

SCHOOL Title I, Part A Parental Involvement Plan

I, Tara Wells, 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

9/6/19

Date Signed

Mission Statement

"Working hand in hand so all students succeed."

We envision Floral City Elementary School as a model of instructional excellence, where all students are self-advocates of their learning, safety, and social-emotional well-being. Our school family will equip students with the strategies and skills to be successful in secondary education.

Parental Involvement Mission Statement (Optional)

Response:

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)].

Floral City Elementary School's SAC is selected through a ballot process. Meetings are led by Principal, Tara Wells and Melanie Howard, Assistant Principal. Agendas are created to keep the meetings orderly. Individuals to serve on SAC are nominated and upon accepting the nomination, a ballot is shared for voting. Parents are invited to attend quarterly SAC meetings which include the following agenda items: review of school improvement initiatives, information about events occurring throughout the school and around the community, data and budget updates, and reports from students, staff, board members, central office administrators, and community members. Prior to a scheduled SAC meeting, the minutes from the previous meeting are shared and input from the committee is collected. Following each quarterly meeting, stakeholders are encouraged to provide feedback either in person or in written form (i.e. email).

Using Parent Surveys, comments are collected at the end of the year on the year's events along with an option to leave input to improve where needed. Survey information is reviewed and shared with staff members.

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	Pre-Kindergarten	Tara Wells in coordination with District contact for PK Program
2	Parent Night PK-5 (Curriculum Night) [Title 1]	Tara Wells and Melanie Howard organize the presentation of information regarding Title I services, goal setting at home, and words of encouragement for students at school from parents. Additionally, parents are provided curriculum information from their child's teacher. Invitations, call outs, and emails are sent home outlining the schedule for each grade level.
3	Home Education	ESE Specialist and Guidance Counselor work collaboratively with the district ESE/Home Ed contact to communicate and organize details when home education is necessary.
4	ESOL Services [Title III]	Melanie Howard coordinates yearly ELL Committee Meetings. The Committee consisting of the ELA teacher, administrator, and parents, discuss strategies and accommodations for the students. Invitations are sent home with the child.

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	School Improvement Plan	Tara Wells/Melanie Howard; grade level chairs	Developed July; Reviewed throughout the year	Feedback following SAC meetings; EOY Parent Survey
2	Parent Night (Curriculum Nights)	Tara Wells, Melanie Howard	Tara Wells and Melanie Howard organize the presentation of information regarding Title I services, goal	Parent Night Survey; EOY Parent Survey; Title I Right to Know Brochure, feedback panel

			<i>setting at home, and words of encouragement for students at school from parents. Additionally, parents are provided curriculum information from their child's teacher. Invitations, call outs, and emails are sent home outlining the schedule for each grade level.</i>	
3	<i>Title I Compacts</i>	<i>Melanie Howard</i>	<i>Each family is given a copy of the Title I Compact to read and sign.</i>	<i>EOY Parent Survey</i>

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: *Parent conferences are scheduled throughout the day (before/after school, during teacher's planning time) to accommodate parent/guardian schedules. Children are invited to attend parent nights and conferences as needed. Additionally, phone conferences are scheduled in the event a parent/guardian is unable to visit the school to meet. Support from our Migrant contact enables our ESOL families to also attend meetings; translation is available through our Migrant contacts.*

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	Meet Your Teacher	Tara Wells & Melanie Howard	Build positive relationships between parents/guardians/students/staff	August	EOY Parent Survey
2	Parent Night	Tara Wells & Melanie Howard	Increase parent awareness/knowledge of curriculum goals; standards-based instruction; strategies for social/emotional development and discipline.	September	Percentage of families in attendance
3	Dad's Bring your Child to School Day	Tara Wells & Melanie Howard	Increase male family member involvement and participation at school.	September	EOY Parent Survey
4	Science Symposium	Fifth Grade Teachers	Showcase 5 th grade student work and class science fair projects; Hands on activities to increase interest in science concepts and involvement of community organizations (CHS 4-H; Marine Science Station; Mosquito Control, Water Ventures etc).	November	EOY Parent Survey
5	Reading Round-Up	Primary (PK-2) Teachers	Increase the enjoyment of reading through community guest readers and classroom activities for families tied to literacy.	October	EOY Parent Survey

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: o 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	<i>School Messenger</i>	<i>Tara Wells</i>	<i>Weekly phone calls to families to keep them updates on events and special announcements</i>	<i>Ongoing</i>	<i>EOY Parent Survey</i>
2	<i>SeeSaw Training</i>	<i>Tara Wells/Melanie Howard</i>	<i>All teachers provided professional development and ongoing training on the use of the SeeSaw communication app.</i>	<i>August</i>	<i>EOY Parent Survey</i>
3	<i>FCE Facebook and Twitter</i>	<i>Tara Wells/Melanie Howard</i>	<i>Highlight school events and special announcements</i>	<i>Ongoing</i>	<i>EOY Parent Survey</i>
4	<i>Conferences</i>	<i>Tara Wells/Melanie Howard</i>	<i>Parents are encouraged to attend and conferences throughout the year to discuss student progress and/or concerns</i>	<i>Ongoing</i>	<i>EOY Parent Survey</i>
5	<i>Monthly Newsletter</i>	<i>Tara Wells</i>	<i>Keep families apprised of upcoming events and important information scheduled at school and in the community</i>	<i>Ongoing</i>	<i>EOY Parent Survey</i>
6	<i>Positive parent contacts</i>	<i>Tara Wells/Melanie Howard</i>	<i>Cultivate positive relationships between staff and families.</i>	<i>Ongoing</i>	<i>EOY Parent Survey</i>

Review Rubric:

- Content and type of activity including the following: Value 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: *Parents and guardians are encouraged to contact teachers and administration when a concern or need arises. The School Counselor is a resource to our families and through the guidance department, families are invited to attend attendance meetings as well as receive information on community resources. Conscious Discipline will be offered for parents to attend to receive information/training on effective strategies to address behavior and social/emotional needs of their children while at home.*

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: *Through social media (Facebook and Twitter), routine updates will provide parents and families with updates to family events and student life on campus. Additionally, the new Floral City Elementary School website provides parents with access to Skyward, and directly displays feeds from the FCE Facebook and Twitter pages. Each month, the Croaker Newsletter goes home to families to inform them of upcoming events or other information school and/or district information. Notice of events are also shared out via Connect Ed.*

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: *In cooperation with the Title III contacts at the District level, parents are provided information in their native language when possible. Partnership with the Migrant contacts out of Alachua County enables our families to have a representative present at parent meetings and schoolwide events. Staff members, who are fluent in a language other than English are also available to assist in translating for families when they arrive at Floral City Elementary. Parents and Guardians are invited to attend parent/teacher conferences and arrangements are made based on the needs of the individual (i.e. absence of transportation may result in a phone conference).*

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	Attendance Breakfasts	Families of truant students invited to attend breakfast at school and meet with community resources	Jea'anne Palma-Hughes	Increased student attendance	Monthly
2	Summer Kick-Off	Event where community resources are shared with families: summer reading lists, library events, Blessings, summer camps, free books, backpacks, etc.	Tara Wells and Melanie Howard	Shrink the summer reading gap	May

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.

See attached survey results.

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.

See attached.

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.

See attached.

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				
2				

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				
2				
3				
4				
5				

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		
2		

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:



SIGN UP FREE



Floral City Elementary Parent Survey

QUESTION SUMMARIES

INDIVIDUAL RESPONSES

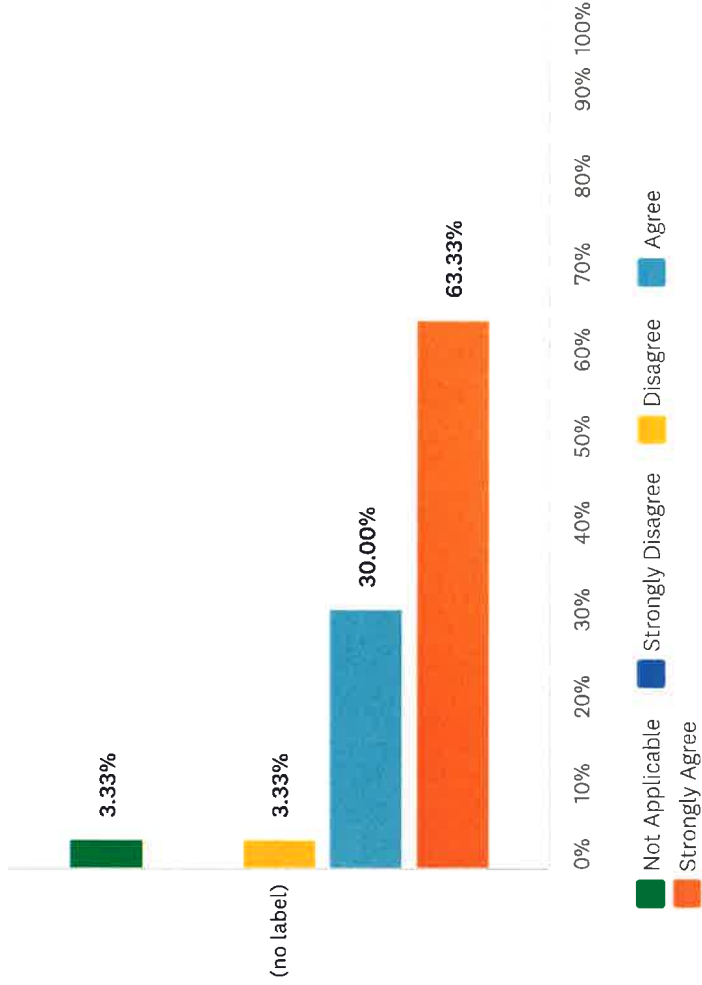
Q1

Our school leaders support student success.

Answered: 30 Skipped: 0



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30 responses



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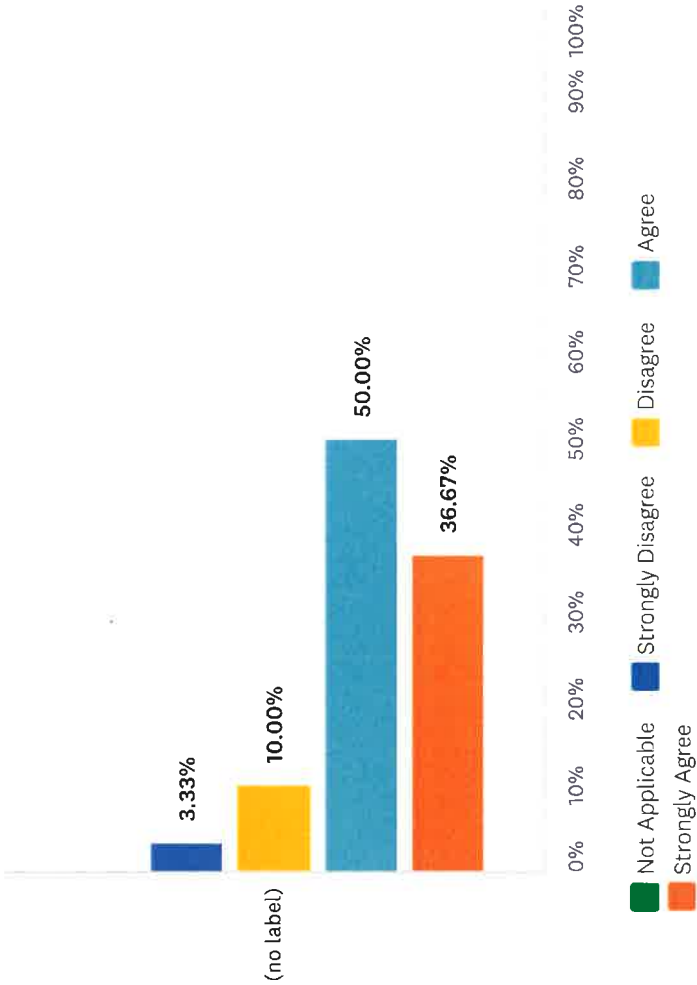


Q2



Are you aware that you can participate in the school improvement planning process?

Answered: 30 Skipped: 0



Not Applicable Strongly Disagree Disagree Agree

NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
0	3.33%	10.00%	50.00%	36.67%	30	3.20
(no label)	1	3	15	11		

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30 responses

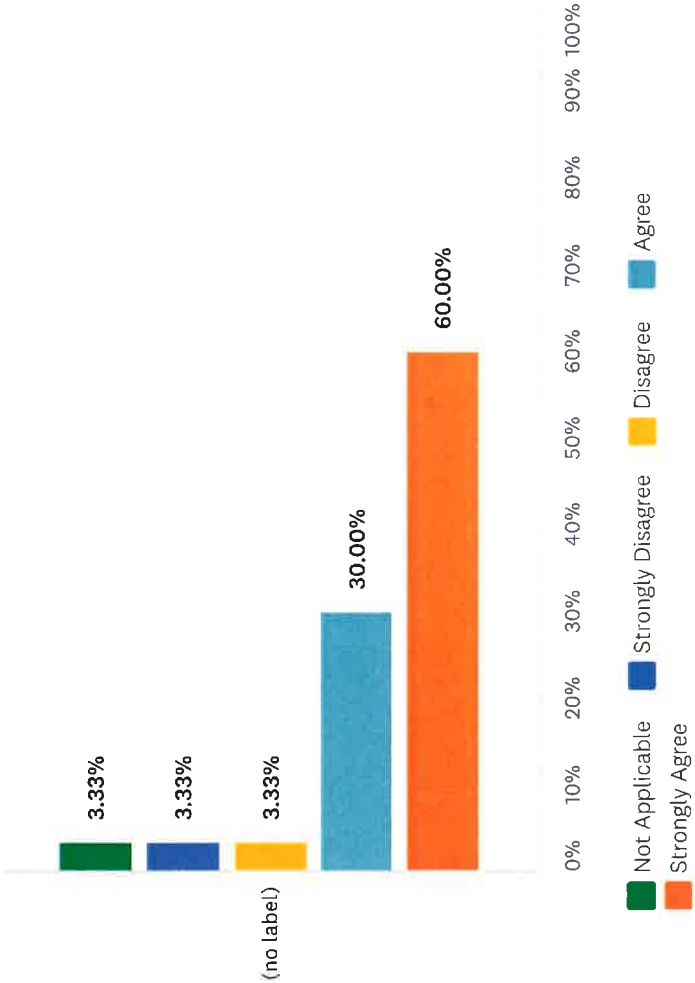


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Our school communicates effectively about the school's goals and activities.

Answered: 30 Skipped: 0



NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label) 3.33% 1	3.33% 1	3.33% 1	30.00% 9	60.00% 18	30	3.40

Q4



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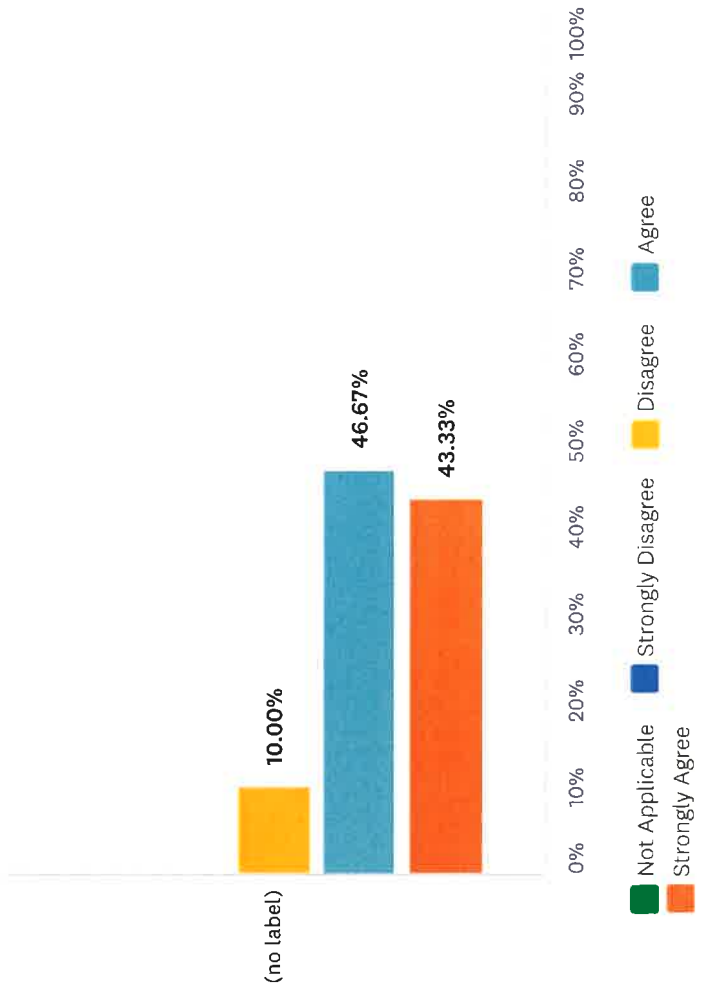
Tweet

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30 responses



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NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label) 0.00% 0	0.00% 0	10.00% 3	46.67% 14	43.33% 13	30	3.33

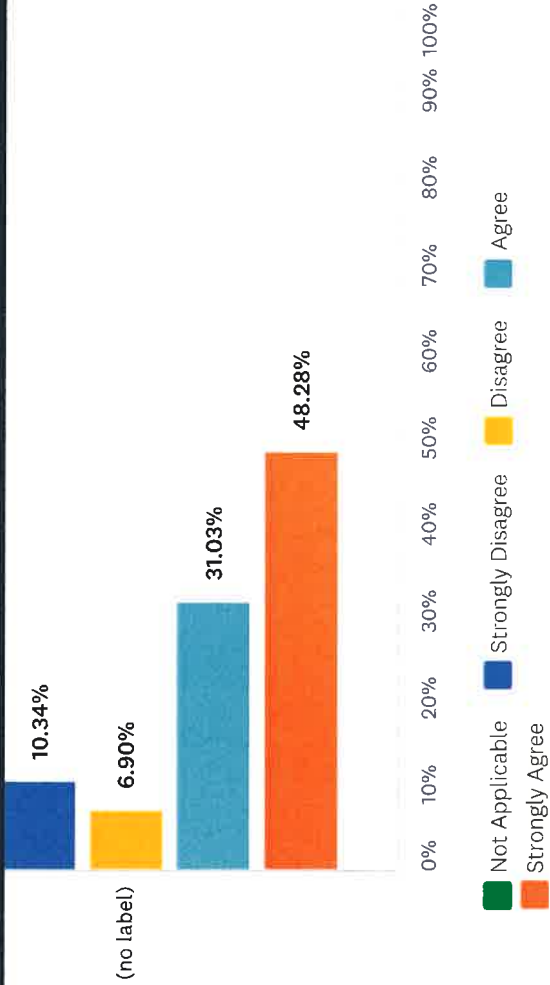
Q5

When I visit the school, I feel welcome and my input is appreciated.

Answered: 29 Skipped: 1



SIGN UP FREE



	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	3.45% 1	10.34% 3	6.90% 2	31.03% 9	48.28% 14	29	3.10

Q6

My child's teacher(s) help me to understand my child's progress and my child's teacher(s) communicate effectively in a constructive manner.

Answered: 30 Skipped: 0

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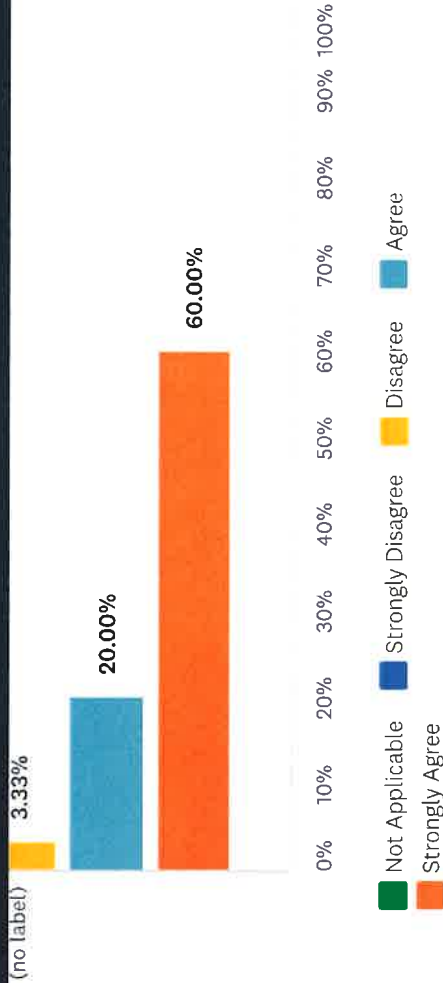
Twitter

in Share

30 responses



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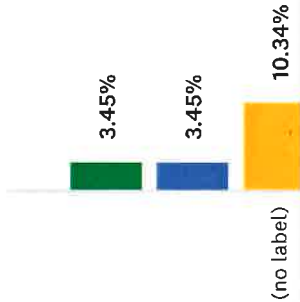
	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	16.67%	3.33%	20.00%	60.00%	30	3.23
	0	5	1	6	18		

Q7



My child has at least one adult advocate in the school.

Answered: 29 Skipped: 1



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LinkedIn Share

30 responses



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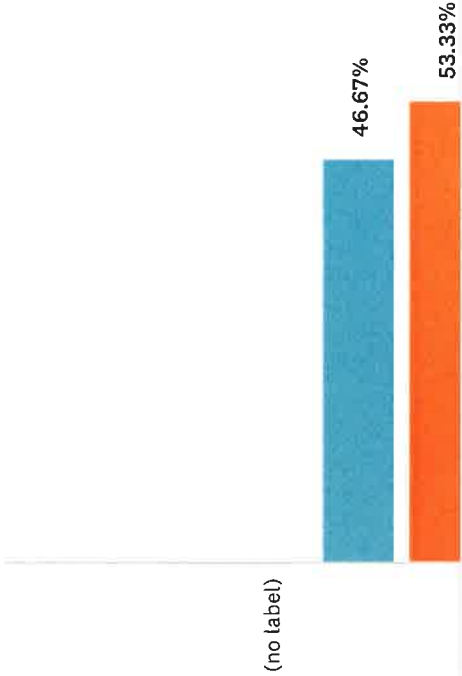
	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	3.45% 1	3.45% 1	10.34% 3	41.38% 12	41.38% 12	29	3.14

Q8



Our school maintains facilities that support student learning through cleanliness, order and appeal.

Answered: 30 Skipped: 0



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30 responses

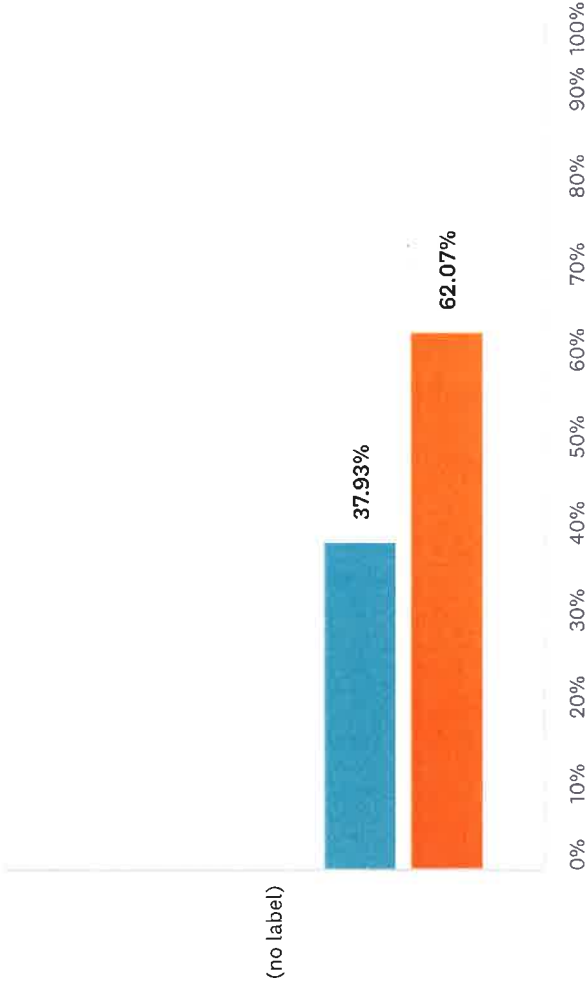
Strongly Agree

NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	46.67% 14	53.33% 16	30	3.53

Q9

Our school has clearly communicated rules and procedures to maintain student safety.

Answered: 29 Skipped: 1



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30 responses



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APPLICABLE DISAGREE AGREE AVERAGE

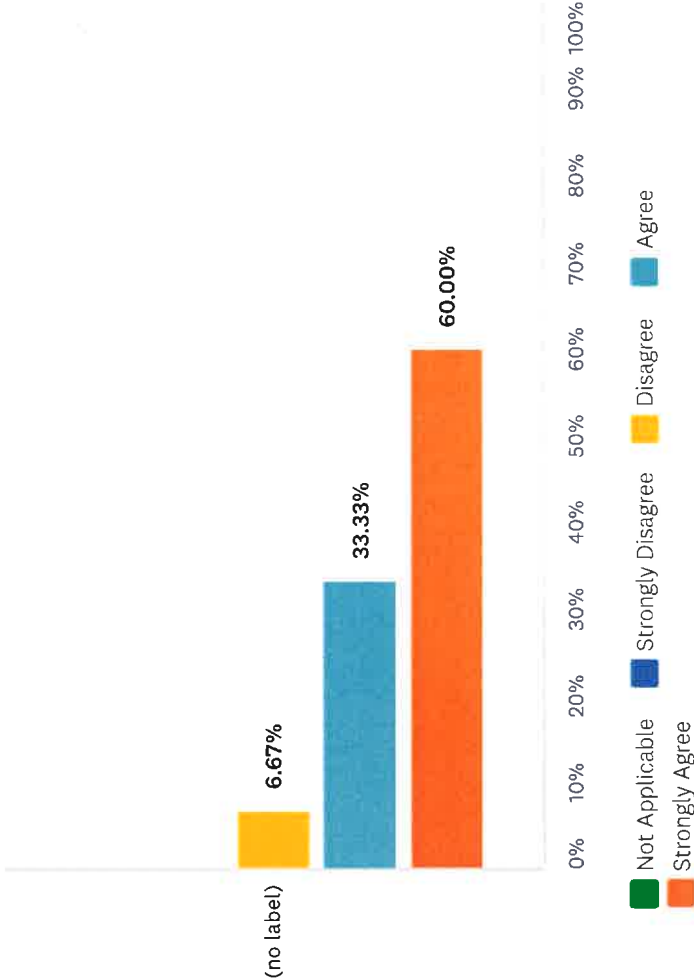
(no label)	0.00%	0.00%	0.00%	37.93%	62.07%	29	3.62
	0	0	0	11	18		

Q10



Our school has clear and consistent enforcement of rules and norms for classroom management. (Positive Behavior Support, PBS)

Answered: 30 Skipped: 0



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30 responses



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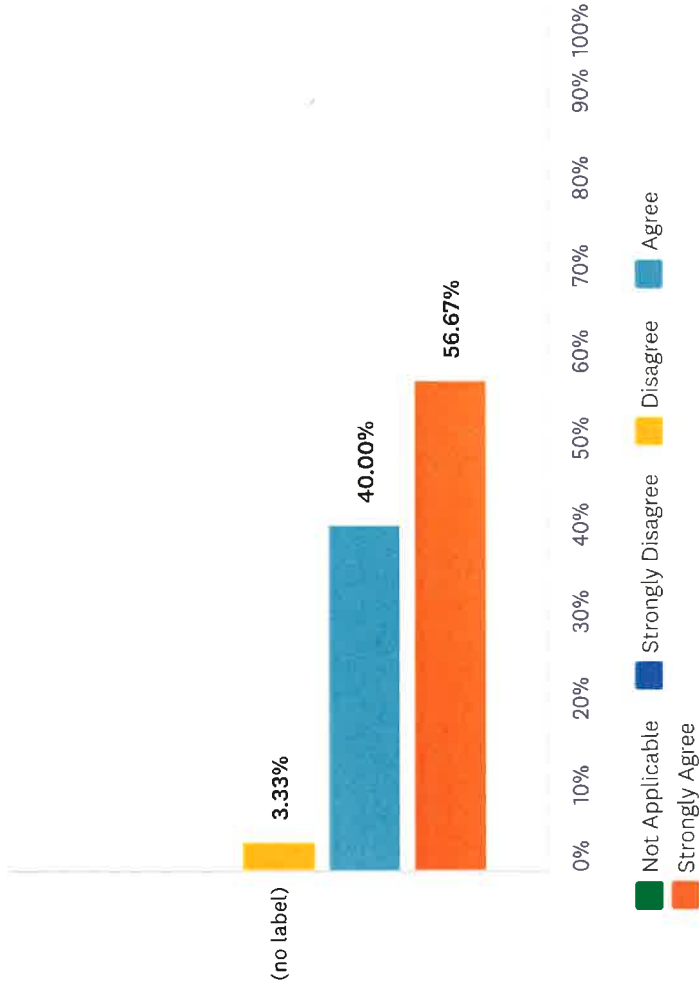


Q11



Our school's positive expectations are: Respectful, Responsible, and Safe. I feel activities on campus support students in these PBS expectations

Answered: 30 Skipped: 0



WEIGHTED AVERAGE

TOTAL

STRONGLY AGREE

AGREE

DISAGREE

STRONGLY DISAGREE

NOT APPLICABLE

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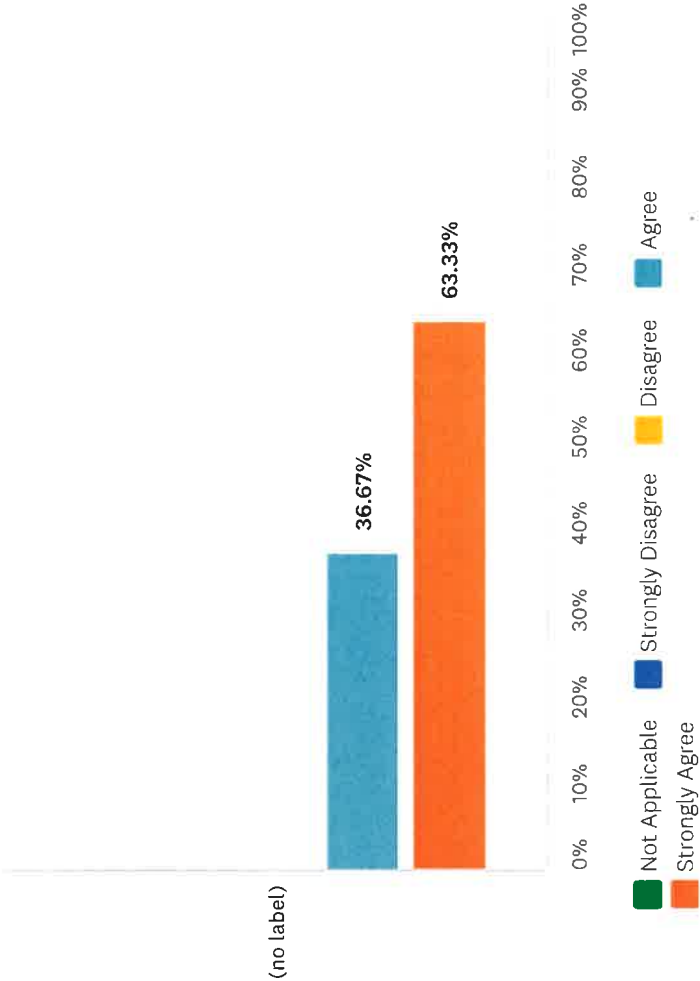


Q12



My child feels safe at school.

Answered: 30 Skipped: 0



	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	36.67% 11	63.33% 19	30	3.63

Q13



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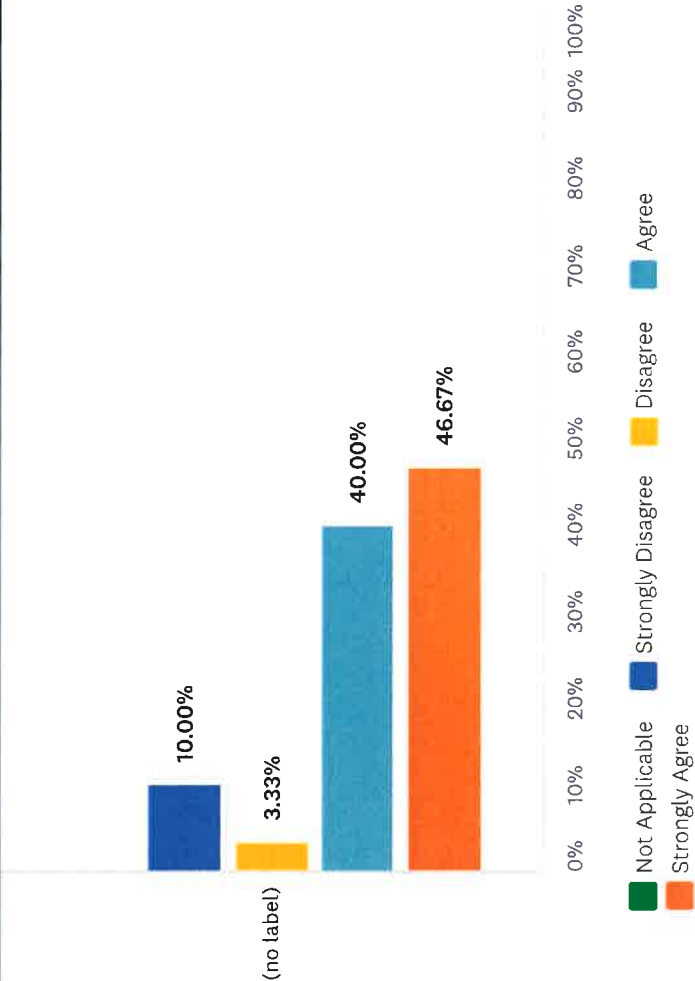
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NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	10.00%	3.33%	40.00%	46.67%	3.23
	0	3	1	12	14	30

Q14

My child sees a relationship between what is being taught and his or her everyday life.

Answered: 29 Skipped: 1

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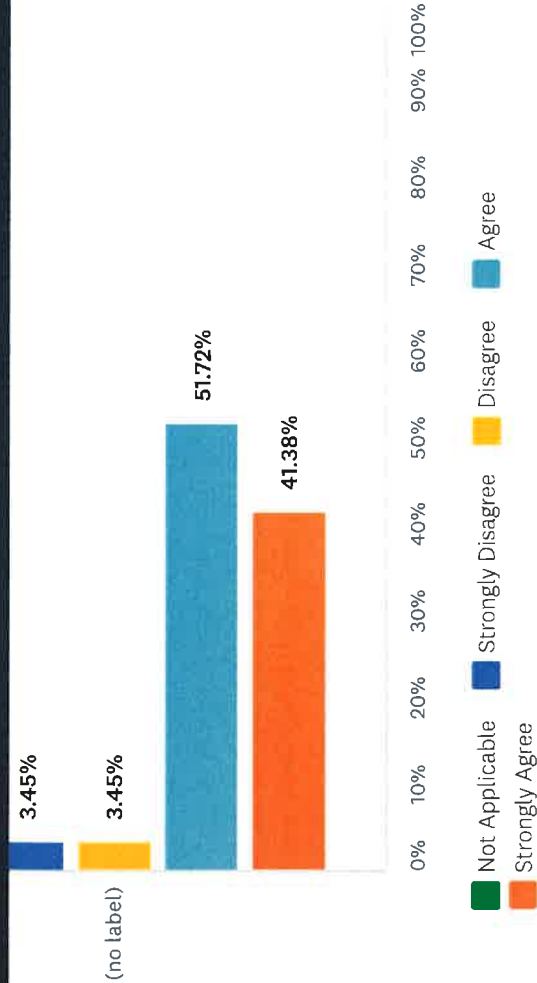
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NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	3.45% 1	3.45% 1	51.72% 15	41.38% 12	29 3.31

Q15



My child has access to and utilizes up-to-date technology at school.

Answered: 30 Skipped: 0

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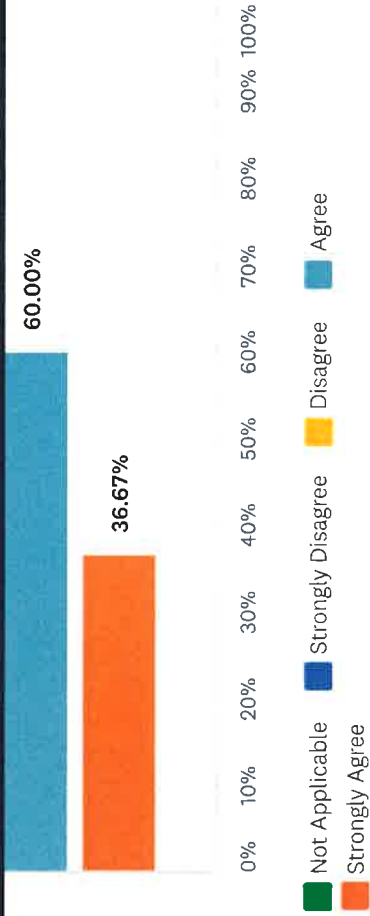
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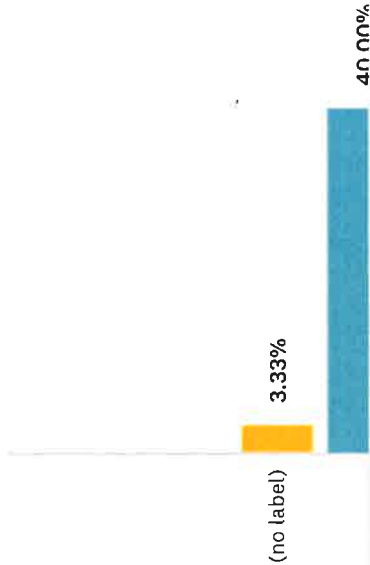


NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	3.33% 1	60.00% 18	36.67% 11	30	3.33

Q16

My child has access to the internet at home.

Answered: 30 Skipped: 0



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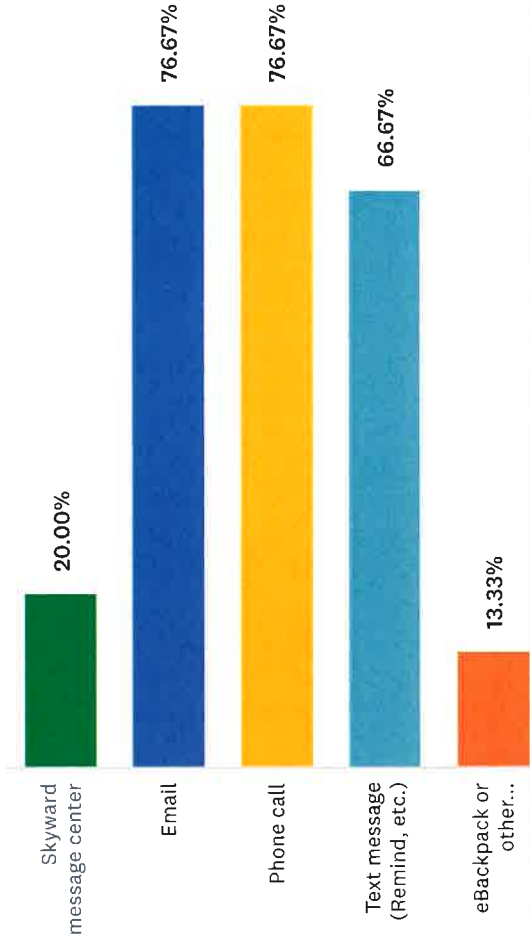
	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	3.33% 1	40.00% 12	56.67% 17	30	3.53

Q17



I prefer to communicate with my child's teacher(s) via these preferred methods:

Answered: 30 Skipped: 0



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ANSWER CHOICES	RESPONSES	
Skyward message center	20.00%	6
Email	76.67%	23
Phone call	76.67%	23
Text message (Remind, etc.)	66.67%	20
eBackpack or other educational applications	13.33%	4
Social media	10.00%	3
Total Respondents: 30		

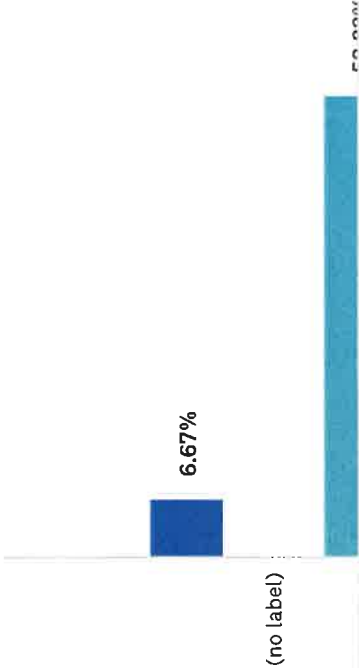
Comments (2)

Q18



I am informed of policies, processes and procedures related to grading and reporting.

Answered: 30 Skipped: 0



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30 responses



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0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Not Applicable
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

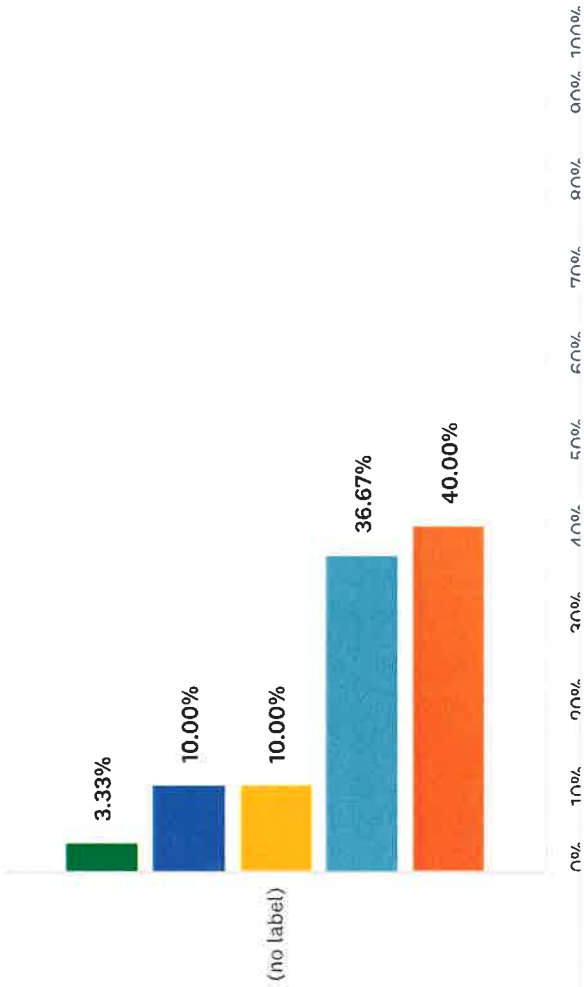
	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	6.67% 2	0.00% 0	53.33% 16	40.00% 12	30	3.27

Q19



My child is prepared for success in the next school year.

Answered: 30 Skipped: 0



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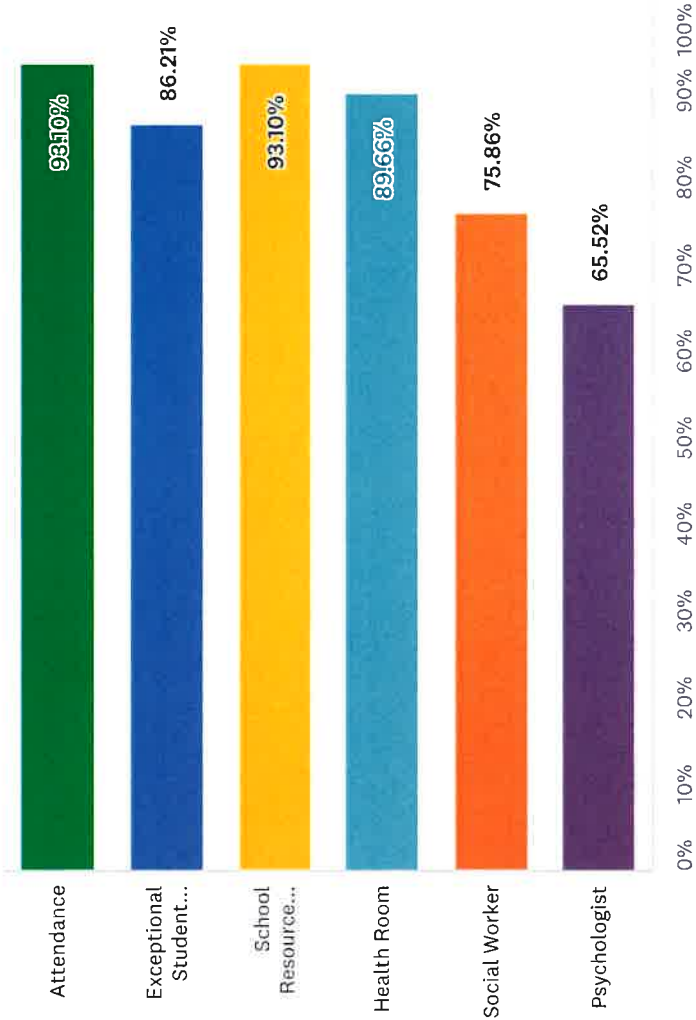
	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	3.33% 1	10.00% 3	10.00% 3	36.67% 11	40.00% 12	30	3.00

Q20



I am aware that my school and district provide the following services:

Answered: 29 Skipped: 1



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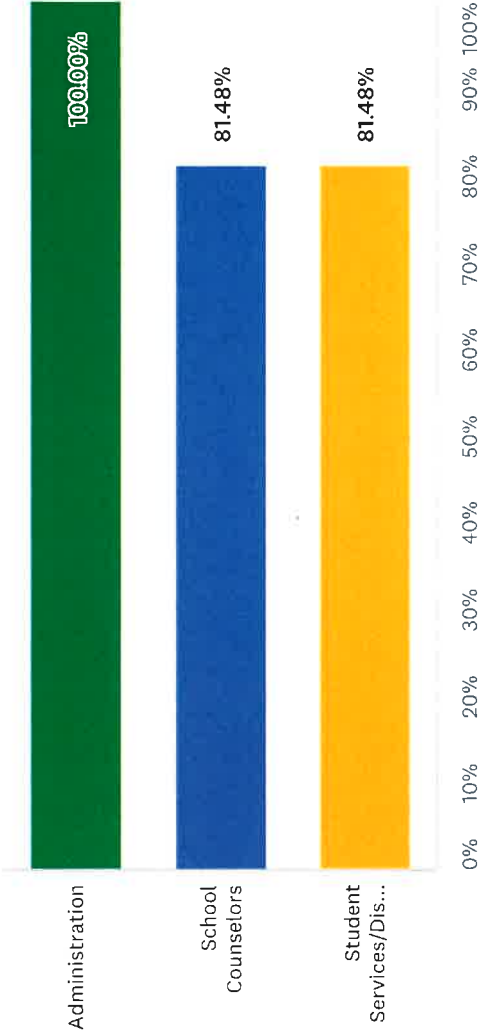
School Resource Officer	93.10%	27
Health Room	89.66%	26
Social Worker	75.86%	22
Psychologist	65.52%	19
Total Respondents: 29		

Q21



Our school provides high quality support services from:

Answered: 27 Skipped: 3



ANSWER CHOICES	RESPONSES
Administration	100.00% 27

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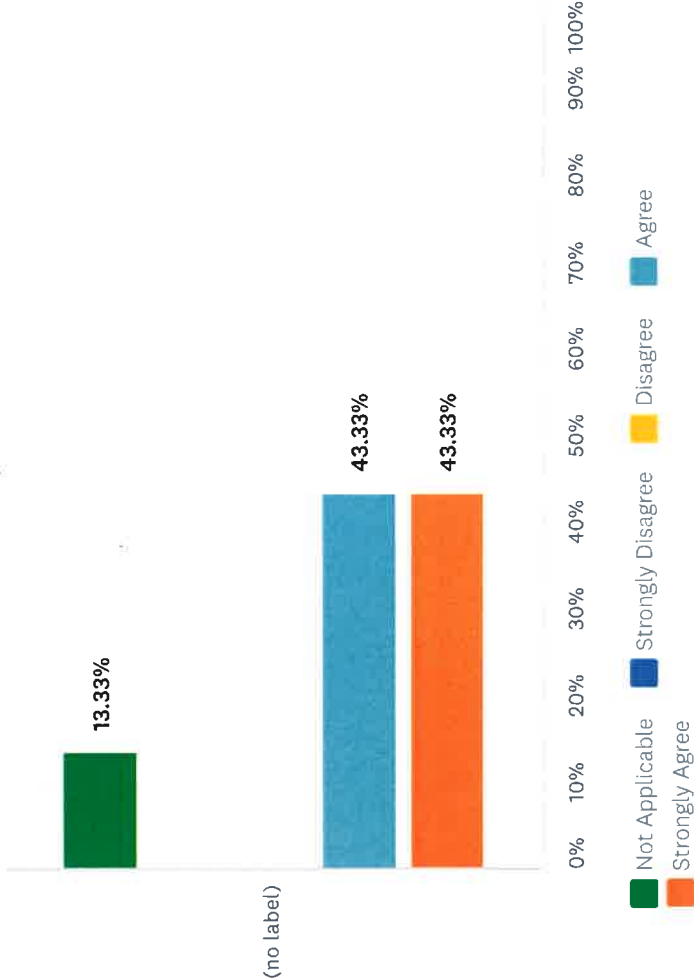


Q22



I have been notified of meetings such as the Title I Annual Meeting, STAR Tech Night/Curriculum Night, SAEC Meetings, PTO Meetings, or Open House where information about Title I was presented or available.

Answered: 30 Skipped: 0



NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
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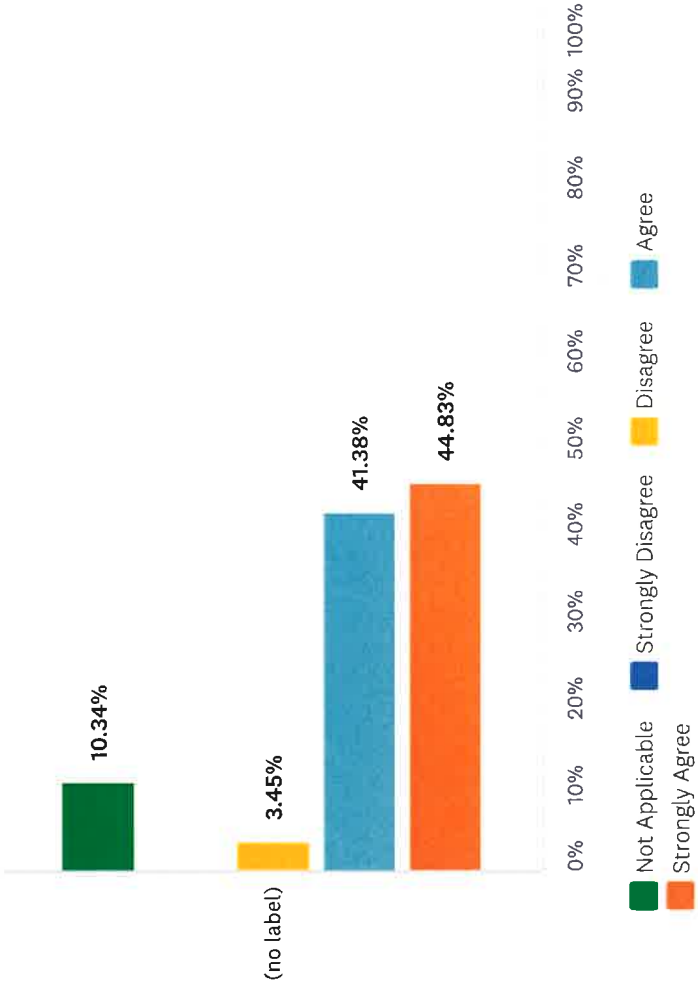


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Q23

I received a copy of a trifold brochure at Open House and/or at a parent conference. This brochure defines the Teacher/Student/Parent Compact the agreed upon responsibilities.

Answered: 29 Skipped: 1



NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label) 10.34% 3	0.00% 0	3.45% 1	41.38% 12	44.83% 13	29	3.10

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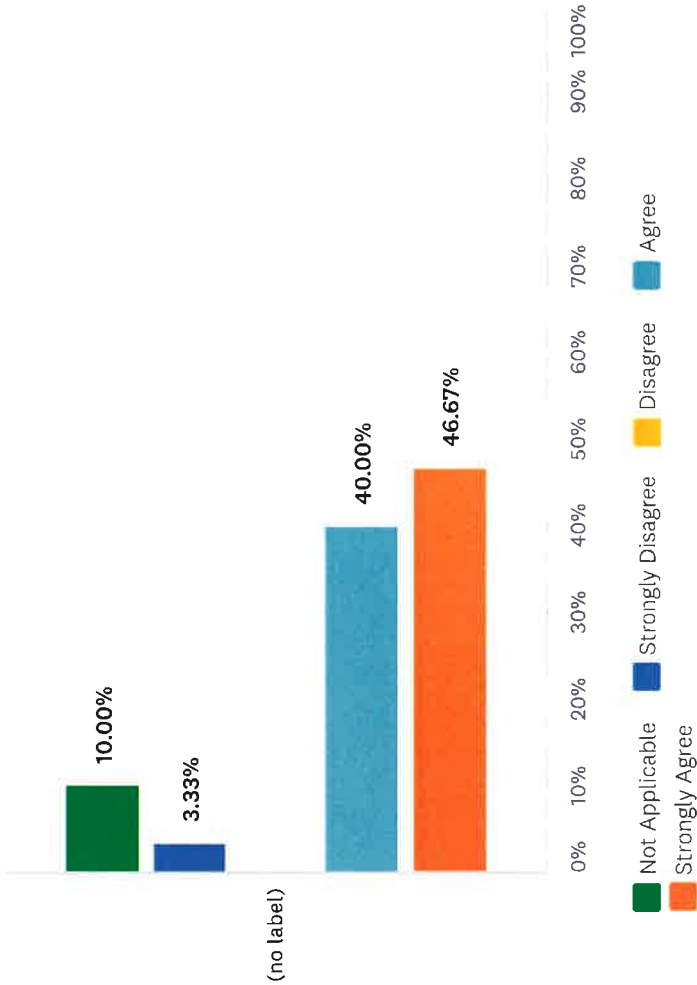
30 responses



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I received notification of my right to request information on the professional qualifications of my child's teacher earlier in the school year. (Parent Newsletter)

Answered: 30 Skipped: 0



	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	10.00% 3	3.33% 1	0.00% 0	40.00% 12	46.67% 14	30	3.10

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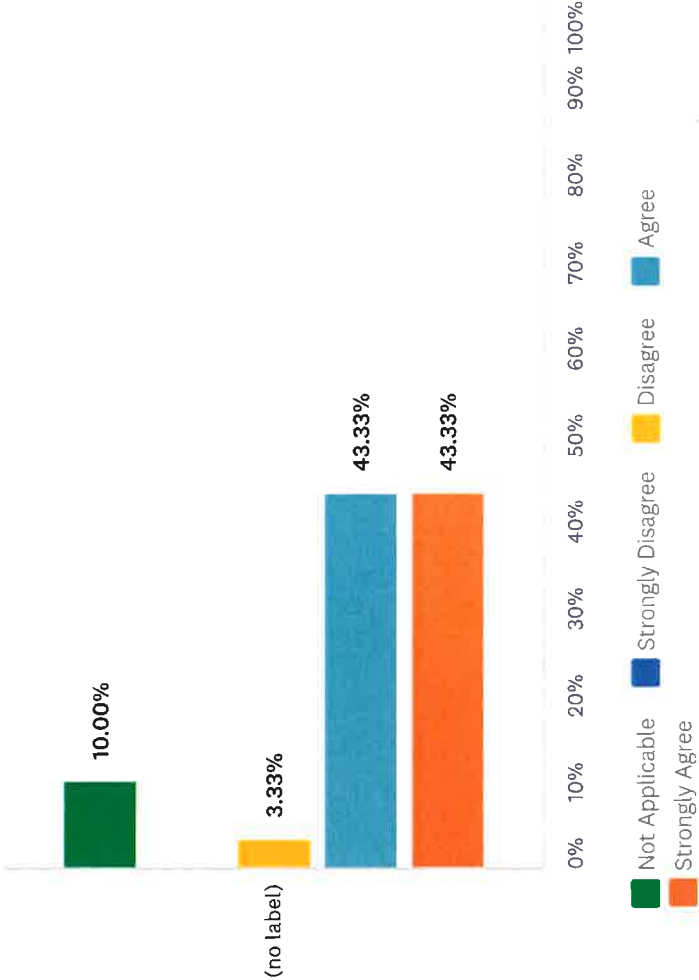
30 responses



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Answered: 30 Skipped: 0



	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	10.00% 3	0.00% 0	3.33% 1	43.33% 13	43.33% 13	30	3.10

Q26



Please provide any suggestions or input for the 2019-2020

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n/a

3/8/2019 1:56 AM

NA

3/7/2019 1:24 PM

NA

2/28/2019 2:10 AM

No homework for any grade level!!!!The children are at school long enough, and they definitely don't want to do homework when they get home. Homework will also sometimes cause arguments with the child. Which no parents want after their own long day.

2/27/2019 3:01 PM

Q27



Please provide any input on the Family Engagement funds for the 2019-2020 school year.

Answered: 11 Skipped: 19

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NA

3/7/2019 1:24 PM

NA

2/28/2019 2:10 AM

NA

2/26/2019 4:11 PM

Q28



What do you like best about our school?

Answered: 19 Skipped: 11

Administration makes it a priority to familiarize themselves with each student and establish a relationship with students and parents. The staff/administration/SRO are very easy to communicate with and take the time to address concerns immediately. There is a definite feeling of "family" in the school and that is comforting in a time when schools have become potentially dangerous places to leave our children.

2/26/2019 3:55 AM

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It reminds me of the elementary school I went to as a child, filled with teachers and staff that's care and engage with kids on all levels.

3/7/2019 1:08 PM

I like that the principle and assistant principle stay involved with the students.

Q29

What is one suggestion you would like to offer to improve our school?

Answered: 12 Skipped: 18

Lets start a program to address the items thrown in trash (unopened milk, juice, pudding, etc),

3/14/2019 2:40 PM

For the vice principal to have a smile on her face more often. She looks like she is an unhappy person

3/14/2019 1:38 AM

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3/8/2019 1:56 AM

NA

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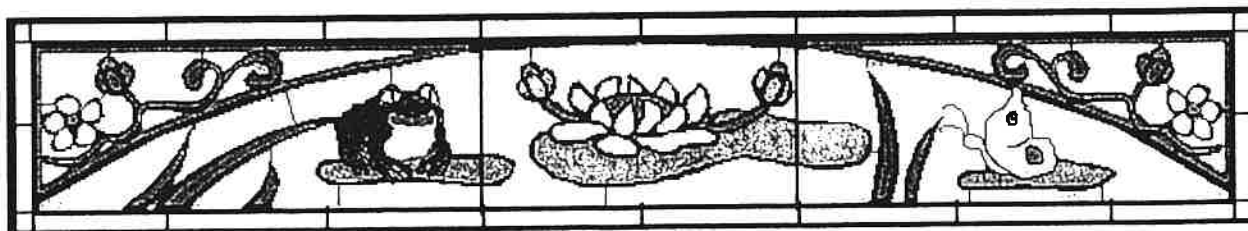
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30 responses



Floral City Elementary
Working Hand in Hand so All Students Succeed

Student-Parent-Teacher Compact

As part of our school-wide Title 1 Plan, we are required to have a signed "Student-Parent-Teacher Compact" on file for each student. With each child, parent, family, and staff member working together, we believe that our combined efforts will benefit all students as well as increase student achievement.

As a student, I will:

- Do my best
- Ask for help when I need it
- Follow the school and bus rules
- Accept responsibility for my choices and behaviors
- Respect the rights of others to learn without distraction and disruption

Student Signature: _____

Date: _____

As a parent, I will:

- See that my child attends school regularly and is on time
- Provide needed supplies and encourage my child to learn
- Provide a time and quiet place to study or read at home
- Maintain open communication with my child's teacher
- Review my child's work on a regular basis and provide feedback

Parent Signature: _____

Date: _____

As a teacher, I will:

- Provide a safe environment that promotes learning
- Enforce school and classroom rules fairly and consistently
- Maintain open lines of communication with students and parents

Teacher Signature: _____

Date: _____

The Bullfrog Motto:

"I'm proud to be a Bullfrog; respectful, responsible, and cooperative. I'm growing by leaps and bounds!"

SAC Agenda for Floral City Elementary School

Tuesday, May 7, 2019

1. Meeting Call to Order
2. Introduction & Welcome
3. Public Comments
4. Reading / Adoption of the Previous Meeting Minutes
5. Old Business
 - 2019-2020 Title I Budget Input and Review
 - 2019-2020 SAC Budget Input and Review
 - Title I Parent and Staff Survey Results
 - Title I School Compact Input and Review
 - Intent to Return
6. New Business
7. Reports
 - Student
 - Principal
 - Chair
 - Faculty
 - Community
 - Parents
 - District Representative – Mr. Mullen
 - School Board – Mr. Dodd
 - School Safety Committee (Deputy Andy Moore)
 - Wellness/Healthy Schools Committee (Mel Smith)
8. Summer Strategic Planning
 - July 9 7:00-12:00