

SCHOOL Title I, Part A Parental Involvement Plan

I, Sean Furniss, 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: While educating the whole child, in conjunction with parents, we at Rock Crusher Elementary School strive to assist our children in becoming lifelong learners, unique individuals, and people who make a difference.

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.

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: At the end of the 2018/2019 school year, Rock Crusher provided a parent survey to all parents in the school. This survey provided parents with the opportunity to express their likes as well as their concerns for Rock Crusher and its students. The results of this survey impacts Rock Crusher's Title 1 Parent Involvement Plan. It determines events and activities that Rock Crusher hosts to involve parents in their child's education. These results are documented and discussed with the administrative team to determine best practices for parent involvement.

Rock Crusher Elementary SAEC is an essential component to the planning and involvement of Title 1 programs. SAEC members are voted on annually (open positions) and participate in 4 meetings throughout the school year. These meetings involve parents voting on SAEC budget funds, Title 1 compacts, and calendars. It also keeps parents knowledgeable of daily school functions.

Other venues Rock Crusher has in place to keep parents informed and involved include:

School website, Facebook page, monthly newsletter, School Messenger (our phone message service), Title 1 parent involvement activities (Bedtime Story, Donuts for Dads, Science Night, Fall Fest, Book Fair/Curriculum Night, Grade Level Parent Nights, Open House, Comprehensive Read-At-Home Plan, and Parent Conference Days).

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:

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	Title 1 Part C	Our migrant students receive services to help them achieve their academic potential.
2	Title 111	TOSA and ESOL contact provide relevant information to parents.
3	Title 1	Kindergarten Round-Up is offered every spring for incoming kindergarten students. We give school tours, school bus tours, and help with registration, and medical paperwork.
4	Title 1	Title 1 staff members give an overview of Title 1 at the first SAEC meeting of the year. SAEC meetings are open to the entire school so all parents are invited. Every newsletter includes Title 1 information to help parents work with their children at home. We utilize school messenger to inform parents about events and activates taking place at school. The school website is updated monthly to keep parents aware of school activities, as well as the School Improvement Plan, our school Facebook page, and other resources. We also use student agendas and our school's digital (LED) sign to inform parents of upcoming activates at school.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status:

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	SAEC Meeting /Title I Annual Meeting	Title 1 Staff	Sept.	Attendance and end of year parent survey.
2	School Messenger utilized for school activities and absenteeism	Data Secretary/Guidance Secretary	Daily	Absentee reports and attendance at school functions
3	School Website	Principal	Monthly	Website traffic logs
4	Read Me a Bedtime Story	Title 1 Staff	February	Parent sign in sheets/check-out tickets
5	Rock Crusher Newsletter	Title 1 Staff	Monthly	Monthly Newsletters/Title 1 Section

6	Science Night	Title 1 Staff	November	Parent sign in sheets/check-out tickets
7	Bi Annual Meeting/Updated	Principal	Sept./March	Parent sign in sheets
8	Reminders in student agendas, morning show announcements, school messenger, newsletters, Facebook	Title 1, principal, asst. principal, classroom teachers	Month, week, day prior to event	Attendance
9	Twitter social media	Megan Spelich	Several days prior to event	Attendance

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:

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: Parent Conferences are scheduled by classroom teachers on the Parent Conference Days on October 2, 2019. Parents are given multiple times to choose from when scheduling. Parents who cannot come on the appointed day are also accommodated on another day at a time convenient for them. Students are encouraged to come with their parents so they may have input in their academic success.

Rock Crusher Elementary will offer meetings to parents on a variety of nights. Parent School Survey Meeting indicated that meetings would be best held between 6:00 pm and 7:00 pm. Parents continued to indicate that Tuesdays and Thursdays were the best evenings for activities. This information will be communicated to the staff to ensure that we offer meetings to fit the needs of parents. Meetings and activities offered at Rock Crusher encourage students to attend so that parents are not in need of child care. If child care is needed to attend informative meetings, Rock Crusher will be happy to provide it.

If parents are unable to find transportation to school for parent conference meetings, teachers will make home visits as well as send out a social worker to help parents who are in need.

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:**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	Science Fair Night	Title 1 Staff	Increase Science Awareness	Nov. 2019	Science FCAT
2	Parent Involvement Day	RCE staff	Family Involvement increases student achievement	Nov. 2019	Parent signature logs
3	Read Me a Bedtime Story	Title 1 Staff	Increase reading interest	Feb. 2019	Parent sign in sheets/check-out tickets
4	PTO events	PTO committee	Family involvement helps to foster strong school-parent relationships, which in turn promotes academic achievement.	Monthly	Attendance sheets and parent survey
5	Problem Solving Team Meetings	TOSA/Guidance Counselor/Classroom Teacher	Parents continue to have the opportunity to be involved in the development of their child's PMP (Progress Monitoring Plan).	At least once per year depending on student progress	Student Performance
6	SAEC meetings	Principal/Asst. Principal	Provides parents input into daily school activities and allows them to make suggestions for student's educational needs.	4 times yearly	Parent attendance

7	Parent Conference Day	Classroom Teacher	Parents will learn how to improve academics through discussions about their children. Data will be provided for parents so they know exactly how their child is performing.	Oct. 6th, 2019	Increased student academic achievement
8	Doughnuts for Dads	Principal/Asst. Principal	Parental involvement increases student achievement	Sept. 25 th , 2019	Parent attendance
9	2 nd Grade Wax Museum	2 nd grade teachers	Parental involvement increases student achievement	Jan.-Feb. 2020	Parent attendance

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:

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	Staff Meetings	Principal/Asst. Principal	Increase staff knowledge on Parent Involvement	monthly	Student achievement
2	PST Meetings	TOSA/Guidance Counselor /Classroom Teacher, Title 1 teacher	Increasing parent participation increases teacher/parent relationships which fosters increased student achievement.	Weekly or as needed	Student Achievement
3	Volunteer/Mentor Program	Pam Burns	Increased volunteer/mentor help increases student achievement	Ongoing	Student achievement

4	Grade Level meetings	Principal	Increase staff knowledge	weekly	Student achievement
5					

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:

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: PTO Events and Activities: Parents are invited to participate in various school activities throughout the year including: Fall Festival, Thanksgiving Parent Involvement Day, Cookies with Santa, Read Me a Bedtime Story, Science Night, Curriculum Night and Book Fair, Third Grade Parent Night, Read-At-Home Plan. Persons Responsible (Teachers, Title I, PTO, Administration) Third Grade Parent Night, Read-At-Home Plan.

School Messenger: Parents are made aware of school activities and information via pre-recorded phone messages. Persons Responsible (Data Secretary, Guidance Counselor, Administration)

Volunteers: Recruit, train by county, assign to class. Persons Responsible (Pam Burns)

Title 1 newsletters: Newsletters are placed on our CCSB folder for all teachers to access and print for students to take home.

Problem Solving Team Meetings: Parents are given notice as to time and date of meeting. Parents are encouraged to attend. Persons Responsible (Cindy Myers, Jen Kreuzsch, Classroom Teacher, Title 1 Teachers)

School Website: Keeps parents aware of school events, teacher e-mail, helpful website links, district calendar, school lunch, Parent Involvement Plan, School Improvement Plan and AR books.

Rock Crusher Facebook Page: Daily school information.

School Facebook page keeps families informed of weekly activities and reminders- (person responsible, Jackie Dillersberger)

Student planners have reminders of upcoming events and activities the day of and before each event.

Check-out tickets after Parent Involvement activities to receive parent feedback. (persons responsible, Title 1 Teachers)

School Website: Parent Links and information for parents to stay up-to-date on school activities and resources. (person responsible, Jamie Mays)

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:

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: Rock Crusher Elementary will send home a tri-fold pamphlet as well as monthly newsletters to explain Title 1 programs, school curriculum, parent-student activities, academic tips, and assessments used to measure progress. Student Progression Plan booklets (provided by the district) will address proficiency levels. Conference Day in October will provide parents with opportunities for discussion, and strategies shared to provide parents with ideas to

work with students at home. Parents are encouraged to schedule a conference with their child's teacher at any time for any concern they may have. The administrative staff often attends parent conferences to address any special need situations. Parents will be invited to attend IEP meetings, as well as PMP conferences. Rock Crusher also provides updated information on its school website. The website includes the PIP, SIP, calendar and directs links to e-mail any staff member.

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:

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: Our ESOL liaison will be invited to attend conferences of Spanish speaking students. To meet the needs of all parents (including those who may not be literate, those with disabilities, non- English speaking) communications will be sent through School Messenger telephone messages, emails, teacher communication, as well as on our website, Rock Crusher Elementary is Handicapped Accessible.

"Go Math" and "Reading Street" "LAFS/MAFS" materials are translated into Spanish for those parents who need it.

If a parent has difficulty understanding information provided to them, Rock Crusher will make every effort to provide assistance in the translation of or understanding of any information sent home, unless clearly not feasible.

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:

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	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 that training [Section 1118(e)(7)]; and	Curriculum Nights	Administration	Increased parent knowledge of student curriculum and standards	September, and April
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Volunteer and Mentor Trainings	Volunteer Coordinator	Increased parent involvement increases student's emotional and academic achievement	As needed throughout the year
3	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	Parent participation is encouraged by scheduling meetings and activities when it is most convenient for the parents: phone conferences and in-home visits are made available if needed	Entire Staff	Increased parent involvement increases student achievement	As needed throughout the year

	school [Section 1118(e)(10)];				
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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:

Review Comments:

Upload Evidence of Input from Parents

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

Review Rubric:

Review Status:

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)].

Provide electronic version of the Parent-School Compact in monitoring folders.

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:

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)].

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

Review Rubric:

Review Status:

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	Parent Conference Days	2	800	Parents will learn how to improve academics through discussions about their children. Data will be provided for parents so they know exactly how their child is performing.
2	SAEC Meetings	4	20	Provides parents input into daily school activities and allows them to make suggestions for student's educational needs.
3	Problem Solving Team Meetings	50	15	Parents can be involved in the development of their child's PMP (Progress Monitoring Plan)
4	PTO Events	4	3000	Family involvement helps to foster strong school-parent relationships, which in turn promotes academic achievement.
5	Read Me a Bedtime Story	1	300	Increasing reading interest and school/family relationships
6	Science Night	1	350	Increasing Science Awareness and school/family relationships
7	Parent Involvement Day	1	600	Family involvement increases student achievement and fosters school/family relationships

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:

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	Weekly Newsletter to Teachers	35	100	Increase staff knowledge on ways to build better teacher/parent relationships and help increase student achievement

2	Staff Meetings	15	70	Increase staff knowledge on Parent Involvement
3	PST Meetings	50	15	Increasing parent participation increases teacher/parent relationships which fosters increased student achievement.
4	Volunteer/Mentor Program	3	50	Increased volunteer/mentor involvement effects student achievement

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:

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	Parents working	Accommodate Parents working schedule
2	Accommodate Parents working schedule	Offer Transportation if feasible
3	Outside sports activities	Have meetings and activities around sporting events when possible

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:

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:
