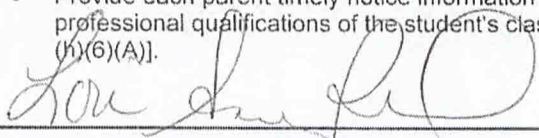


**BAYSHORE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, LORI ANNE REID, 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

9/9/15  
Date Signed

**Mission Statement**

Parental Involvement Mission Statement (Optional)

**Response:** The mission of Bayshore Elementary, for Parent Involvement, is to provide multiple opportunities for for parent and family members to become full partners with the school in the education of their child.

**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:**

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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:** The school district website provides information to parents about opportunities for involvement. We will specifically notify our school parents through our monthly school newsletter, social media, monthly calendar, school messenger, marquee, Tuesday folders and our school web site. Moreover, teachers will call and invite at least 5 families via phone call. We will work directly through our PTO and School Advisory Committee (SAC) to train, acquire suggestions, and make adjustments to our Parent Involvement Plan. A staff member will be a parent liaison to plan and facilitate parent activities.

**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:**

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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	Title I Literacy Night	This is coordinated by the literacy and instructional coach so that Parents/families will be provided information about Journeys, web sites, strategies and other online resources to increase reading fluency, comprehension and the home school connection to assist their children to become better readers. We will also collaborate with, ESE, ESOL, Migrant, and VPK programs to inform parents about these activities at the district level to encourage parents to become active participants in district and school based initiatives to develop. Additionally, teachers



		will contact at least five families from their perspective homerooms to invite them to attend.
2	Title I Volunteer Orientation	This is coordinated by our volunteer coordinator and instruction is given for parents/volunteers to successfully work with students.
3	Title I FSA Info Meeting	This is coordinated by the teachers to share information with families about FSA testing and ways to help their child be successful. We will coordinate with ESOL, ESE and Migrant programs to inform parents about the activities at the district level to encourage parents to become active participants in district and school based initiatives and to develop and revise the district's parent involvement policy and ESOL plan.
4	Title I Community Night	This will be coordinated by the parent liaison district employees to make families aware of resources available to them from the School District and community.
5	Title I Instructional Support	This is coordinated by school Principal and will include strategies for parents to use with their students.
6	Title I Annual Meeting	Parents and families will be provide information about the Title 1 program at Bayshore. It will be coordinated by the principal and parent liaison.
7	Title I	Parents will learn effective strategies to help their child succeed with STEM. The Math Coach and parent Liaison will coordinate this event
8	Title III, Language Learning	This will be coordinated by the guidance counselor and the parent lisason.

**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	Annual Title 1 Meeting	Principal, AP	September 2015	Agenda, participant roster and parental input
2	Announcement: School Messenger, Newsletter, Marquee, Weekly Tuesday Communication Folder	Principal, AP	September Newsletter; 1 week prior school messenger,; 1week of marquee	participant roster
3	Agenda and Sign in Sheets	Principal, AP	Meeting Day	Participation
4	PowerPoint presentation to explain Title 1 and data	Principal, AP	Meeting Day	Participation and Questions

5	Flyers to families in Spanish, Creole and English	Parent Involvement Liason; ESOL Paraprofessionals	10 Days prior to the meeting	Participation
6	Each teacher will call and invite families personally	Classroom teachers	5 days prior	Participation
7	Offered at multiple times convenient for families	Principal, parent liason	Sept 2015	Participation

**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:**

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### 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:** Teachers are available for parent conferences in the morning, during the day and in the afternoons. Parent meetings are offered at the school in the morning, afternoon and evenings to accommodate the various needs of our parents/families. PTO meetings are scheduled at 5:00 pm after School Advisory Council meetings SAC. Child care and will be available for all events. Spanish and Creole translations will be available for parents so all parents will be able to participate. Flyers announcing the monthly events will be provided in 3 languages to ensure attendance. Student planners, school messenger phone messages, parent/teachers personal phone calls and the marquee will disseminate the date and time for events and meetings. Training will be offered at multiple times, one during the school day and another after school hours.

**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:**

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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
1	Volunteer Training	Volunteer Coordinator, Administration	Volunteers working directly with students and teachers will learn the importance of volunteering and the rules and procedures.	September 2015	agenda, sign in logs, volunteer hour logs
2	FSA Information Night	Parent Liason, Administration	Students and parents will learn the importance of FCAT testing , what the results mean and how to help prepare.	January 2016	student assessments/parent feedback
3	Community Information Sharing Night	Parent Liason, Administration	Families will be informed of resources that are available to them.	March 2016	agenda, sign-in logs, parent surveys, reading logs
4	Minute to Win it Curriculum Night	Math Coach, Parent Liason	Families will be informed of quarter 2 standards for each grade level and participate in a family game	October 2015	agenda, sign-in logs, parent surveys
5	Stay Informed	Parent Liason, Skyward Trainer	Families will receive hands on training on how to access the partn portal using skyward.	November 2015	agenda, sign-in logs, parent surveys
6	Literacy Night	Administration, Literacy Coach, Instructional Coach, Math Coach, Administration	Families will be informed about the new Florida State Standards in Math and English Language Arts.	December 2015	agenda, sign-in logs, parent surveys

**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	Title I introduction training	principal	Teachers will provide additional support as needed. Student achievement improves when parents become involved in their children's education at school and the community.	September 2015	use of strategies in classrooms
2	Title I staff training/ supporting parents as partners	principal	additional support for students as needed. Student achievement improves when parents become involved in their children's education at school and the community	September 2015	increase parent participation
3	working with Title I families	administrators	additional support for families. Student achievement improves when parents become involved in their children's education at school and the community.	monthly throughout the year	increase student achievement on outcome assessments

### 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:** Ongoing Parent Communication- Bayshore will provide an area in the front office for numerous handouts explaining all the aspects of the Title 1 program. This area is in the front office near the door, so parents can access the materials easily. The literature is provided by the District Title 1 Office, available in English, Spanish and Creole. The parents that may be interested in checking out useful teaching tools may do so through the media center professional parent library. The person(s) responsible will be the Principal /Media Specialist. The evidence of completion of the task will be the placement of the Parent information display by September 2014.

English Language Acquisition support- We will also offer parents who would like support with speaking English more fluently the opportunity to access to our computer lab after normal school hours to use the Rosetta Stone program. Rosetta Stone is a computer program used to assist its users with language acquisition. The Person(s) responsible will be Principal & ESOL Staff. Evidence for the completion of this activity will be Parent Sign-in sheets beginning in November 2015.

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**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:**

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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:** Parents were given a booklet from the district office describing all the parent supports available in the county. Through the school newsletter information about the school and Title I. We will also use monthly SAC and PTO meetings as opportunities to engage parents in conversations about decisions relating to school. Parents will always receive school communication through a weekly Tuesday folder, and will return the folder



signing they have received the information. The school will communicate through social media.

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**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:**

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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:** Whenever possible information from school will be sent home in student's native languages. ESOL staff will translate materials to Spanish, and Creole. We will use interpreters for family meetings, and will have bilingual staff member assist in telephone contact with non-English speaking parents. In addition, steps will be taken to ensure disabled parents have access to school events and or information. Staff members and or district support personnel will be available to assist parents who have disabilities. Buses for field trips will be handicap accessible as needed.

**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:**

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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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**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:**

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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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**Review Rubric:**

**Review Status:** Adequate

**Review Comments:**

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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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**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:

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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.

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Review Rubric:

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
9/16/2015 11:17:23 AM		Upload evidence- sign in sheets, agenda and minutes from the meeting when you reviewed your parent-school compact.

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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	Literacy Night	1	120	Informational meeting to inform parents of core reading and literacy.
2	Volunteer Training	1	35	Volunteers working directly with students and teachers will learn the importance of volunteering and the rules and procedures.
3	FSA Information Night	1	15	Students and parents will learn the importance of FCAT testing, what the results mean, and how to help prepare.
4	Community Information Sharing Night	1	80	Families will be informed of resources that are available to them.
5	Minute to Win It Curriculum Night	1	500	Families will be informed of quarter 2 standards for each grade level and participate in a family game.

**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:**

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**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	Title I Introduction Training	1	52	Teachers will provide additional support as needed. Student achievement improves when parents become involved in their children's education at school and the community.
2	Title I staff training/ supporting parents as partners	1	15	Additional support for students as needed. Student achievement improves when parents become involved in their children's education at the school and community.
3	Working with Title I families	6	250	Additional support for families. Student achievement improves when parents become involved in their children's education at school and in the community.

**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:**

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**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	Hispanic Families	Have an interpreter available at all meetings
2	Getting families here	plan events when students perform

**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:**

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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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**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:** Adequate

**Review Comments:**

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