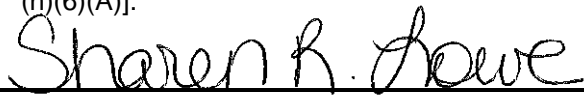


SCHOOL Title I, Part A Parental Involvement Plan

I, Sharen Lowe, 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

- i 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;
- i 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)];
- i 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)];
- i 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)];
- i 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)];
- i 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)];
- i 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)];
- 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
- i 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)].



08/21/19

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response:

We, the students, staff, parents, and community members of Citrus Springs Elementary School will provide a learner-centered environment where students are given a well-rounded foundation of knowledge, on a safe campus. By working together, our students will become literate, productive, and successful citizens of a global community. We will strive to maintain each child's right to learn through appropriate learning experiences, sound discipline policies and a respect for self and others. We pledge to communicate to parents and involve them in this process.

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:

- i Explanation of the purpose of the parental involvement program;
- i Description of what will be done; and
- i 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:

Citrus Springs of Elementary will continue to use a variety of communication methods to keep parents informed and ask for their involvement in making decisions for CSE. Parents are kept informed through:

- i An annual Title 1 Curriculum/Family night with informational sessions where parents are provided an overview of Title 1 and the importance of parental comments, concerns, and suggestions regarding Title 1 decisions
- i Annual student, staff, and parent surveys inquiring about ideas and concerns regarding Title 1
- i Monthly school newsletters that contain information about Title 1, the School Advisory Council, and PTO
- i Regular SchoolMessenger phone calls and emails to keep families informed about upcoming events
- i Daily planners, folders, and/or binders for students in all grade levels which provide information on classwork and homework.
- i Information regarding school events and Title 1 is posted on the school website to increase parent awareness
- i School Improvement Plan strategic planning meetings for parents and staff to participate in decision making and planning
- i CSE's School Advisory Council is responsible for assisting with the planning of the Title 1 programs and activities. SAC also reviews and offers suggestions for improvement for future activities. SAC members are voted on to the council each year and participate in five meetings throughout the school year where parents and community members give input and are given opportunities to share and discuss their thoughts.
- i The district has provided all elementary schools with an early release day in October to allow teachers for teachers to have additional time to meet with parents or hold student-led conferences

Review Rubric:

Strong responses include:

- i Identification of the group responsible for the development, implementation and evaluation of the plans;
- i Description of the procedures for selecting members of the group;
- i Explanation of how the input from parents will be documented; and
- i Description of the process and involvement of parents in the development of required plans; and
- i 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	Voluntary Pre-K	All elementary Title 1 schools have an extended VPK program. Students attend for a full day.
2	Title 1	Administration provides parents with an overview of Title 1 through a brochure, school newsletters, and Title 1 Night Family Events in the fall and spring. Classroom teachers and Title 1 interventionists also provide parents with resources and strategies to help their child at home through the Open House event, conferences, newsletters, phone calls, and Problem Solving Team meetings.
3	Title II (TEC)	Various teachers on staff attend trainings/conferences targeting topics like Trauma Informed Schools, Reducing Oppositional Behavior in the Classroom, and Multi-Sensory Approaches to Teaching Reading. The staff members who attend learn and share with their colleagues effective strategies for the classroom, as well as, strategies that parents can use at home with their students. These effective strategies/techniques are shared with parents at parent-teacher conferences, in newsletters, and after-school events.

Review Rubric:

Strong responses include:

- i Identification of the specific federal programs; and
- i 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	SAC Meeting held to explain Title 1 services	Principal, Assistant Principal	September 2019	Attendance Roster, Parent Survey Results, and verbal feedback
2	Title 1 Family Night to share Title 1 services, Florida Standards, and supplemental services	Principal, Assistant Principal	November 2019 and April 2020	Attendance Roster, Parent Survey Results, and verbal feedback

3	School Improvement Plan: Development meeting to create a new plan based on data	Principal, Assistant Principal	July 2019	Attendance Roster
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Review Rubric:

Strong responses include:

- i Identification of specific activities or tasks;
- i Identification of the person(s) responsible for completing the task;
- i Reasonable and realistic timelines; and
- i 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:

Citrus Springs Elementary, (CSE) conducts a survey each Spring, asking for parent, student, and staff input on how we can continue to improve communication and participation at CSE. By using effective promotional strategies such as School Messenger email, daily communication in school planner, monthly school newsletters, and class DOJO, parents are provided with information on upcoming meetings, events and student activities. According to the 2019 parent survey results, 84% of parents stated that they were aware that they could participate in the making of the School Improvement Plan, (PIP). 97% of parents agreed/strongly agreed that CSE communicates effectively about the school's goal and activities. 100% of parents also stated, that when visiting CSE, they felt welcomed, and that their input was appreciated.

We will offer a flexible number of meetings at various times of the day/night to accommodate families' needs. For example, PST and Parent Conferences are scheduled throughout the school day. Events, such as Veteran's Day Parade, Bring Your Dad to School, and Honor Roll, are scheduled in the morning and in the afternoons.

A commitment that we have made at our school, is to meet with each child's parent during the first quarter to discuss the expectations of that grade level and how the child is doing. Our teachers make themselves available before school, during lunch and planning times, as well as in the evenings any day/night of the week to meet with parents.

Our SAC and PTO programs, (where child care is provided), continue to be successful and the school will continue to encourage more parent involvement in these.

Review Rubric:

Strong responses include:

- i Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- i 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	Pre-K – 5 th Teacher Call-out	Homeroom Teachers	Providing a warmer environment by having every teacher call all students' families within the first month of school to express their excitement for their child in their class	August 2019	Records
2	Book Swap Night: Parents and students bring in books in exchange for others. Parents and students leave with many new books for reading for enjoyment at home.	CSE PTO	Providing literacy materials for parents and students to read at home.	December 2019 and April 2020	Parent Attendance
3	Curriculum Night: Florida Standards expectations discussed with parents	Principal, Sharen Lowe and Grade Level Teachers	Informing parents about Florida standards and assessments that their child is facing and can therefore assist with instruction at home. Web-based & traditional supplemental instructional strategies will be shared for home implementation.	November 2019 and April 2020	Parent Attendance

4	PTO Events: Family Events to build togetherness	PTO, Leadership Team	Strong relationships between the school and families helps to increase academic achievement, as well as provide positive experiences for the students.	Quarterly	Parent Attendance
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Review Rubric:

Strong responses include:

- i 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;
- i Identification of the person(s) responsible;
- i Correlation to student academic achievement;
- i Reasonable and realistic timelines; and
- i 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	Teacher Induction Program (TIP): Trainings for novice teachers	Alexis Cochran & Tanya Tscarios	Train teachers to more effectively involve parents in creating and building a depth of understanding in content standards	Bi-Monthly throughout the year, except for November & December	Increased number of parent activity/conference attendance in classrooms
2	Professional Development that is aligned to the Florida State Standards & Professional Educators Practice	Principal, Assistant Principal, TOSA	Increase staff knowledge regarding Florida State Standards which embeds research	Monthly	Parent and Staff surveys/ERO Evaluations

	for Instructional & Support staff		based best practices and provides resources to staff that will educate parents		
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Review Rubric:

i Content and type of activity including the following: Value following:

- i Valuing of parental involvement,
- i Communicating and working with parents,
- i Implementation and coordination of parental involvement program,
- i Building ties between home and school,; and
- i Cultural sensitivity;

i Identification of person(s) responsible;

i Correlation to student academic achievement;

i Reasonable and realistic timelines; and

i 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:

1. Provide parents with Step-by-step information to log into reading, math, and science curriculum websites to provide opportunities for learning at home.
2. Parents are invited to participate in family togetherness events, such as the Backyard Bash, Fall Festival, Book Swap Night, Silent Auction, and Night at the Museum, (most activities are free or a minimal charge from multiple sources i.e. PTO/SAC funds.)
3. 3. Recruit and train volunteers and assign to teachers.

Review Rubric:

Strong responses include:

- i Identification of the type of activity;
- i Specific steps necessary to implement this activity;
- i Person(s) responsible;
- i Timeline; and

- i 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)]:

- i Timely information about the Title I programs [Section 1118(c)(4)(A)];
- i 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)];
- i 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
- i 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:

Citrus Springs Elementary School will keep parents informed of Title I programs via monthly newsletters, school website, personalized section of student planner, and School Messenger phone calls. Parents will also remain informed of individual student progress involved in the RtI/MTSS process. Parents will be invited to the RtI/PST meetings to express their concerns regarding issues related to their own children. Current curriculum, forms of assessments, and expectations will be explained at Title I Curriculum Night, (November 2019), and parent/teacher conferences, (October 2019 and additional dates as needed). At the Title I Curriculum Night parents are provided with information describing their child's grade-specific Florida Standards. These materials are available in other languages upon request as feasible. Parents are invited to meet with the administration, guidance counselor, TOSA, and their child's teacher at any time to help facilitate their child's learning and social-emotional growth.

Review Rubric:

Strong responses include:

- i Process for providing information to parents;
- i Dissemination methods;
- i Reasonable and realistic timelines for specific parent notifications; and
- i 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:

Citrus Springs Elementary strives to have all our families involved. While we realize that parents are comfortable with different levels of involvement, we work hard to include them in school activities and their child's learning. Parents that do not have transportation available are invited to engage in phone conferences and/or Skype with their child's teacher, and when needed, we will provide transportation when it can be arranged.

While most of regular communication goes home through a written form, such as newsletters, we do use School Messenger to provide information to all our parents through a phone call. This allows for our parents who are not literate to get timely information, and at the same time provides a reminder for all our parents. The phone program also translates message to other languages, (other than English), primarily used at home. CSE is handicap accessible, as well, to allow for families to attend school events. Information is also available on our school website and through email, which provides a resource for those parents who are hearing impaired.

Reading, math, science materials, as well as assessment reports, that are sent home for parent information are also available in Spanish for those families who need it. Our teachers also use translation programs and translators as needed.

Review Rubric:

Strong responses include:

- i Process the school will use for translating information into a parent's native language;
- i Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- i Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- i Specific languages in which information will be provided; and
- i 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 trainings for parents from Title I, Part funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 118 (e)(7)]	Curriculum Night where Florida Standards and best practices were described and discussed with parents. Literacy-based homework and classwork expectations and assistance was provided.	Principal, Assistant Principal, classroom teachers	Students will gain additional practice at home regarding curriculum learned at school.	November 2019
2	Training parents to enhance the involvement of other parents [Section 118 (e)(9)]	Volunteer and Mentor trainings	Guidance Counselor, Volunteer Coordinator	Nurturing of individual academic and emotional needs students.	August 2019-May of 2020
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 teacher or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)]	Parent involvement activities are scheduled throughout the day and evening to accommodate parents' scheduling needs.	All staff members	Increase parent knowledge of curriculum including strategies they can implement at home to increase student achievement.	August 2019-May 2020

Review Rubric:

Strong responses include:

- i Identification of the activity which may include the following:
- i 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;

- i Description of the implementation strategy;
- i Identification of person(s) responsible;
- i Correlation to student academic achievement; and
- i 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:

- i 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;
- i 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
- i 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
- i 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	750	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	75	30	Parents have the opportunity to be involved in the development of their child's PMP (Progress Monitoring Plan)
4	PTO Events	3	2000	Family involvement helps to foster strong school-parent relationships, which in turn promotes academic achievement.
5	Read Me a Bedtime Story	1	280	Increasing reading interest and school/family relationships
6	Science Night	1	250	Increasing Science Awareness and school/family relationships
7	Parent Involvement Day	1	500	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	75	30	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:

- i 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
- i 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:
