

STARKE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Talitha Chestnut, 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)].

Talitha Chestnut

Oct. 7, 2016

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The mission of Starke Elementary's Parent Involvement Plan is to provide ongoing and meaningful opportunities for parents to actively partake in their child's education. We believe the relationship between home and school is crucial to the success of students and will work collaboratively with parents and the community to foster student growth and achievement.

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: Starke Elementary will notify parents of upcoming events through flyers sent home weekly in students' Tuesday folders, the school marquee, and social media. All parents were invited to attend the Annual Title I Meeting and were provided the opportunity to join the School Advisory Council (SAC), Parent involvement committee, and the PTO. Parent volunteers, with the administration and the parental involvement team, will discuss the PIP, Title I funds (including parent involvement and professional development funds), and review parent involvement activities. Meeting dates will be documented by use of agendas, minutes, and sign in sheets.

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	Public Preschool	Starke Elementary will coordinate with the Pre-K director to include all Pre-K parents in parent involvement activities held at the school.
2	Title I	Starke Elementary will plan Title I parent involvement activities to provide educational materials and support for parents to enrich the relationship between home and school and foster student success.
3	Title III	Starke Elementary will coordinate with Title III to provide an interpreter for students of other languages and provide appropriate communication with all parents in their native language.
4	IDEA	Starke Elementary will advise the parents of students with disabilities of their rights in their child's education focused on greater student achievement in terms of grades, attitudes, and behaviors. Parents will be encouraged to be involved in planning, problem solving, decision making, and IEP input during parent teacher conferences and family nights.
5	Title X	Starke Elementary will work with McKinney Vento Coordinator to provide social services, referrals, and funding for extracurricular activities for homeless and displaced students.

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	Set date for schoolwide Annual Title I Meeting	Talitha Chestnut, Principal	August 2016	School calendar
2	Advertise date of schoolwide Annual Title I Meeting	Talitha Chestnut, Principal	August 2016	Flyer, school marquee, social media post
3	Produce powerpoint with Title I Parent Involvement Information	Talitha Chestnut, Principal; Brett Beckett, Assistant	August 2016	Powerpoint presentation

		Principal		
4	Conduct schoolwide Annual Title I Meeting	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	August 8, 2016	Parent sign in sheet
5	Discuss parent involvement and compact	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	August 8, 2016	Minutes of meeting and signing of compacts

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: Starke Elementary will offer Title I meetings for parental involvement throughout the school year. Meeting times (morning, afternoon, and evening) will vary to accommodate the needs of parents and increase parental attendance. Childcare, translators, and transportation accommodations will be provided on an as needed basis to increase parent involvement. Meetings can also be conducted through various communication methods such as phone calls, emails, and home visits.

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	PIP and Parent Compact Planning and Review Meeting	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	Provide key stakeholders with an opportunity to assist in the development, review, and finalization of the school's Parental Involvement Plan, Budget, and Compact in order to increase the number of parents and volunteers in the school to assist the school in reaching its academic goals.	August 8, 2016	Parent participation sign-in sheet
2	Annual Title One Meeting	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	Educating parents about Title One	August 8, 2016	Parent participation sign-in sheets
3	Open House	Principal, Teachers, and Parents	Parent information given from classroom teachers to increase the parent/school relationship	August 8, 2016	Parent participation sign-in sheet
4	FSA Information Night	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal, and Teachers	Parent training and information on Florida State Assessments	February 2017	Parent participation sign-in sheets
5	K-2 Family Night	Talitha Chestnut, Principal; Brett	Parent training and information on state standards.	October 1, 2016	Parent participation

		Beckett, Assistant Principal, and Teacher			sign-in sheets
6	3-5 Parent Family Night	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal, and Teacher	Parent training and information on state standards	November 2016	Parent participation sign-in sheets
7	Donuts with Dad	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	Build positive relationships with parents to continue to support students at home with academics.	September 28, 2016	Parent participation sign-in sheets
8	Kindergarten Round Up	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	Provide pre-K parents with information regarding the standards of Kindergarten and strategies to use at home to help prepare students.	April 2017	Parent participation sign-in sheets

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 Meetings	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal; Aimee Thornton, CRT	Provide teachers with student data to communicate with parents through the progress monitoring process	September 2016 - June 2017	Increase in student achievement data and communication with parents
2	I-Ready Training	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	Provide teachers with student data to communicate with parents through the progress monitoring process	September 2016 - June 2017	Increase in student achievement data and communication with parents
3	Achieve Training	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	Provide teachers with student data to communicate with parents through the progress monitoring process	September 2016 - June 2017	Increase in student achievement data and communication with parents
4	TLC Meetings	Cassie Reddish, Tonya Boswell	Provide teachers with student data to communicate with parents through the progress monitoring process	September 2016 - June 2017	Increase in student achievement data and communication with parents

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: Coordination of Resources for Parents

Guidance will coordinate with teachers to provide resources and meet the needs of both

students and parents. Parents will also be encouraged to notify the classroom teacher, Curriculum Resource Teacher, or Guidance Counselor for support and materials needed to assist in the education of their children.

Effectiveness will be determined by the number of resources provided to parents and the end of year survey results.

Student agendas will be provided by Title I funds to all students to encourage and support parents in participating in their child's education. The agendas will be used to communicate daily behavior, student concerns, and classroom events. Documentation will include parent/teacher communication provided by the agendas throughout the year. Effectiveness will be determined by end of year survey results.

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: * To provide parents with timely information about Title I programs, Starke Elementary will hold an annual meeting for all parents to attend. This meeting will be held at the beginning of the year and will be advertised through school fliers, the school marquee, and social media. Information will be reviewed regarding Title I programs, school curriculum, and standardized assessments used to measure student progress.

In an effort to explain the curriculum the school will provide several academic based parent nights throughout the school year (reading, math, science). In addition to the interactive academic family nights, the school will conduct an annual FSA workshop in order to discuss the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet as well as overall growth.

* Starke Elementary will offer parents regular meetings to formulate suggestions in decisions related to the education of their child via parent/teacher conferences. Parent conferences will be held as requested by parents, teacher, counselors, or administrators. Parents will be notified through flyers, parent communication folders, and the school's marquee at least one week in advance. Copies of all the flyers, surveys, and teacher/parent feedback forms will be used for monitoring purposes.

* School climate surveys will provide parents with the opportunity to give input regarding their child's education and the school-wide program plan. Results of the survey are conveyed and reported at both the school level and district level. In addition, any parents

that are unsatisfied with school-wide programs are able to submit comments in writing to the administration.

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: School-wide parent involvement activities will be open and accessible to all parents. Parents with limited English proficiency, disabilities, and migratory children will receive accommodations (interpreter, announcements and information written in native language, physical accommodations, transportation, childcare) as needed for participation in parental activities. All translations will be provided by the district. Primary languages are Spanish and English. Parents will receive information in a format that is practical in presentation and content for understanding of all parents. Efforts will be made to host daytime as well as evening activities to accommodate parent's work schedules.

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	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)];	Meetings, workshops, Conferences will be held at flexible times: before, during, and after school, and evenings	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	Increased parent involvement and support at home to increase student achievement	August 2016 - June 2017
2	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Building relationships with previous community partners and new community partnerships	Talitha Chestnut, Principal; Brett Beckett, Assistant Principal	Community support strengthens all aspects of the school community and builds a strong foundation for student achievement and success	August 2016 - June 2017

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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

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 Annual Meeting	1	50	Increase student achievement by creating awareness on Title I Schools, the current school data, and implications for parent involvement.
2	Open House	1	300	Increase student achievement by providing parents with the grade level standards and expectations for the school year as well as strategies to support students at home.
3	3-5 Family Night - FSA, standards, curriculum	1	50	Increase student achievement by providing parents with the grade level standards and expectations for the school year as well as strategies to support students at home
4	Spring Title I Meeting	1	10	Increase student achievement by reviewing the school goals, parent-student compacts, and planning for the following year to support student achievement.
5	Kindergarten Round Up	1	75	Increase student achievement by providing Pre-K parents with information to help their child succeed in Kindergarten. Strategies to work on at home are provided.
6	Reading Winter Wonderland	1	350	Increase student achievement by providing Pre-K parents with information to help their child succeed in Kindergarten. Strategies to work on at home are provided.
7	Reading Under the Stars	1	250	Increase student achievement by providing Pre-K parents with information to help their child succeed in Kindergarten. Strategies to work on at home are provided.

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	Focus Training	1	38	Teachers will understand how to communicate with parents via the Focus program.

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	Parent Participation: Single parent families/ families with younger children (All subgroups)	Provide various times to accommodate schedules. Use Title I money to provide child care services as needed and refreshments.
2	Inability of some parents to provide resources to their children (Economically Disadvantaged)	Provide take home hands on activities and resources that are child and parent friendly.

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
-------	-----------------	-----------------------------
