

## CHIEFLAND ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

### Mission Statement

Parental Involvement Mission Statement (Optional)

**Response:** At Chiefland Elementary School the staff, parents, and community work together to ensure the success of all students while cultivating their dreams for tomorrow."

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### 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:** In the beginning of the year, after review of the School Advisory Council(SAC) membership needs, invitations and information regarding the SAC and its objectives will be disseminated. The SAC will be actively involved in the planning, review, and improvement of the school parental involvement policy and the school wide program plan which includes feedback from parents regarding documents such as school mission statement, school improvement plan, Title I allocations and school compact. Parents are selected based on input from teachers and current SAC members and based on our specific membership needs. Once their name has been brought before SAC, they are called to inquire as to their willingness to serve on SAC before being put on a ballot. Parents and community members vote on parent/community members at a large school function, such as Open House, Holiday Concerts, etc. This way we can reach the largest number of parents possible without duplicating ballots. School representatives are voted on by the staff using a sign-in sheet for a ballot and a locked box to place the ballot in after voting. Our membership must be comprised of at least 51% parents and community members.

Parental involvement is documented by the secretary at the SAC meeting. Special notes are to be made on the minutes as to the name of the parent/community member who contributed and the specific comment or input that was made.

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### 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	Head Start	The school supports a Head Start program providing space and services. (Vernesia McMinns)
2	Nutrition Programs	The District provides a Wellness Plan that guides the school in developing their Wellness Plan. (Brenda Rolfe)
3	Title X- Homeless	District Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. (Guidance Counselor: M. Barron; Social Worker)

4	Title III	Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
5	Title II	District receives supplemental funds for improving basic education programs. Professional Development services for teachers and administration. (District office staff, CES Administration, Michelle Barron and Robert Perez)
6	Title I, Part C-Migrant	Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. (Serviced received from Alachua County)
7	Title I, Part A	Services are provided to ensure students requiring additional remediation are assisted through after-school programs.(CES Tutoring: Amy Webber) The school ensures that the use of Title I, Part A funds are used in school wide programs for the benefit of all students and subgroups. School based progress monitoring data is also reviewed to identify needs. The school uses the Comprehensive Needs Assessment process in the spring to determine the needs and budget for the upcoming year. After FCAT and FSA scores come in the administration and staff review the decisions made in the spring to determine what if any changes need to be made to assist students academic achievement. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

## 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, handouts, and/or presentation materials that address the required components	Admin: Lacy Redd/ Principal	August/September	copies of agenda, presentation materials, handouts, etc. (actual effectiveness will result in an increase in student achievement)
2	develop and disseminate invitations	Administration Team	August/September	copy of invitation with date of dissemination, post on website. (actual effectiveness will result in an increase in student achievement)
3	advertise event	Administration Team	August/September	website, Facebook, school marquee, newspaper (actual effectiveness will result in an increase in student achievement)
4	develop sign in sheets	Administration Team	August/September	sign in sheets (actual effectiveness will result in an increase in student achievement)
5	maintain documentation	Administration Team	August/September	file cabinet (actual effectiveness will result in an increase in student achievement)
6	Host Title I Information Night	Administration Team	August/September	copies of agenda and sign in sheets

## 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:** The school will hold Parent Conference Nights to meet with parents on October 3rd, 2016 and the week of March 6th, 2017. The meetings can be scheduled at the parent's convenience: before school, during teacher's planning/break time, after school, or evenings. Conferences can also be conducted by phone. The staff responsible for these meetings will be the administration, classroom teachers, reading coach, intervention specialist, and guidance counselors. Notification will be made over the Priority Phone System. Information pamphlets and letters for FSA, MTSS, and District-generated assessments will be set aside for parents who were not at the first Title I meeting of the year. Teachers will review with parents their child's progress in math, reading, and writing during the conference night, plus include information about Skyward. Success will be measured as teachers document parent attendance through sign-in sheets and evaluation sheets of the events.

A variety of afternoon and evening parent involvement opportunities will be provided throughout the school year with alternate locations being explored:

- \* Afternoon and/or evening programs will be held monthly to promote academics (Community Nights, Parent-Teacher Conferences, Volunteer Program, PTO meetings/events, SAC meetings)
- \* Transportation will be provided to parents for the above activities as possible.

In addition the following Flexible Parent Meetings have been scheduled for the 2016-2017 school year:

- \*Skyward Training for Parents
- \*Parent Make and Take
- \*FSA Parent Training

New for the 16-17 school year, we will offer these meetings as "coffees" where parents come in on their way to work for coffee and a light breakfast while we review the training material. Parents will have the option of coming in after school or making an appointment at their convenience.

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## 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
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1	Title I Meeting/Open House/ Dissemination of information to parents to aid in understanding state and local assessments and how to help their child at home.	Admin: L. Redd, A. Haldeman M. Homan-Title I Coord, Classroom Teachers, Reading Coach: A. Webber	With assistance from parents, students will improve state and local assessments.	August 9th & August 16, 2016	Teachers will document attendance through sign-in sheets.
2	Parent Conference Night. Provide parents with assessment score sheets, explaining how to interpret them and their usefulness in helping their child at home.	Classroom Teachers	With assistance from parents, students will improve scores on the district and state assessments.	October 2016 and March 2017	Sign-in sheets and evaluations of event.
3	Community Nights/ Make & Take Nights. Dissemination of information to parents to aid in understanding state standards and their implications in the classroom.	Admin: L. Redd, A. Haldeman & K. Gore, Classroom Teachers, Reading Coach: A. Webber	To assist the parent with tools for home to improve reading assessments.	One per semester, 2016-2017 school year	Sign-in sheets and evaluations of event.
4	Florida Standards Assessment Training/ Dissemination of information to parents to aid in understanding the Florida Standards Assessment and how to help their child prepare at home.	Admin: L. Redd, Guidance Counselor Michelle Barron	The parent will learn strategies to implement at home to assist the student with test taking techniques to improve Florida Standards Assessment scores.	Week of February 27th, 2017	Sign-in sheets and evaluations of event.
5	Communicating with your child about bullying.	Michelle Barron	The parent will learn strategies to communicate with their child about current bullying issues, to improve social and academic performance.	Fall 2016	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	Being a Parent Friendly School	Lacy Redd, Principal	Staff will receive information on strategies to communicate with parents including Remind, which will help parents become more involved in their child's education and therefore increasing achievement.	August 2016	Teacher sign-in sheets and surveymonkey responses on implementation.

## 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:** -Community Nights scheduled quarterly (Clayton Allen)

-Skyward training for parent use at home (see flexible schedule for dates and times)(Michelle Barron, Avie Fisher)

-Parent workshops

-District Title 1 Parent/Teacher Resource Lab- available daily to parents

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## 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:** The school will conduct the following activities to provide parents information:

\*Title I Meeting

\*Open House

\*Florida Standards Assessment Night

\*Parent/Teacher Conference Nights

\*IEP Meetings

\*MTSS Parent Meetings

\*Drumbeat

\*CES Website <http://chiefes.levyschools.org/r/home>

\*Robo Calls Home to Parents

\*Facebook page for CES listing events and information

Staff responsible for these activities include the administration, classroom teachers, RTI Teacher, Reading Coach, Guidance Counselors, and ESE personnel. The timeline for implementation is primarily August/September 2015, with additional meetings upon parent request.

Steps for communicating with parents include:

1. Invitations will be sent home for grade level meetings in the evenings. Notifications will also be placed in the newspaper announcing date & time. The Phone Priority System will be used to remind parents of the upcoming meeting.
2. Open House will begin with a general session to review the school's AYP status and use of Title I dollars for the current school year.
3. Information packets, and/or letters for FSA, FAIR, and District-generated assessments will be prepared for parent distribution.
4. Teachers will also disseminate information at Parent/Teacher Conference Nights that are specific to their grade level and class.
5. The information is also included in the PIP Summary.
6. Parent/Teacher conferences will be held as needed or requested by either party.
7. Teachers will use planners, take-home folders, email, and/or phone calls to facilitate 2-way communication with parents.

Evaluating success of the activities will occur as follows:

1. Teachers will document attendance through sign-in sheets and evaluation of the events.
2. Follow-up letters will be sent to those not able to attend with some of the information they missed at the meetings.
3. Preparation and distribution of Parental Involvement Policy summary.
4. Preparation and distribution of Parent Survey for parent input regarding communication.

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## 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 school will translate school documents, including this Parental Involvement Policy, and teacher class letters into the language the parent understands, primarily Spanish. The ESOL ESP aide will elicit concerns from ESOL parents that will add to the development of this document and the policies therein.

The ESOL ESP aide will be responsible for the translations. The timeline will be ongoing and as needed.

Steps to follow for implementation include:

1. All schoolwide and classroom documents needed by parents who speak in a language other than English will be translated by the ESOL ESP aide or the district office translator.
2. The district will make all district-level documents sent to parents in a language they will understand.

The success of these activities will be measured as documents are translated and sent home by observing ESOL parent attendance at school functions.

Another activity is the creation of an Acronyms & Terminology Chart to be sent home with students. Administration, classroom teachers, and the Reading Coach are responsible for this activity. This document will be reviewed and updated each school year before being sent home at the start of the school year. Documents will be periodically sent home and will include terminology charts as it applies to document or subject content. Success will be measured by evidence of terminology charts created and given to parents and the reduction of parent questions and 'uninformed/negative' responses on the yearly parent survey.

The school will ensure parents with disabilities have access to parental involvement activities by using handicap-accessible rooms, microphones, and large screens for Powerpoint presentations.

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## 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:  
 Not Applicable

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## Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.  
[Uploaded Document](#)

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## 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](#)

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## 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](#)

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## 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	Skyward Training to assist parents with access to student account for academic information.	1	20	To assist parent with up to date academic information for their student and to assist at home with assignments to improve student overall performance.
2	FSA Training/ Dissemination of information to parents to aid in understanding the Florida Writes	2	10	The parent will learn strategies to implement at home to assist the student with test taking techniques to improve FCAT scores.
3	Parent Conference Night. Provide parents with student academic progress and info to help at home.	2	100	With assistance from parents, students will improve scores on the LIA and FAIR assessments.
4	Title I Meeting/Open House. Dissemination of information to parents to assist in education needs.	1	400	With assistance from parents, students will improve classroom performance and on state and local assessments.

### 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	Implementing Students with Disabilities Accommodations in the classroom for teachers and staff..	1	50	Improve students with disabilities classroom grades, assessment scores and overall ability academically.
2	Communication Strategies for Teachers and Staff to improve the communication between home and school	1	50	To assist student with academic needs at home and school with continued communication with the parent and/or guardian to improve student academics.

### 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	Dates/ Times of Activities	Survey parents for the most convenient time for activities.
2	Notification of Meetings from School to Home	Increase number of & types of notices going home (i.e. robo calls, flyers)
3	Transportation	Contact with parent with transportation concerns by way of robo call or flyer home. Contact with the social worker to assist with transportation.

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### 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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