

RIVERS EDGE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Kerri Walukiewicz, 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: At Rivers Edge Elementary, all students will be provided challenging, engaging, and satisfying work. All students' individual differences and abilities will be nurtured in a safe and caring environment, ensuring their success each and every day.

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:

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: We are in our third year of being a Title I school at Rivers Edge Elementary. Historically, Rivers Edge has a strong parent involvement. School Advisory Council (S.A.C.) members have the responsibility for developing, implementing and evaluating the School Improvement Plan and the Parent Involvement Plan. Parents of S.A.C. are given the opportunity to assist and offer input prior to approval as documented in the minutes. As representatives of parents, they also seek input from parents regarding how funds will be used.

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
	Title III- ESOL	ALL ESOL parents will be informed about the various types of programs that are available to

1	Night	their students.
2	ESE/IDEA	Any provided supplemental instructional support by Title I will be discussed with parents at an IEP meeting.

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	Annual Title I	Principal	October 22, 2015	Parents will be informed about the upcoming meeting through parent newsletters, Rivers Edge Facebook Page.
2	ESOL Night	Administration	October 22, 2015	Parents will be informed about the upcoming meeting through parent newsletters, Rivers Edge Facebook Page.

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: Rivers Edge leadership and staff has a strong belief and commitment to having parents as an integral component to our students academic success. We believe that it's important for parents to be made aware of all opportunities for them to participate with their child's learning. A few examples in which parents participate is through attending our Kindergarten Parent Orientation Breakfast, or attend a Content Event-Math or Science Night. We have also have various opportunities(times) for parents to be aware of our Literacy program(SFA) Information events. Finally, to recognize parents who volunteer at our school, we conduct an orientation on ways in which they can support our students.

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	"A Day in the Life" Curriculum Night	Teachers, Principal	Student Achievement improves when parents become involved in their child's education.	October 1, 2015, 5:30-7:30pm	Sign-In Roster
2	Bingo for Books	Teachers, Principal	Student Achievement improves when parents become involved in their child's education.	TBA	Sign-In Roster
3	Camp Out - Science	Teachers, Principal	Student Achievement improves when parents become involved in their child's education.	November 20, 2015	Sign-In Roster
4	Building Better Readers Quarterly Parent Informational Event	Teacher, Principal	Parent workshop where parents receive strategies on how to help their child with reading	January 13, 2016.-AM	Sign-In Roster
5	Internet Safety Night	Teacher, Principal	Sharing with Parents the safeguards to use with their children on the internet	December, 2015 & May 2016	Sign-In Roster
6	FSA/Science Fair Night - Grades 4 & 5	Teacher, Principal	Review the new science assessment along with the Science Fair procedures	January 28, 2016, 6pm-8pm	Sign-in Roster

7	Math Night	Teacher,Principal	Introduce to parents the math standards and how their being assessed	December 9, 2015, 6-8pm	Sign-in Roster
8	Test-Taking Tips Parent Wokshop	Teachers, Principal	Parents will be given test-taking tips to use with their child so that they can be successful	February 4, 2016, 3:45pm	Sign-In Roster
9	CSI Night	Teacher,Principal	Parents will participate withstudents in applying science standards to real life situtations	March 4, 2016, 5:30pm	Sign-In Roster
10	Gardening Day	Teacher,Principal	Parents participate in an all day gardening project with their child	November 5, 2015- Various Times	Sign-In Roster
11	Kindergarten Orientation for Incoming Kindergarteners	Teacher, Principal	Incoming kindergarteners who have been assigned to Rivers Edge will have an early 'Open House' orientation of kindergarten prior to the new school year.	May,2016	Sign-in Roster
12	Dad's Take Your Child to School	Teacher and Principal	Fathers are invited to attend breakfast with their child	September 30, 2015, 8am	Sign-in Roster
13	Title 1 Night	Principal	Parents will be given information regarding the Title 1 program	TBA	Sign-in Roster
14	ESOL Nlght	ESOL Specialist and Principal	Parents will receive information regarding the ESOL programs at the school	TBA	Sign-in Roster
15	Kindergarten Workshop	Teacher/Principal	Parents will receive information on how to help their writing	October 26,2015, 3:30-6:30	Sign-in Roster
16	Building Better Readers Quarterly Parent Informational Event	Building Better Readers Quarterly Parent Informational Event	Parent workshop where parents receive strategies on how to help their child with reading	May 2016	Sign-in Roster
17	Bingo for Books	Teachers, Principal	Student Achievement improves when parents become involved in their child's education.	November 20, 2015	Sign-In Roster

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	Positive Behavior Support	Administration/Teachers	Staff will increase effective behavior strategies impacting student achievement.	September 14, 2015 8:00am	PBS Data
2	Getting Along Together Curriculum Training	Administration	Teacher will learn the components of the GAT curriculum, strategies for implementation, and delivery to students	August 10, 2015 8am-3pm	Sign-in Roster
3	Parental Involvement Committee	Administration/Teachers	Teachers will workshop parental involvement activities	Monthly	Committee agenda
4	Kids at Hope	Administration	Teachers will learn the Kids at Hope philosophy, and strategies for implementation	October 2015	Sign-in Roster

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: Documentation of activities below may be evidenced but not limited to minutes, rosters, agendas, flyers, and School Messenger calls.

Parents are sent invitations to participate with our Honor Roll/Perfect Attendance/I Try Harder Awards

Assemblies quarterly - "Otterly Outstanding" Student of the Month - Cooperative Culture(PBIS) Events - Martin Luther King Parade in January - Spring Fling in May - Gardening Day. Student Achievement improves when parents become involved in their child's education. Participation can be evidenced by sign-in sheets and/or rosters. The timeline for events are either quarterly, monthly, and/or on-going. Members from our Solutions - Parent and Family Involvement committee will be responsible for planning and organizing many of these events.

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: School Annual Title I Parent Meeting

District Title I Parent Guide/Calendar

Monthly School Calendar and Newsletter

School Messenger phone system

School website

Curriculum Night

Parent Conferences through the year

Open House

Use of translators

ESOL Parent Meetings - twice per year

Parent Portal

Teacher websites, blogs and texts

Daily Agendas purchased for each child

Success for All postcards mailed to students

Monthly PTO and SAC meetings

Representatives to attend district PAC and DAC monthly meetings

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: Use of school social worker to assist parents

ESOL paraprofessional will translate during parent conferences or other meetings.

ESOL paraprofessional will translate written communication to parents as needed.

Parents of ESE and ESOL students are provided full opportunities to participate in all parental involvement activities offered.

Ramps, handicap parking, accessible bathrooms, drinking fountains, and furniture are throughout the school facility to accommodate parents and students with physical disabilities.

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:

Not Applicable

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

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

[Uploaded Document](#)

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)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

[Uploaded Document](#)

Review Rubric:

Review Status:

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	CURRICULUM NIGHT	1	150	100%
2	FCAT 2.0 NIGHT-2014	1	150	100%
3	BINGO FOR BOOKS	2	150	100%
4	TITLE I INFORMATIONAL NIGHT	1	150	100%

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	POSITIVE BEHAVIOR INTERVENTION SYSTEM	2	56	100%
2	TECHNOLOGY FACULTY TRAINING	1	56	100%

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	TIME OF DAY EVENTS WERE HELD	MULTI-OFFERINGS OF EVENTS

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:
