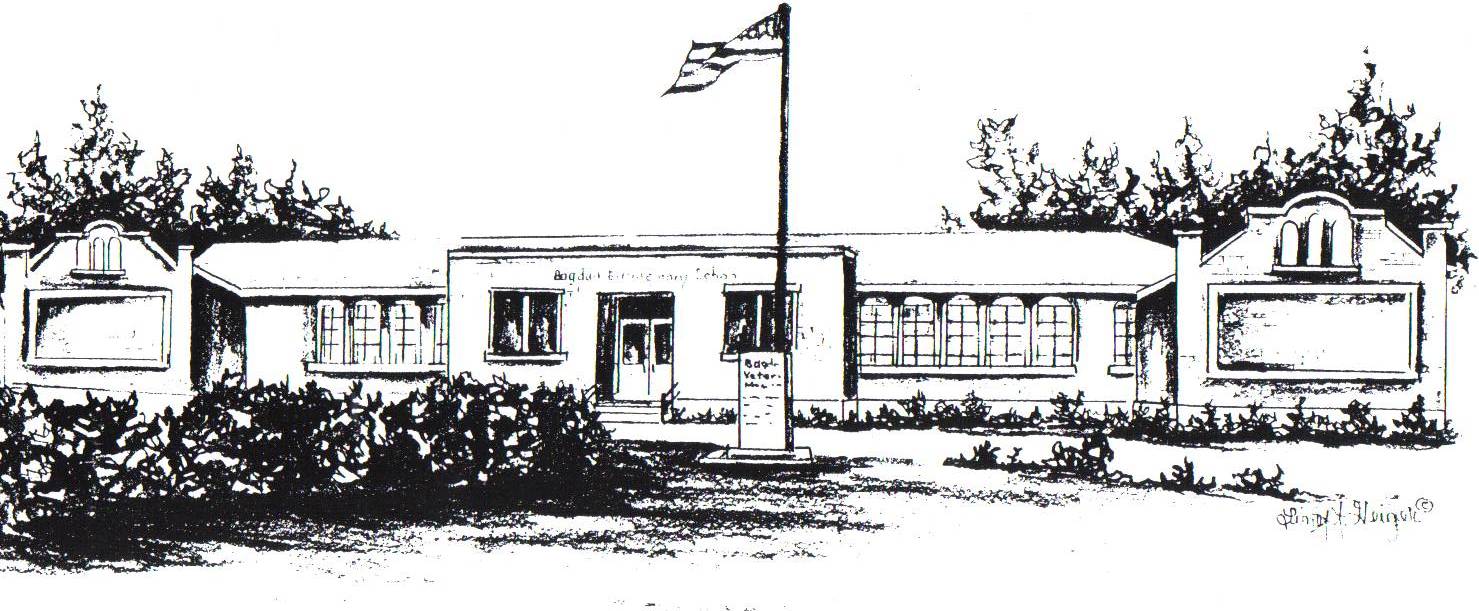
BAGDAD ELEMENTARY SCHOOL



***Linda Gooch – Principal 4512 Forsyth St. Milton, Florida 32583***

***Office: 983-5680 Fax: 983-5687***

**BAGDAD ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Linda Gooch, 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)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Bagdad Elementary understands the importance of parental involvement and is committed to continually identify ways to increase our parental involvement so that we may see improvements in student achievement. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Bagdad encourages parental involvement. During each summer a meeting is scheduled for parents to come in and discuss our school's needs. A call out is made to all parents inviting them to attend the meeting. At the meeting each document (SIP, PIP, and parent/school compact) is reviewed with input sought from the parents. Their input is discussed and placed in the appropriate document. The discussion involves looking at the data and needs of our school. Our goal to increase parental involvement, means we must hear ideas of things we can do at the school level to ensure more parents will be involved. Each year a letter is sent home the first week of school requesting parent to be nominated to serve on the SAC committee. Members of our SAC committee serve as "information sharers" with other parents and community members. |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | Head Start | Work with TR Jackson to provide parental training at that site and/or Bagdad; our Head Start students visit the kindergarten classes at Bagdad during May/June so they can meet the teachers; parents are invited to visit the school and meet the teachers; during the summer incoming kindergarteners may come to the school to be screened and parents are given information on helping their child adjust to kindergarten |
| 2 | ESE PRE K | ESE PRE K teacher attends ESE meetings at the school students will attend to help with transition. They are welcomed to come to the classroom during the school year to see how their child is performing and also gain ideas to help with communication skills. |
| 3 | VPK | Bagdad is always willing to host a VPK program during the summer. We had VPK during the summer of 2014 and several of those students will be kindergarteners at Bagdad for the 14-15 school year. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Beginning of year parent information letter | Linda Gooch | 1st week of school | questions from parents |
| 2 | Discussion at annual Title 1 meeting/open house about Title 1 program | Linda Gooch | Sept. 16, 2014 | questions and comments from parents |
| 3 | Bulldog News (monthly newsletter) | Linda Gooch | Each month Sept-June | questions/comments from parents |
| 4 | Summer meeting to discuss upcoming year; Title 1 requirements | Linda Gooch | August 2014; July/August 2015 | revisions to things done in the past |
| 5 | Website and/or connect ed | Paula Dees & Linda Gooch | ongoing throughout school year | parents attend events; questions asked |

**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)].

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| **Response:** We try to provide activities at different times of the day to meet the needs of all parents. For many of our activities/meetings we provide childcare, meals, and door prizes. Our Boosters have set meeting dates and times so parents can plan accordingly. Many of our teachers are willing to meet with parents prior to the school day and will also stay pass their work hours to meet parents' schedule. |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Open House/Title 1 Annual Meeting | Teachers and administrator | review of Title 1 program; assessments; explain Common Core Standards and impact on instruction presented by principal | September 16, 2014 | Sign in sheets and student work |
| 2 | reading skills training | Vicki Thomas | Reading improvements | ongoing throughout school year | Sign in sheets, surveys |
| 3 | Family Night | Bagdad Staff | ELA, math, science | January/February 2015 | Sign in sheets, surveys |
| 4 | Reading Isn't Scary | Literacy Committee (Vicki Thomas & Stephanie Alexander-chairs) | Reading | October 28, 2014 | Sign in sheets, surveys |
| 5 | Science Day | Bagdad Staff | Science | October 31, 2014 | Sign in sheets (visitors) |
| 6 | Literacy Week | Bagdad Staff | Reading | January 2015 | Volunteer, Guest Readers sign in |
| 7 | Volunteer orientation | Autumn Wright | increased involvment may lead to increase interacton with students-more 1-1 | September 2014 | sign in, interaction with parents |
| 8 | Math Day | Tammy Dillard | improvements in math | November 2014, March 2015 | visitors sign in; interaction with students |
| 9 | Conferences for K and 1st grade parents | K and 1st grade teachers | explain report card progress toparents | October 2014 | teacher's schedule for parent conference; comments from parents |
| 10 | SAC meetings | Linda Gooch | opportunity to share instructional practices with shifts to Common Core Standards; SAC parents have opportunity to ask questions and they may possibly share with other parents | ongoing throughout year | parents' questions and comments |
| 11 | Nutrition Education | Linda Gooch, JoLynn Peoples (Univ of Fl) | help students and parents understand the importance of good nutrition and exercise | lessons for Headstart, 1st, 3rd, and 5th grade students; sharing with parents at open house | surveys from students and parents |
| 12 | Florida Standards | Jeff Strumeyer and Tammy Dillare | help parents understand the new standards and provide ideas for them to help their children | ongoing throughout year | surveys, sign in sheets |
| 13 | Family fun Night | leadership team | opportunity for parents to come and get information from agencies while students are participating in academic games | November 2014 | sign in sheets, surveys |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | McKinney Vento training | Autumn Wright | economically disadvantaged | October 2014 | Sign in sheet |
| 2 | Volunteer orientation w/staff | Autumn Wright | All areas | September 2014 | Sign in sheet |
| 3 | Data meetings | Vicki Thomas | improved reading skills | throughout year | sign in sheet |
| 4 | Professional Learning Communities | leadership team | ELA, Math and designated pillars | throughout year | sign in sheet, activities created |
| 5 | Bridges out of Poverty training | Autumn Wright | staff will better understand the language registers, poverty's views towards everyday activities, money, emphasis in live which would help teacher know the best way to interact with both the parents and students | November 2014 | sign in sheet, more effective parent conferences leading to improved student performance |
| 6 | Capturing Kids' Hearts | outside facilitator; Linda Gooch | all areas | Sept, Oct, Nov 2014 | classroom activities, climate of school |
| 7 | Resources available for our families | Tiphanie Sapp | better understanding of families' struggles; ideas of ways we might be able to assist | throughout the year | agendas, sign in sheets, parents' comments |

**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)].

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| **Response:** One of our major focuses in the area of parent involvement is to encourage parents to utilize our parent resource center. Parents will receive information about the availability of the parent resource center at Open House, family nights, and throughout the school year in the monthly newsletter--Bulldog News. During Orientation, Open House, and Volunteer Training, the parents will have an opportunity to see the parent resource center. Parents are encouraged to come to the resource center during preplanning to complete a lunch application and during that visit we are able to share other materials available. Mrs. Wright and Mrs. Gooch will serve as contacts for the resource center. We will share with parents about the resource center at MTSS meetings because some parents may want to get some additional work they can do with their child at home. We hope to have a computer available for parents to use at all times. In the resource center are magazines, brochures on a variety of topics, textbooks, and worksheets that parents may take home for additional practice on skills. At our monthly Boosters (parent teacher association) meetings, the resource room can also be mentioned to parents. We always have some staff members present who can take new parents to see the location of the room. The usage of the resource center is ongoing throughout the year. The effectiveness of the resource center can be monitored through surveys of parents and conversations. Our parents are all encouraged to complete volunteer applications so they may volunteer in the classroom or attend field trips. We also provide several activities to encourage parents to be involved in their child's education. |

**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)].

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| **Response:** On the first day of school a welcome letter is sent home with each child. The letter includes school and district information, as well as, an explanation of the Title 1 program. At the annual Title 1 Meeting an explanation of the Title 1 program is provided to the parents. Parents are invited during the summer of each year to review and recommend changes to the compact, parent involvement plan, and school improvement plan. The recommended changes are reviewed with our SAC committee as well as the parents who attend the annual Title 1 meeting. Each year a letter is sent home requesting nominations for parents to serve on the school advisory council.   Parents are contacted via letter, parent conferences, explanation at open house, or via call outs about upcoming assessments (FKLRS kindergarten, DEA Testing, Fl assessments). Once data is received it is shared with parents, either in written form or at conferences. All kindergarten and 1st grade students' report cards must be given at a face to face conference during the 1st 9 weeks of school. Teachers and parents meet to discuss interventions being use to help struggling students in the area of reading, math, or science.   A designated intervention block is built into our master schedule so each student will receive additional help if they are struggling or enrichment in ELA or math. Parents are always welcomed to contact teachers, the guidance counselor, dean, or administration should they have questions or concerns. |

**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)].

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| **Response:** Every effort will be made to translate all correspondence into the family's native language for our ESOL students. We will also work closely with the ESOL department to better meet the family's needs. Correspondence to parents from the district such as Title 1 Newsletter, elementary letter to all parents, and lunch applications are available in Spanish. We utilize community members who are proficient in another language to help us communicate with families. |

**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:

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| --- | --- | --- | --- | --- | --- |
| **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 | Reading Night | Vicki Thomas | improved test scores in the area of reading | ongoing throughout the year |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Boosters to encourage more parents to join | Boosters' Executive Board | improved test scores, positive attitudes from students and parents | ongoing throughout year |
| 3 | 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)]; | Meetings and/or activities These will be held at various times of the day and childcare as well as food will be provided | S. Alexander, T. Dillard, T. Sapp, J. Strumeyer, V. Thomas, A. Wright, L. Gooch | More parent participation has been proven to increase student achievement | Ongoing throughout school year. |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Ruby Payne; Bridges Out of Poverty | Autumn Wright and Linda Gooch | improved test scores, increase parent involvement | ongoing |

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](fileUploads/570051_2014-2015_uploadEvidenceParentInput.docx) |

**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.

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| [Uploaded Document](fileUploads/570051_2014-2015_uploadCompact.doc) |

**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.

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| [Uploaded Document](fileUploads/570051_2014-2015_uploadCompactEvidence.docx) |

**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.

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Orientation | 2 | 281 | students and parents met new classroom teachers |
| 2 | Open House/Title 1 Annual Meeting | 1 | 216 | parents learned about Title 1 programs, they heard expectations from teachers, improved student performance |
| 3 | Family Reading Activity | 1 | 75 | parents learned ways to help with reading as well as nutrition information |
| 4 | Reading Isn't Scary | 1 | 133 | fun activity to encourage reading |
| 5 | Science Day | 1 | 30 | help parents see how science is incorporate in daily activities; boost students' interest |
| 6 | Math Day | 1 | 25 | variety of activities to help students understand math can be fun |
| 7 | Just Read Literacy Week | 3 | 75 | increase love of reading |
| 8 | School Advisory Meetings | 8 | 13 | parents/community learned about needs of the school and performance; suggested ways to help |
| 9 | Family Night | 1 | 120 | improved understanding of assessment (DEA and FCAT) expectations |
| 10 | Small group reading skills building | 2 | 6 | parents worked with AIS to learn ways to help their struggling readers |

**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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Volunteer Training | 1 | 60 | help teachers understand the importance of using volunteers in variety of ways |
| 2 | McKinney Vento/Poverty | 1 | 60 | help staff understand how to deal with students living in poverty or homeless classification |
| 3 | SAC Meetings | 8 | 13 | allow for staff and parents to talk about issues and identify ways to help our parents |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | childcare younger children | provide childcare for all parent involvement activities |
| 2 | time | provide events at a variety of times of the day; include things on the website that parents can access at their convenience |
| 3 | feeling inferior | encourage parents and show they can be effective when working with their own children |
| 4 | lack of interest-specific reasons unknown | have fun activities to get the parents to school; provide door prizes |

**Best Practices (Optional)**

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

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| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Building Capacity of Parents | Reading Isn't Scary |
| 2 | Building Capacity of Parents | Family Night |
| 3 | Increasing Parent Participation | Volunteer Recognition |

**Evaluation of the previous year's Parental Involvement Plan**

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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.

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