

KATHLEEN ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Lana Tatom, 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)].

Lana M. Tatom

10-02-2015

Signature of Principal or Designee

Date Signed

Mission Statement

School Mission Statement (Optional)

Response: Learning for all, whatever it takes.

Parental Involvement Mission Statement (Optional)

Response: District and School-based Title I Parent Involvement Programs in Polk County will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day.

Parental Involvement Mission Statement (Optional)

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: SAC members are elected in September. Each member is elected by the stakeholder group he/she represents. We encourage as many parents and community members to join as possible. During a thorough review of the SIP draft, SAC team made activity recommendations that were added for final approval. Parent suggestions were documented in the SAC minutes, additional recommendations were obtained through discussions with parents on campus during volunteer events, and at DPAT meetings. Input was also requested on an evaluation/survey at a Student Success Event. The school committees and Title I resource teachers will develop parent workshops to assist parents with reading, writing, math and science. The parents on the SAC team and others responding to requests for input will make suggestions to aim PI funds toward providing support materials for parent workshops and communication. During upcoming meetings, the parents on the SAC team and others who respond to the invitation for input will specifically examine the results of the School Climate Perception Survey for Parents. Documentation will be stored in the TASK box and published to the SAC team in the minutes.

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 | VPK | Kathleen Elementary has a pre-k program on our campus. Throughout the school year, we reach out to these parents to involve them in any activities that would help them prepare their children for kindergarten. Support staff, administration and office staff hold Kindergarten Roundup for preschool parents every spring to register their children for kindergarten, visit the kindergarten classrooms, and receive information about things parents can do to prepare their children for kindergarten including a backpack with Kg reading and math skills activities. |
| 2 | Title I, Part A | The Title I Parent Involvement Facilitator, Math and ELA Coaches provide professional development for teachers in Reading, Math and Writing strategies and facilitate Parent Involvement Nights. Resource teachers develop and monitor the reading and math Extended Learning Program to provide after school tutoring to students not meeting standards. |
| 3 | Title III | Title I newsletter and notices will be provided in Spanish, translated by the ESOL para, and the ELL parent serves on the School Advisory Council. |
| 4 | Title X | Support staff and administration work together to provide training to the staff on homelessness in cooperation with the Hearth program. Administration and office staff stay in communication with homeless families and case workers at the Salvation Army and coordinate transportation to parent involvement events for parents of homeless students. |
| 5 | Title II | Staff members will participate in professional development such as Florida Standards training. |

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 | Develop Power Point with audio QuickTime Presentation on Title I | Principal - provided by Title I | September 02, 2015 | Copies of agenda, handouts, parent evaluation of event, parent survey |
| 2 | Develop and disseminate invitations to parents | Principal and teachers | September 02, 2015 | Flyer with date of dissemination/agenda stickers, |
| 3 | Develop sign-in sheets and scripts | Title I Liaison, Principal & teachers | September 07, 2015 | Sign-in sheets and scripts for individual classrooms. |
| 4 | Information is shared in the classrooms about the Compact, Student Curriculum and State Assessments. | Classroom Teachers | September 09, 2015 | parent evaluation of event, parent survey |
| 5 | Distribute Title I brochure and District Parent Involvement Policy | Title I Liaison, teachers | November 10, 2015 | Title I parent survey |
| 6 | Maintain Documentation | Title I Liaison | October 2015 | Online and physical TASK box |

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: All parent involvement meetings are offered as an evening event. Parents are notified of the evening event and are notified of a corresponding day time lunch event. Parents who do not come to the evening event have the opportunity to come during a lunch time the same week of the evening event and receive the same information and materials that were provided at the evening meeting. Any parents who are not able to come to either event will receive the same materials and a call from the teacher. A Spanish translator is available at all the activities.

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 | Reading (phonics) Zoo phonics Breakfast for Kindergarten parents | Administration, Title I Liaison, | Phonics program to improve | August 24, 2014 | FAIR testing results, parent evaluations |

| | | | | | |
|---|--|--|---|---|---|
| | | Resource Teachers | reading achievement | | |
| 2 | Grade Level Expectations, Florida & Next Generation SSS (Science only) Grade level assessments and testing standards, Title I overview-Annual Title I Meeting/Back to School Night | Administration, Teachers, Title I Liason | All academic areas | 9-9-15 (6-7pm), 9-10-15 (lunchtime) | Student test data - FAIR assessments, FSA, and SAT 10; parent evaluations |
| 3 | Reading Student Success Event | Teachers, Reading Coach | improve student reading achievement | 11-10-15(5:30-7pm); 11-19-15 | Student reading test data from FAIR, FSA, & SAT 10; parent evaluations |
| 4 | Student Success, Math-a-magic Night: Math-Calendar Activities, Vocabulary, Problem Solving, materials for practice at home Student Success Math Family Fun Night | Teachers, Math Resource Teacher | Improve student math achievement | 2-4-15 (5:30-7pm), 2-5-15 (lunchtime) | Student math data from on-going assessments, FSA math; parent evaluations |
| 5 | Science Family Fun: science vocabulary, materials for practice at home, art show and Kindergarten Roundup. | Teachers, leadership team | improve student science achievement, promote Kindergarten Readiness | 4-19-16 (5:30-7pm) 5-20-16 (lunchtime) | Student reading test data from Discovery, FSA & SAT 10; parent evaluations |
| 6 | Student Success and Awards: Young Author's Celebration Writing, Ideas for writing practice at home, student presentation of grade level writing, | Teachers, Title I Liaison | improve language arts achievement and parent involvement | 5-31-16 through 6-7-16 with awards assemblies | Student language arts data from on-going assessments, FSA Writing, parent evaluations |

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 | PLC's will be conducted to improve teacher - home relationships | Leadership team | Improvement in the ability of staff to work with parents will increase student achievement. | August-May | Parent survey, Conference logs, sign in sheets for PI events |
| 2 | PD will be provided for effective Parent Conferences | leadership team | Improvement in the communication of data and sharing of strategies between teachers and parents will increase student achievement. | 8-19-15; Grade level PLC days in October | Conference records from teachers/Title I survey |

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: Information about the PIRC is available in the office and at all parent meetings. School media center checkout is available August-May. Our media specialist will assist parents with checking-out books from the media center to use with their children at home. Also, parent self-help guides & community resource pamphlets will be available in the front office. Parent Involvement Notebook will be accessible in the main office.

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: Parents will receive information about the Annual Title I Meeting and all informational meetings in the school newsletter and student agenda, on the school website, via Messenger phone message, and by information flyers sent home. The School Parent Compact and School Parent Involvement Plan will be presented at the Annual Title I Meeting, on the school website, in student agendas, and at parent-teacher conferences. A description and explanation of the curriculum and the forms of academic assessment, and the proficiency levels that students must meet will be presented to parents at the Title I Annual Meeting and four other content specific parent meetings throughout the year. Parents are invited to join the School Advisory Council or PTO, or give written input through surveys or request meetings to participate in making decisions related to school improvement, Title I Parent Involvement, etc.

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: A Spanish translator attends all parent involvement activities to assist the parents of Hispanic children with limited English proficiency. A monthly newsletter is sent from the school and is provided in Spanish. The campus is equipped with ramps to make the buildings wheel chair accessible. Messenger (phone messages) will be used for parent involvement events as well as advanced notice by flyer and agenda stickers. An ELL para will assist Spanish speaking parents with parent-teacher conferences. Information will be provided about the PIRC at Sleepy Hill Elem. Surveys during each school event will provide parents an additional opportunity to have their wishes heard.

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 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Promoting PIRC Center at Sleepy Hill Elem. via newsletter, website | leadership team | Parental involvement increases student academic achievement. | ongoing |
| 2 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Local business person serves on SAC and assists at PI events. Community members including Rotary club member and local business leaders participate in Read-aloud Day. | Lana Tatom, Home School Committee members | SAC contributes to parent involvement, Read-aloud increases student interest in reading. | SAC meetings-ongoing; Community Read Aloud Day- 11.20.14 |

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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



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 | Boo Hoo Breakfast -KG readiness | 1 | 14 | Increased academic achievement in Kg |
| 2 | Title I Annual Parent Meeting / Test Success | 2 | 229 | Increased academic achievement |
| 3 | Pastries and Portraits-ELA | 1 | 152 | Increased achievement in Writing |
| 4 | Student Success Night-Math | 2 | 287 | Increased achievement in Math |
| 5 | Student Success Night-Science | 2 | 318 | Increased achievement in Science |
| 6 | Young Authors and Awards | 7 | 129 | Increased achievement in Writing |

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 | PLC 8-15-14 see TASK | 1 | 38 | Increased academic achievement all grades. |

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 | transportation-parents limited vehicle access. | Offer flexible times |

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 |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|

| | | |
|---|------------------------------|--|
| 1 | Effective Communication | For each family event, teachers document contact for every student. If there is no parent signature indicating physical attendance of the event, teachers document a phone call and conversation or at least 2 attempts to reach the parent by phone. If parents are not reachable by phone, teachers document the date of an email or written communication home. The goal of all communications is to share the capacity building information with the families. |
| 2 | Building Capacity of Parents | Every kindergarten parent receives a backpack with research based reading, math, and social skills activities to use for practice at home. |
| 3 | Effective Communication | Each grade level participates in academic performances organized by classroom teachers and hosted by the principal. Parents are invited to attend and watch a standards based performance involving their child and are able to meet with the teacher, providing opportunity to request conferences, or establish lines of communication. This is also capacity building as it informs the parents of the standards students are learning. |