

CENTRAL RIDGE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, principal, 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

8-26-19
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: As a community dedicated to student success, we are committed to building respectful relationships through communication and teamwork while providing an engaging environment that fosters excellence in life-long learning.

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:** Parental involvement in making decisions for CRE will be requested and respected. In order to involve parents in the planning, review, and improvement of Title 1 programs including involvement in the decisions regarding how funds for parental involvement will be used, CRE will utilize a variety of methods of communication.

Methods of communication include but are not limited to:

- ❖ Ridgeback Register ~ CRE school newsletters containing information on Title I, ESOL, Guidance, School Advisory Enhancement Council and Parent Teacher Association are sent home monthly.
- ❖ Sunday callouts ~ Summary of upcoming weekly events by the Principal or designee.
- ❖ Class Dojo- A behavior and parent communication program that is available, but not required, for teacher use.
- ❖ School Messenger ~ School Messenger is used to communicate important information through distribution of recorded telephone messages and/or emails.
- ❖ Twitter/Facebook ~ CRE social media accounts provide parents and families with pertinent resources that include informational programs and activities which support student achievement.
- ❖ Take-It-Home Tuesday Folders ~ Take-It-Home Tuesday folders are used by teachers, students, and parents as a means to provide weekly communication via notes from school, graded papers, newsletters, and other information.
- ❖ Daily Planners ~ Daily planners will be utilized by students in grades 2 through 5 as a means to provide parents with information about daily classwork/homework.
- ❖ School Website: The school website will be utilized by teachers, parents, and students as a means to access information. The School

Improvement Plan, Parent Involvement Plan, and issues of the Ridgeback Register provide parents with pertinent Title 1 and school related information. Teacher email links are provided, as well as transportation information, online meal pay access, ELL information, Think Central instructions, and details regarding FSA.

- ❖ Front Office Binder ~ The front office binder is a resource housed at the CRE front desk for parents and families to view upon request the School Improvement Plan and the Parent Involvement Plan.

- ❖ Title 1 *Early Years* Newsletters ~ Title 1 monthly newsletters will be distributed to students in grades Pre-K and K.

- ❖ Title 1 *Home and School Connection* Newsletters ~ Title 1 monthly newsletters will be distributed to students in grades 1-5.

- ❖ SAEC ~ The School Advisory Enhancement Council consisting of parents, teachers, and administration will meet a minimum of four times per year. The SAEC will seek parental input regarding the planning, review, and improvement of Title 1 programs including involvement in the decisions regarding how funds for parental involvement will be used.

- ❖ Title 1 Parent Involvement Survey ~ The school conducts an annual parent involvement online survey and utilizes the results to assist in planning and make changes by the following year.

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	Classroom teachers and guidance personnel provide parents with resources and strategies to help their child improve academics at home through Open House, Curriculum Nights, conferences, newsletters, daily planners, School Messenger phone calls and emails, Twitter, Facebook, and individualized phone calls.
2	Title II	Administration will oversee staff professional development that is directed towards increasing student achievement. The staff will utilize what was learned as a result of the professional development training to conduct Title 1 sponsored events and share best practices with parents through a variety of means.
3	Title III	ELL facilitation and implementation of ELL program by ELL Coordinator.
4	Voluntary Pre-K	CRE conducts a full day VPK program. CRE provides VPK students with developmentally appropriate, research-based early learning activities and instruction in an educational environment that supports parent involvement opportunities in three classrooms.

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	Determine date and location of Title 1 Annual Meeting	Principal, Assistant Principal, Interventionists	School Year 2018-2019	Meeting Agenda, Attendance
2	Develop Title 1 Annual Meeting flyer	Interventionists	School Year 2018-2019	Meeting Agenda, Attendance, Completed Flyer
3	Distribute Title 1 Annual Meeting flyer	Interventionists, Classroom Teachers	School Year 2018-2019	RSVP Responses
4	Conduct Title 1 Annual Meeting and an overview of an academic day at CRE.	Principal, Assistant Principal, TOSA, Interventionists, Classroom Teachers	School Year 2018-2019	Attendance, Feedback from classroom survey
5	SAEC Mtg.-Explain and seek input about Compact, PIP, and Title 1 programs.	Principal, Assistant Principal, Interventionists, SAEC Chairperson	Spring 2019	Attendance, SAEC Agenda, SAEC Minutes, 2018-2019 Title 1 Compact, 2018-2019 PIP

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: CRE fosters parental involvement at school functions utilizing Title I funds by securing necessary supplies to ensure event success and providing food incentives to increase attendance and participation. CRE is committed to meeting all student needs by communicating with parents at September conferences, Quarter 2 and 3 phone conferences, and Quarter 4 in person conferences. We strive for flexibility in times, locations and accommodations for parental involvement. Teachers are available for phone conferences and in person conferences before school, during planning times, as well as late afternoons to meet with parents. CRE continuously seeks ways to involve parents in the learning process. Surveys are conducted annually to gain parental input pertaining to ways CRE can move toward improvement and increased achievement.

Building CapacityPrin

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	Conferences	Teachers	Parents and teachers meet to discuss the Title I Student/Parent/Teacher Compact, state and local academic assessments, and state mandated learning standards.	minimum of once per year, more if needed	Conference Forms, Compact
2	PTA Meetings/Events	PTA Board	Meetings/events conducted to promote a strong connection between home and school. The PTA facilitates opportunities for teachers and parents to discuss and participate in school events, which provide positive experiences for students, resulting in increased academic achievement.	three times a year	Attendance
3	Title I Curriculum Event	Interventionists, Classroom Teachers	Sessions conducted by teachers to model best practices and provide exposure of student learned strategies based on state mandated standards to promote and heighten family involvement and interest in student learning.	one time per year	Attendance, Increased Academic Achievement
4	Title I Event	Administration, Interventionists, Classroom Teachers	Instruction conducted by classroom teachers to model best mathematical practices and offer exposure of students' learning based on math standards.	one time per year	Attendance, Increased Academic Achievement
6	School Advisory Enhancement Council	SAEC Chairperson, Principal	SAEC meetings conducted to collaborate with parents, teachers, and administration about school matters and Title I programs.	Minimum of 4 times per year	Attendance

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	CRE Professional Learning Community - Conducting Effective Parent/Teacher Conferences	TOSA, Classroom Teachers	Parents and teachers will discuss the components of the Student/Parent/Teacher Compact and collaborate to make decisions relating to academic progress. Students will become vested learners	Fall 2019	Conference Forms, Compact, Survey

			resulting in increased academic achievement.		
2	CRE Professional Learning Community – MTSS	TOSA, ESE Staffing Specialist	Provide new teachers with necessary training, such as the iReady, the continuation of the 5D instructional model, RTI process, including how to use data collection to manage and measure the efficacy of resources in order to improve learning for all students.	Fall 2019	PST Meetings, Increased Academic Achievement
3	CRE Professional Learning Community – Skyward Access: Model and provide directions for posting lesson plans, grades, attendance, and discipline for family access.	TOSA, Classroom Teachers	Creates open communication and transparency with lesson plans, gradebook, missing assignments, attendance, and discipline so parents and students can actively monitor student achievement.	Fall 2019	Skyward - Family Access
3	CRE Professional Learning Community - Skyward, Pearson SuccessNet, Think Central, FSA Portal	TOSA, Classroom Teachers	Provide parents with curriculum resources so parents and students can access the necessary tools to effectively increase student achievement.	Fall 2019	Survey, Planner, Conference Forms, and Newsletters
4	Teacher Induction Program Training	Principal, Assistant Principal, TOSA, Mentor Teachers, Classroom Teachers	Provide new teachers with necessary training, such as Pre-School Based Orientation, District Orientation, and Staff New to the Building Orientation that will enhance classroom effectiveness while aiding in the comprehension of school wide expectations resulting in student academic achievement and parental involvement.	2019-2020	Attendance, Increased Academic Achievement, Parental Involvement Opportunities
5	Curriculum Event - Establish CRE Prof. Learning Communities to gain knowledge about, plan, implement, and reflect upon best practices to ensure students success with the rigor and complexity of state standards.	Principal, Assistant Principal, TOSA, Classroom Teachers	Parents will better understand the curriculum and explicit teaching strategies (including reading, math, and writing strategies) that will enable them to support the academic growth of their child resulting in increased academic achievement.	2019-2020	Attendance, Increased Academic Achievement

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: Parents will be encouraged to participate more fully in the education of their child while receiving support from CRE through the following:

- ❖ Parent tours of CRE upon request. (Principal, Assistant Principal, TOSA, Teachers)

- ❖ Invitations/Event Flyers - Utilize invitations and event flyers to promote parental participation at school functions. (PTA, Teachers)

- ❖ Rosetta Stone/Language - Utilize education technology to aid English Language Learners in building language proficiency. (ESOL Facilitator, Teachers)

- ❖ CRE Volunteer Training - Conduct training sessions for volunteers to work with the faculty, staff, and students of CRE. (Karen Chiavetta)

- ❖ Parent Resources- We are beginning to implement routines to support parents through weekly phone calls, conferences, and Title I events that support parents in supporting their child(ren).

- ❖ Pre-K/K- First Library books- Students receive 5 books throughout the year to take home.

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: Central Ridge Elementary has an open-door-policy for parents to help facilitate their child's learning and social emotional growth. CRE encourages parents to visit the campus, volunteer, and participate in meetings and events. Parents receive invitations to attend meetings such as conferences, Problem Solving Team meetings, Progress Monitoring Plan meetings, 504 meetings, Individual Education Plan meetings, and school-wide events that are used as a means to describe and explain the curriculum at the school, the forms of assessments such as Citrus County Data Source, iReady, and Florida Standards Assessment that are used to measure student progress, and the proficiency levels students are expected to meet. In order to provide timely information about Title I programs, the school will conduct an Open House to distribute informational handouts like but not limited to the Title I tri-fold pamphlet and the Student Progression Plan booklets provided by the district which inform families of the expectations of Citrus County Schools, conduct conferences to explain the Title I Student Parent Teacher Compact, and hold school-wide events to meet the requirements for the Title I Annual Meeting as well as discuss graduation requirements, Florida Standards, and standardized testing.

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: CRE strives to promote and provide communication. Central Ridge Elementary will utilize a variety of communication methods to meet the needs of all parents (including those who may not be literate, those with disabilities, non-English speaking) and keep parents informed and involved in making decisions. To gain parental support, CRE will use written forms of communication such as the monthly school newsletter, classroom newsletters, daily communication folders for students in grades PK-1, daily planners for students in grades 2-5, the school website, Skyward, and the school billboard. CRE also provides verbal forms of information by means of School Messenger through phone calls and emails, face-to-face conferences, meetings, and school-wide events. CRE is handicapped accessible and provides information in other languages upon request. The school social worker assists the school by making home visits to share information pertinent to their child's academic or social development.

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
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1	Providing necessary 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)]	Title I Annual Meeting, Title I Curriculum Event, SAEC	Principal, Assistant Principal, TOSA, Interventionists, Teachers	Increase Academic Achievement	2019-2020
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or arrange phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	CRE strives to schedule activities throughout the day and evenings to accommodate parent's scheduling needs.	Principal, Assistant Principal, TOSA, Interventionists, Teachers	Increase parent awareness and provide insight about curriculum including strategies and activities that can be used to support their child's education. Increased Academic Achievement	2019-2020

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

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](#)

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](#)

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	Conferences	1	800	Parents and teachers collaborated and discussed student's achievement and needs for growth.
2	PTA Events	4	300	Parents and teachers shared and discussed school events, functions, and goals during activities such as Cookies with Santa, Book Fairs, Movie Night, and Hammer and Stain.
3	CRE Community Events	3	300	Parents and teachers shared and discussed school events, functions, and goals during activities such as Fall Fest, Chorus Concerts, and 5 th Grade Musical.
4	Dad's Take Your Child to School Day	1	900	Parents visited child's classroom during the school day to see best teaching practices modeled to enhance parent understanding of curriculum to assist in student learning while providing parents with a donut snack to encourage participation.
5	BMX Goal Setting	1	?	Modeled various achievements to promote understanding of goal setting in order to meet student successes through an improved mindset.
6	School Advisory Enhancement Council	4	25	Parents and teachers collaborated on school matters.

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	How to Conduct Effective Parent Teacher Conferences	1	13	Built the capacity for teachers to conduct effective parent conferences.
2	Dad's Take Your Child to School Day - Teachers collaborate on content and curriculum to share with parents.	1	60	Parents have an understanding of school systems in curriculum and how to better support their children.

3	Skyward Access - Access to attendance, discipline, lesson plans, grades.	1	60	Created open communication and transparency with lesson plans, gradebook, missing assignments, and attendance so parents and students can actively monitor student achievement.
4	Teacher Induction Program Training	30	13	Introduced new teachers to the culture, beliefs and expectations of CRE in order to support student achievement.
6	CRE Schoolwide Professional Development- Integration of Writing	1	60	Increased teacher understanding on how to integrate writing cross-curricular for a precise understanding of the writing process.

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 current 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	Language - ELL	utilize ELL compliant teachers, provide translation of communication as needed
2	Transportation and Schedules	provide flexibility in times, locations, and accommodations for parental involvement
3	Hearing Impaired Parents	Provide translation for conferences

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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