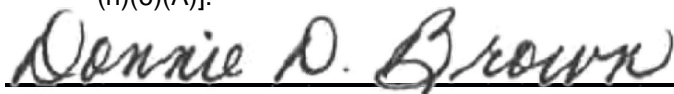


Crystal River Primary School Title I, Part A Parental Involvement Plan

I, Donnie Brown, 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

August 20, 2019

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: "Every child is a promise" and for each child we promise to create an environment that nurtures a lifelong desire to learn. Through teamwork with parents and our community, we will build a foundation of academic knowledge and skills, for students to become motivated learners and successful members of society. We will provide a continuum of learning experiences that are focused on the needs of the students.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

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: Crystal River Primary School will continue to use a variety of communication methods to keep parents informed and ask for their involvement in making decisions for CRPS. Parents are kept informed through:

*Monthly Parent newsletters, containing information on Title I, School Advisory Enhancement Council and Parent Teacher Organization

*School Messenger-the Principal, Principal's Secretary, or students will record phone calls reminding families of events

*Communication folders that are sent home on a daily to weekly basis, depending on the grade level

*Weekly folders for students in grades K-5, providing information on class work and homework

*Information and links posted on our school website, social media, and marquee to keep parents informed.

*Teachers and staff will make positive phone calls home and send emails or messages through Class Dojo to parents/guardians throughout the year.

*Invite parents to be involved on the PBS Committee

*Conference a minimum of 1 time per year, including phone conferences.

A committee of staff and parents provides input to make decisions regarding parent involvement. Niky Wardlow chaired the committee of parents and staff that wrote the PIP. Parents are invited to join the committee each year. The plan will be presented for additional input and review on September 19, 2019. Niky works with the Title 1 team to implement the plan. The SAEC committee is responsible for developing and reviewing the SIP.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- 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)].

Review Status:

Review Comments:

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	Voluntary Pre-Kindergarten	The Coordinator of Title I and Coordinator who oversees VPK participate in weekly meetings. The purpose of the meetings is to provide a forum for conversation to ensure alignment among many departments and programs. The two departments work together to provide a smooth transition for all Pre-K students to Kindergarten. Print materials are shared with parents. Kindergarten round up occurs in the Spring at each school where parents are provided with information and given the opportunity to learn
2	Title I Part C	The Title I Part C migrant advocate is a member of the District Parent Advisory Board. She offers a perspective related to her relationships with parents of migrant students to the Board discussions. The advocate offers parents of migrant students the opportunity to attend the Board meetings.
3	Title III	The elementary ESOL facilitator is a member of the Parent Advisory Board. She offers a perspective related to her relationships with parents of ELL students to the Board discussions
4	Title II	Title II provides professional development in many areas, including parent involvement.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status:

Review Comments:

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	Title 1 information will be distributed at parent events throughout the school year, as well as published in the school newsletter.	Principal	August 2019-May 2020	Agenda, Handout distributed, Attendance, and Surveys

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

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: Crystal River Primary School offers a variety of opportunities for parents to attend meetings. For example, PTO, SAEC, SIP planning, Open House, Family/School Events, and Parent Conferences are held at various times before, during, and after school. A commitment that we have made at our school is to contact each child's parent during the first quarter to discuss the expectations of that grade level along with individual conferences to discuss student progress along with the Student/Parent/Teacher Compact. Our teachers make themselves available before school, during lunch and planning times, as well as in the evenings to meet with parents.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status:

Review Comments:

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 Teacher Organization (PTO): Meetings	PTO President, Assistant Principal, Principal	Stronger parent-school partnerships will positively impact academics.	Quarterly, 2019-2020	Minutes, Power Point Presentation
2	Parent Conferences: Meetings	Teachers, Parents, & Students	Child's progress will be discussed, and strategies shared to assist in the success of the child.	October 2019	Student Academic Achievement
3	School Advisory Enhancement Committee	Principal	Stronger parent-school partnerships will positively impact academics.	Quarterly, 2019-2020	Minutes of meetings
4	Volunteers and Mentors	Guidance Counselor	Stronger parent-school partnerships will positively impact academics.	May 2020	Volunteer list
5	Chaperones	Guidance Counselor	Encourage a home-to-school connection with off-campus learning experiences.	May 2020	Chaperone lists
6	Parent tips in school newsletter	Principal	Specific information for parents to use to assist their children to succeed in school.	Monthly, 2019-2020	Newsletters
7	Parent/Student Events	Assistant Principal, Teachers	Specific information for parents to use to assist their children to succeed in school.	Held throughout the year, 2019-2020	Sign in sheets
8	VPK Parent Activities	Pre-K Teachers	Increased parental awareness and involvement	May 2020	Improvement in student achievement, behavior, attendance

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and

- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status:

Review Comments:

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	Family Events	Leadership Team	Improved engagement of students in work at school and home	Held throughout the year, 2019-2020	Increased student achievement

Review Rubric:

- Content and type of activity including the following:
 - Valuing of parental involvement,
 - Communicating and working with parents,
 - Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review 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)].

Response: School Pride Activities at CRPS will include:

1. Meet Your Teacher and New Registrations, August 8, 2019
2. Dad's Take Your Child to School Day, September 25, 2019
3. Cardboard Challenge, October 4, 2019
4. Science Fair, November 19, 2019
5. Family Read In Day, February 2020

Other activities include McDonald's Night, End of the Year Celebration May 2020 and special grade level events. The administrative team, TOSA and Title I team will coordinate the programs/activities, and surveys will be completed by participants. The CRP website will include links to community events such as the Parks and Recreation Events.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

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: Literacy events will be held throughout the year and teachers will give grade level specific information about how parents can help their child at home and how to can access information from home. Information will also be sent home via school newsletters, School Messenger, and social media the automated phone system. The school will continue to request input from parents about the programs.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status:

Review Comments:

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: Crystal River Primary will provide opportunities for participation in parent involvement activities for all parents (including parents of children with limited English proficiency, disabilities and migratory children) by providing facilitator of ESOL program, and inviting a Spanish-speaking translator as feasible and necessary to attend meetings. Information will be provided orally through the automated School Messenger phone system for broad communication and to provide oral information for those parents who are literacy challenged. Information will be provided through the school website, email communication, and the school newsletter to better meet the individual needs of parents including hearing impaired. Printed material, especially notices about parent activities will be written in a simple, clear understandable manner. If requested large print copies will be provided. Opportunities to attend presentations/discussions or programs at the school will be offered.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status:**Review Comments:**

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	Parent Activity Nights	Leadership Team	Increased student achievement	August 2019-May, 2020
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Parent Conferences and Meetings	Principal, Assistant Principal, TOSA, ESE Specialist, Guidance, & Teachers	Increased Student Achievement Scores	August 2019-May, 2020
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Parent Teacher Organization and SAEC	Principal & Assistant Principal,	Increased Parent/Community Relationships & Increased Student Achievement Scores	August 2019-May, 2020

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:

Review Comments:

Upload Evidence of Input from Parents

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

Review Rubric:

Review Status:

Review Comments:

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)].

Provide electronic version of the Parent-School Compact in monitoring folders.

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

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)].

Provide evidence of parent input in the development of the compact.

Review Rubric:

Review Status:

Review Comments:

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	Meet Your Teacher and New Registrations	1	950	Parents will make a connection with their child's teacher and be more informed about the school day
2	Kindergarten ABC Fashion Show	1	59	increased parent involvement will impact student's achievement
3	PTO held regular meetings and parent events	7	870	increased parent involvement will impact student's achievement
4	Parent Conferences	34	675	parents will be better equipped to help their child at home
5	SAEC	4	100	setting and monitoring student data help make decisions to support student learning
6	Volunteers, Mentors	3	45	providing individual assistance to students
7	School Newsletter Parent Tips	10	6750	gives parents ideas to do with their children to help them learn
8	Parent Chaperones	6	190	hands on activities for students enhance learning
9	VPK Parent Activities	6	60	assisting parents in school readiness to learn
10	Glow Dance	2	500	increased parent involvement will impact student's achievement
11	Fall Festival and Silent Auction	1	500	increased parent involvement will impact student's achievement
12	Thanksgiving Luncheon	1	221	Parents were able to come eat with their child to impact building relationships
13	Around the World and Cookies and Painting with Santa	1	250	Parents were given tips for reading with their children
14	Family Read-In Day	1	71	increased parent involvement will impact student's achievement
15	Science Night	1	300	Provided Science tips for parents and students
16	Dad's Bring Your Child to School Day	1	180	Dads were able to have breakfast with their child and visit the classroom
17	McDonald's Night	1	300	increased parent involvement will impact student's achievement
18	Academic Assemblies	3	300	increased parent involvement will impact student's achievement
19	Fifth Grade Awards	1	40	increased parent involvement will impact student's achievement

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

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	PI Training Events for staff	1	55	helping staff develop home/school connections
2	Training for Literacy Events	1	55	training staff in methods to involve parents and students in literacy activities

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

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	Scheduling conflicts	Offer different time/day
2	Time involved	Offer food with event

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

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
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Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status:

Review Comments:
