

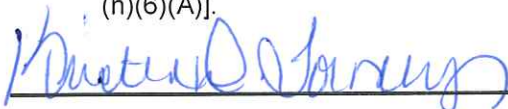
Spring Hill Elementary

2019-2020 Title I, Part A Parental Involvement Plan

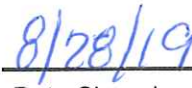
I, Kristen Tormey, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; 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)

The mission of Spring Hill Elementary School's Title I Parent Involvement program is to promote high academic student achievement through school wide activities to support parent engagement.

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:

During the first quarter of the 2019-2020 school year, Title I facilitator will facilitate the Title I Annual Meeting. At this meeting, parents are introduced to the Title I requirements and school wide plan for Spring Hill Elementary School. Parents are invited to become a member of the Title I Committee. Spring Hill Elementary School's Title I Committee meets at least four times during the school year during a SAC meeting (August through May) to review and evaluate topics associated with Title I components. The topics for the Title I Committee meetings include, but are not limited to the following areas: Florida School Grading requirements, Ten Elements of a Title I School wide program, Family and Community Advisory Committee, Title I Annual Meeting, State-Certified Teachers and notification, professional development, parent trainings, extended learning programs, monitoring of Title I requirements, data analysis, evaluations, surveys: (parents and Staff), and budget. To ensure that all topics are covered the components are separated out per month based on need for review or analysis of programs.

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.

Response:

Spring Hill Elementary integrates parental involvement and activities to teach parents how to help their child at home by holding a variety of family nights that might be grade level or subject specific. All parents are invited by flyers, Facebook posts, and advertised on the school marquee. Spring Hill Elementary works with the Parent Academy to promote classes that are offered to families. We also coordinate with Title III and ESE to increase communication regarding parental engagement activities during informational nights, classroom events, and school-wide activities.

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.

Response:

1	Select a date and format of Title I Annual Meeting for 2019-20120	Title I Facilitator and Administration	No later than June of the preceding school year	Attendance Records and Event Response Forms
2	Publish notice to parent via backpack, Facebook, and marquee	Title I Facilitator, Office staff, teachers	Within 10 days of meeting date	Attendance records will be evaluated for participation rates.
3	Prepare print materials for distribution at meeting.	Title I Facilitator	Prior to training staff for Annual Meeting	Prior to training staff for Annual Meeting
4	Meet with faculty at staff development meetings to discuss format, procedures and expected outcomes	Title I Staff -Title I Facilitator	Within 10 days of meeting date	Faculty Training evidence will be the sign-in sheets

5	Comprehensive PowerPoint outlining the scope and requirements of the Title I program	Title I Staff -Title I Facilitator	Annual Meeting Night	Agenda, Sign-in sheets and Event Response Forms
6	Agenda, Sign-in sheets and Event Response Forms	Agenda, Sign-in sheets and Event Response Forms	Distribute within one week of Annual	Teacher verified class roster for "Sorry I missed you letters
7	Distribute "Sorry we missed you" packets to teachers to be sent home in backpacks	Classroom Teachers	Within one week of Annual Meeting	Combined total of sign-in sheets and receipts for packets
9	Follow up on parent requests and comments	Title I Facilitator and school staff	Within two weeks after the Annual Meeting	Records maintained of follow-up correspondence and their results
10	Records maintained of follow-up correspondence and their results	School Staff	Within two weeks after the Annual Meeting	Attendance records will be evaluated for participation rates.

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:

In order to meet the needs of all our families and provide opportunities for active parent involvement, we offer flexible parental engagement meeting times that encourage our parent to attend. We survey our parents at the end of each school year to collect data on the most convenient times to hold parent workshops. We have an Open House for parents during preschool to help our parents familiarize themselves with their child's teacher and standard operational procedures at Spring Hill Elementary School.

We have our Title I Annual Meeting within the first 9 weeks of the school year to explain our school wide programs. Our Title I Committee meetings convene a minimum of 4 times throughout the school year and are scheduled to meet the needs of our parents who are committee members. Evidence will be through sign-in sheets, agendas, and minutes from the monthly meetings. Other curriculum related parent trainings and social events are offered in the evening, but various nights are used. The School Advisory Council (SAC) meets with the Title I Committee meetings four times a year on dates voted on by the committee members at the first scheduled meeting. These meetings are coordinated through the school administration and SAC Chairperson. Evidence will be through sign-in sheets, agendas, and minutes from the monthly meetings. The school PTSO meets once a month after school on the days voted on by the parents. The teachers and administration nominate parents to be part of the school's Family and Community Advisory committee (FCAC). The FCAC parents attend meetings usually at the District Office and bring back information to share with other parents.

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.

Response:

Spring Hill provides parental workshops and subject level family events as well as other resources that can be home.

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)].

Response:

The Title I Facilitator will hold a training for teachers how to reach out to parents on having a conference and the value of the compact. SHES will also hold a training for all staff on McKinney Vento that will be given by district office.

Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs 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;
- 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 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:

Parent/Teacher conferences are used to allow the parents to ask specific questions of their child's teacher, Title I programs, curriculum, grade level expectations and standardized assessment tests. The Title I Facilitator works closely with the classroom teachers to ensure that parents have the necessary resource materials to help them with their child. Throughout the school year, teachers meet with parents to discuss their child's progress and strategies to improve their child's achievement. Information is shared on curriculum and the different academic assessments: i-Ready, Star Reading, FSA, and progress monitoring data during meetings with parents. The Assessment Teacher is available for parents to provide detailed explanations of student assessments. All parents are given the opportunity to have meetings via Title I Committee, SAC or PTSO. During MTSS meetings, parents are often reminded that their child's teacher is the first point of contact for information regarding their child academics and are encouraged to call for further questions.

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.

Response

Translators are available for general meetings, if requested, and standardized documents such as the District Parent Involvement Plan, the School Parent Involvement Plan, and Compact are made available in English and in Spanish. Parents will be informed of meetings and opportunities for involvement in a timely manner. Meetings will be publicized through school-wide automated telephone messages, backpack notices, and student agendas, social media and Remind.. SHES is an accessible campus for persons with disabilities and is fully compliant with provisions of the American with Disabilities Act in terms of physical accessibility to all areas of the campus. Parents requiring additional assistance may call the school at 797-7030 to make arrangements for individual tours or to work with school staff when additional assistance is needed.

2018-2019 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	Describe Level of Success
1	Title I Annual Meeting	1	439 parents/427 students/ 137 other (349 Families represented)	Successful. Half of families showed up. Informed parents on Title I requirements.
2	Dads Take Your Child to School	1	311 parents represented 375 students	Successful. Almost half of families showed up. Improved home school relations.
3	Only One You	1	109 parents/ 114 students	Good turnout. Improved ELA skills.
4	Double AR Nights	6	15-20	Not successful. Same families every month. Intended to improve reading skills.
5	Thanksgiving families Prek & K	3	78 Families	Successful. Majority of families showed. Improve home home school relations and communication.
6	Polar Express 2 nd , select 3-5 students	1	299	Successful. Majority of families showed. Improve ELA skills
7	Kindergarten Holiday Presentation	2	136 families	Successful. Majority of families showed. Improve ELA skills.
8	4 th grade writing night	1	27 families	Could have been better. Students presented information but not a lot of family participation. Improve ELA skills
9	1 st grade VIP TEA	1	98 families	Successful. Great Attendance. Improve home school communication
10	3 rd FSA Night	1	35 Families	Could have been better. Improve ELA and Math skills
11	Kindergarten information night	1	48 Families	Very good. Any information to get to parents before the children start school is successful. Home school connections and school readiness.
12	Individual Classroom Activities	?	No Data	Improve Home School Communications

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	Describe Level of Success
1	Title I Compact and parent conferences	1	45	SHES had 98% of compacts signed

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	Not all workshops were topics parents were interested in	Offer workshops that include student involvement
2		