

PONCE DE LEON ELEM. SCHOOL Title I, Part A Parental Involvement Plan

I, Anissa Locke, 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)

Response: The mission of the Parental Involvement Policy is to enable and encourage all parents to participate as informed partners with school personnel in implementing the Title I school and home programs in an effort to improve student academic achievement and school performance.

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: Ponce de Leon Elementary School agrees to implement the following statutory requirements:

Ponce de Leon Elementary School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, Ponce de Leon Elementary School will work to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Ponce de Leon Elementary School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If Parental Involvement Plan, is not satisfactory to the parents of participating children, Ponce de Leon Elementary School will submit any parent comments with the plan when the school submits the plan to the LEA.

Ponce de Leon Elementary School will involve the parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

Ponce de Leon Elementary School will be governed by the following statutory definition of parental involvement, and expects that Ponce de Leon Elementary School will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) the carrying out of other activities, such as those described in section 118 of the ESEA

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-K	We will help coordinate parental involvement activities with our on site Voluntary Pre-K. We will provide needed materials for communication to our VPK parents.
2	Headstart Program	We will continue to send a Kindergarten teacher to visit with the Headstart parents in the spring of each year. We will continue our Headstart student visitations during to our school during the spring of each year.
3	Even Start	We will continue our communication with Even Start coordinators giving assistance when needed.
4	Parent Guides	We will continue to send home Parent Guides in the fall of each school year. These guides give helpful information and tips to help parents work with their students at home.
5	Title I/WINGS Family Reading Night	We will provide training and information to our parents that will equip them with the strategies and tools necessary to help their children in ELA.
6	Title I/WINGS Family Math Night	We will provide training and information to our parents that will equip them with the strategies and tools necessary to help their children in Math.
7	Title I/WINGS Family Science Night	We will provide training and information to our parents that will equip them with the strategies and tools necessary to help their children in Science.

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	Schedule Meeting with District Title I Coordinator	Tonya McInnis/Penney Brooks	August 2015	copy of agenda
2	Announce Meeting to Parents	Penney Brooks	August 2015	copy of handouts
3	Gather Title I Handout Materials	Tonya McInnis/Penney Brooks	August 2015	copy of notes home / copy of Calendar of Events
4	Title I Family Night	Anissa Locke	August 20, 2015	date of meeting being set
5	Family Reading Night	Anissa Locke	September 15, 2015	Agenda/parent notice
6	Family Math Night	Anissa Locke	November 19, 2015	Agenda/Parent Notice
7	Family Science Night	Anissa Locke	February 11, 2016	Agenda/Parent Notice
8	Doughnuts with Dad	Leadership Team	November 13, 2015	Sign-in Sheets/Parent Note
9	Muffins with Mom	Leadership team	February 12, 2016	Sign-in Sheets/Parent Notice
10	Fall Festival	PDLE Faculty/Staff	September 18, 2015	Parent Notice
11	AR Recognition	Anissa Locke	May 12, 2016	Parent Notice

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: Meetings will be scheduled with as much flexibility as possible to meet the needs of our parents. Our school counselor/administration will make home visits with parents when the need arises. Accurate minutes of scheduled meetings will be kept in order to relay what was discussed with parents at a later date, if they are unable to attend the scheduled meeting. We will coordinate with Ponce de Leon High School's FCCLA chapter to provide child care when necessary as meetings are set.

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	Quarterly Parent Meetings to discuss school's academic needs	Tonya McInnis/Penney Brooks	Increased exposure	Quarterly 2015-2016	Increase in student achievement
2	Parent Teacher Conferences, materials and ideas will be provided to parents to help them work with students at home	Classroom Teacher / Guidance Counselor	Increased exposure	Quarterly 2015-2016	Increase in student achievement
3	Encourage reading and writing discussions among family members through classroom based activities/assignments	Penney Brooks/Classroom Teachers	Increased exposure	Weekly	Increase in student achievement
4	Encourage student progress and development in school	Parents/ Classroom Teachers	Better development of academic skills	Daily	Increase in student achievement
5	Establish and maintain a daily school-home routine	Parents/classroom Teacher	Organization increases	Daily	Increase in student achievement
6	Weekly communication of academic progress	Classroom Teacher	Awareness of academic needs	Weekly	Increase in student achievement
7	Involve parents in activities such as Book Fair	Gwen Zorn/Penney Brooks	Promote the importance of reading	2 times per year	Increase student achievement

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	Communicating and working with parents; Stressing value of parental involvement	Leadership Team	Improve the ability of staff to work with parents	September '15 June '16 As needed	End of year survey increase in Parental Involvement
2	Maintain a "consumer-friendly" school environment	Leadership Team	Improve communication and feeling of value	September '15-June '16 As needed	Parental Involvement --PTO, school activities, etc.

			among parents and faculty/staff		
3	Continue working towards having exemplary home-communication	Classroom Teacher/Leadership Team	Improve communication between parents and teachers	2015-2016 School Year	Improvement in communication methods--linked to student progress

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: Our school continues to house a Parent Resource Center in the library/media center. This center is set aside so that parents can access it in order to gather information they feel will help them as they work with their child/children. Parents are informed about this resource via our bi-weekly newsletter at least 3x per year. The school's guidance counselor refers parents to the center when they need additional strategies to help their children.

Information is also sent home by our media specialist regarding the parental resources offered through our district media center such as Math Magician. Information is also sent home regarding school-home resources such as Moby Max and Accelerated Reading (AR).

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: Title I programs are announced on the bi-weekly newsletter that is sent home to all parents.

During preschool/first week of school, teachers meet with parents to discuss the curriculum that our school uses along with the academic assessments that are used to monitor and measure our students' progress. During the first few weeks of school we host Title I Family Night in which the principal discusses plans and expectations for the school year as well as the importance of parental involvement. Also, the WINGS Coordinator discusses the WINGS program and its purpose as well as "how to enroll your child". Mid-term reports are sent out during the nine weeks to inform parents of how their children are progressing during each nine week period. At the conclusion of District

based assessments and STAR testing,(3-4 times per year)parents are given a report regarding their child's performance as well as suggestions on how they can continue to help their child at home.

All parents are invited to attend School Advisory Council meetings and PTO meetings throughout the school year. At both of these meetings decisions are made that affect our students educationally.

Any unsatisfactory comments made by parents will be included in the plan and will be made available to the local education agency.

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: All written communication will be sent home to parents in our students' native language(s) as documented by parents through student enrollment forms indicating that a language other than English is primarily spoken in the home.

Our guidance counselor will make home visits to ensure that parents with disabilities are given equal representation in meetings regarding their child.

The school's SPAR report, School Improvement Plan, and Parent Involvement Plan will be available in the front office for parents to access.

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	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	School Advisory Council Meetings	Penney Brooks	Improved Academic Achievement by all students	2015-2016 School Year
2	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	Parent Night	Penney Brooks	Improved Academic Achievement by all students	2015-2016 School Year

	that training [Section 1118(e)(7)]; and				
3	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	PTO Officer Training	DeAnn Brooks/Leadership Team	Improved Academic Achievement by all students	September 2015 As Needed
4	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)];	Home Visits	Elaine Bell	Improved Academic Achievement by all students	2015-2016 School Year
5	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Faculty Meetings	Anissa Locke	Improved Academic Achievement by all students	2015-2016 School Year
6	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	School Advisory Council Meetings	Penney Brooks	Improved Academic Achievement by all students	2015-2016 School Year

Upload Evidence of Input from Parents

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

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	Title I Family Night	1	60	Parental involvement will lead to increased student academic performance
2	PTO Meetings	3	25	Parental involvement will lead to increased student academic performance
3	School Advisory Meetings	4	9	Student academic achievement will improve
4	Book Fair	2	50	Student desire to read will impact academic achievement

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	Book Study (On-Going)	4	35	Increased student achievement as communication between
2	Faculty/Staff Meetings-- Parent Involvement	3	35	Parental involvement led to increased student academic performance

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	After School Functions	Work to schedule "other " functions at a different time

2	Family Health Issues	Offer more flexible dates
3	High School Functions that were scheduled at the same time	Coordinate meetings with the high school athletic director
4	Transportation for parents	Flexible Dates/Home Visits when needed

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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