

FUGUITT ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Kathi Bentley, 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 at Fugitt Elementary is preparing tomorrow's leaders today. The leadership model is grounded in our belief that building cooperative relationships and nurturing responsibility, kindness, and good judgment is the basis for creating a successful community of learners prepared for the 21st Century and beyond.

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.

Review Status: Adequate

Review Comments:

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: Fuguitt Elementary believes in involving parents in all aspects of its Title I programs. The SAC has the responsibility for developing and evaluating various school level plans. Parents will be given the opportunity to review the SIP and PIP and provide feedback. Parents will be provided the opportunity to complete surveys during the school year asking for input for activities, trainings, and materials they need to help their child. All parents involvement opportunities will be documented with sign-in sheets, agendas, and meeting minutes. In addition to SAC, Fuguitt will utilize other parent groups for input.

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: Adequate

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	Individuals with Disabilities Act (IDEA)	Supplemental Instructional support provided by Title I will be discussed with parents during the development of the student's IEP.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and

- Description of how the programs will be coordinated.

Review Status: Adequate

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	Develop agenda, survey, and presentation materials which address the required components	MTSS Coach	August 2015	Copies of agenda, PowerPoint presentation and survey
2	Advertise/publicize event	Principal, MTSS Coach	August 2015	ConnectEd message, School Marquee, Classroom signs, Parent Flyers, Agenda Stickers
3	Develop sign in sheets	MTSS Coach	August 2015	Sign-in Sheets for parent meeting
4	Maintain documentation	MTSS Coach	August 2015-June 2016	Title I electronic audit box

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: Adequate

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: Fuguitt Elementary values parental involvement. Measures are in place to assure parent meetings are scheduled on a flexible schedule. Fuguitt offers activities at varied times and dates to ensure an increase in parental involvement. Documentation and materials will be available to parents that cannot attend scheduled parent activities. A

computer station in the Media Center will be set up to provide access to any PowerPoint presentations used.

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: Adequate

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	Open House/Curriculum Night	MTSS Coach	Provides parents with resources and information to assist their child at home with homework assigned by the classroom teacher. This was a high demand item based on the data collected from the parent survey conducted at the Meet and Greet and first day packet in August	August 2015	Sign-in sheets; parent feedback; improved classroom performance
2	Parent - Teacher conferences	Guidance Counselor; Community Liason	This allows community connections for students and provides students with long term goal setting	August 2015- June 2016	Sign-in sheets; presentation schedule
3	Dissemination of Parent Portal Guide	Assistant Principal	Information provided on how to log-in and access the Parent Portal. This will allow parent access to student progress and identify performance gaps early to keep students on track academically.	August 2015- June 2016	Sign-in sheets, handout, number of parent Portal logins
4	Homework Help Parent Workshop	Classroom Teachers	Parents will be provided the oppportunity to meet with the classroom teachers to listen to a presentation on grade level specific: Florida Standards; Grade Level Expectations; Measuring Student Success; Definition of Proficiency; and overview of expectations; Fuguitt Compact	Fall 2015	Parent sign in sheets in individual classrooms; Parent packets distributed. Fuguitt Compact Signed. Parent evaluation post-workshop to provide feedback for future workshops.

5	Math Parent Workshop	MTSS Coach; Assistant Principal; Classroom Teachers	Students will work with their parents during fun math centered activities to apply math to real world situations.	Winter 2015	Parent sign-in sheets; notices in newsletters; Connect Ed message; stickers in agendaParent evaluation post-workshop to provide feedback for future workshops.
6	I Love Reading Workshop & Celebration	MTSS Coach; Assistant Principal; Media Specialist and Classroom Teachers	Students and parents will participate in reading activities on a rotation basis. Modeling of reading aloud/partner reading/choral reading/Thinkmarks will be provided to parents to better help them read effectively nightly with their child at home.	Spring 2016	Parent sign-in sheets; notices in newsletters; Connect Ed message; stickers in agendaParent evaluation post-workshop to provide feedback for future workshops.
7	Testing Parent Workshop	Classroom Teachers; Assistant Principal	Parents will be provided with an overview of the new FL Assessment. Tips for ways to help at home will be provided to parents. Test taking strategies will be reviewed.	Spring 2016	Parent sign-in sheets; notices in newsletters; Connect Ed message; stickers in agendaParent evaluation post-workshop to provide feedback for future workshops.

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: Adequate

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	Leader in Me Academy	Lighthouse Team; Assistant Principal	Students will continue to participate in the integration of the 7 Habits of Covey into all aspects of learning at Fuguitt. Students will maintain a Leader Notebook grades 1-5 throughout the school year. Teachers will participate in PLCs and attend Lighthouse team workshops to effectively use the notebooks in communicating with parents during parent teacher conferences.	August 2015-June 2016.	Notebooks for each student showcasing the 7 Habits of Covey, parent teacher conference sign in sheets/notes
2	Building Bridges	Assistant Principal	Teachers will participate in training "Building Bridges" that emphasizes the importance of making contact with parents for positive reasons on a regular basis. Teachers will be shown how to record parent communication in Focus.	August 2015-June 2016	Monthly data retrieved from the Data Warehouse and Focus; reduced number of referrals for discipline reasons; improved climate survey results.

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: Adequate

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: *Ensuring a family friendly school

*Providing a monthly school newsletter with information regarding school activities, school information, and parental involvement opportunities.

*Continuously updating the Title I area in the front office in order to provide current

information and resources for parents

*Ensuring effective communication by providing information in English and Spanish

*Encouraging teachers to help parents become more involved in ways that do not necessarily require the parent to come to the school

*Creating and maintaining school, classroom, and grade level websites

*Developing support systems for parents and families

*Providing training and opportunities for parent leadership and involvement

*Any session/meeting conducted will be documented with agendas, sign-in sheets, evaluations and presentation materials as appropriate.

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: Adequate

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: At the Annual Title I Parent Meeting in August, information was presented about the Title I program, curriculum, and academic assessments. Parents will learn about the school-wide programs, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Parents were invited to visit their child's classrooms and meet staff. During the classroom visits, teachers will provide information regarding the curriculum, assessments, and how parents can help at home. Teachers will maintain sign-in sheets and provide a copy to the Title I Coordinator for documentation in the Audit Box.

Fuguitt will continue to provide opportunities for parents to participate in school activities and events. Parents are encouraged to be involved with organizations such as SAC, PTA, PAC, and volunteer opportunities. Fuguitt also communicates with parents through: newsletters, phone calls, emails, parent-teacher conferences, progress reports, report cards, reasonable access to staff and classrooms, school website, Connect Ed recorded messages, school marquee, parent guides and other informational brochures.

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: Adequate

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: The Parent Involvement will be summarized and printed in English and Spanish and be provided to all parents. The PIP summary will outline the major components of the policy and will offer to provide a hard copy, in its entirety, upon request. The PIP will also be posted on Fuguitt's website.

Written communication will be provided in English and Spanish. Translators will be available when needed at parent meetings to ensure that parents are able to fully participate in parent meetings. If other languages are needed, the District's ESOL Department will be contacted to provide that service.

American Sign Language translation services will be provided if necessary.

All parents are invited to participate in school activities and programs. Fuguitt provides simple accessibility to the campus for all parents by following District guidelines. Events are held in campus areas that are easily accessible such as the café and Media Center. Volunteers are spread out to assist all parents and the use of pictures to direct limited English proficient parents are used. Parents with disabilities are assisted and provided access to campus areas through the use of an elevator and automatic doors.

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: Adequate

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	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)];	Classroom teachers, guidance counselors, School Social Workers, Rtl coaches and School Psychologist will communicate on a regular basis regarding students of concern. Parent conferences will be scheduled to encourage parent participation by using flexible times and communication methods. These may include: telephone conferences, video conferences, etc. Parents will be contacted prior to	Assistant Principal, Guidance Counselor, School Psychologist	Varied meeting times and locations will allow for an increase in parent involvement. By participating in meetings/conferences, parents will get a better understanding of academic strengths and weaknesses as well as behavior progress. Parents will be able to help the school identify needs with the school, home and community.	August 2015- June 2016

		scheduling conferences to assure convenience and maximum opportunity to participate.			
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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: Adequate

Review Comments:

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

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)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

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: Adequate

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)].

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

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

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	Annual Parent Meeting	1	36	Increased student achievement and parent participation.
2	Parent Workshop: Homework Help	1	20	Increased student achievement in reading and math.
3	Parent Workshop: Math Focus	1	10	Increased student achievement in math.
4	Parent Workshop: I Love Reading	1	62	Increased student achievement in reading.

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: Adequate

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	Leader in Me Academy	12	53	Increased student achievement through students and parents understanding the value of leadership habits and the impact on student achievement.
2	Building Bridges	9	50	Increase student achievement by connecting parents to the school in a positive manner. Communication occurred via email, phone call, in person and written notes in the agendas.
3	Family Friendly Schools	2	47	Increase in parent participation and feeling connected/welcomed to the school will increase student achievement with parental involvement/support.

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: Adequate

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	Low attendance of African American parents at school functions/workshops	Increase accessibility by varying the times and locations of functions. Possible proximity improvement to a neighborhood recreation center.
2	Low attendance of participants to Annual Meeting	Scheduled Title I Annual Meeting with Open House and created a video file of Title I information to broadcast in all classrooms during teacher presentations.

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: Adequate

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:

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