

## 2016-2017 Stanley Switlik Elementary Title 1, Part A Parental Involvement Policy/Plan

I, Brett Unke, 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

Stanley Switlik Elementary agrees to:

- 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(a)(3)(B)];
- 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)];
- 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)];
- 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)(2)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- 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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

### Mission Statement

The School Board believes that parent involvement is essential for the School District to fulfill its mission of preparing students to become lifelong learners and productive citizens. The purpose of the Parental Involvement Plan is to create a roadmap for collaboration because the Board believes that children learn best when parents and teachers work together. When parents talk to their children about school, expect them to do well, help them to plan for college or career, and make sure that out of school activities are positive, their children tend to do well in school and in life. Students with involved parents no matter what their income, background or language are more likely to do better in school, stay in school longer, like school more, and be productive citizens of their community and country.

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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 Parent Involvement Plan is developed using the input from School Advisory Council, PTO, MCSD Climate Survey data, and the general feedback of staff and parents. Activities are organized in order to offer parents a wide variety of opportunities to become involved in the school community. These activities include monthly School Advisory Meetings, the annual school open house, the Title I annual meeting, meet the teacher day, Parent-to-Kid Nights, various activities within the school on a weekly basis, Kindergarten round-up, and parent conference early release days. In addition parent volunteers are encouraged to find an active role that they can play within the school community. The lines of communication are kept open with BlackBoard Connect-Ed messages in both English and Spanish, monthly newsletters, Pinnacle internet viewer (online grades), various teacher newsletters, and other forms of weekly communication between the teacher and parent. Through all of these programs there is a focus on collecting feedback from parents on ways to make the instructional program and the general school community work better to meet the needs of the families.

Specific Parent Involvement requests will be documented in the form of meeting minutes in formalized organizations (SAC, PTO) and in the form of suggestion box/customer satisfaction surveys at less formal meetings (Parent to Kid Night, Open House).

Parents will be encouraged to participate in all SSE activities including School Advisory Council, PTO, and Parent to Kid nights. For parents that are unable to attend, meeting minutes for School Advisory Council and PTO will be stored on the staff SharePoint (intranet) and the school website.

### 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, Reading First, 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)].

| Program                 | Coordination   |
|-------------------------|--|
| Parent-to Kid Nights    | Bi-Monthly Parent-to-Kid Nights help to emphasize the role of literacy at home in making students successful in the classroom. Each PTK night will contain an embedded “Family Workshop” component centered on Reading and Math where Literacy CIT teachers and the Reading Coach will share strategies for improved student performance at home. We will also have “La Familia” meetings on PTK nights for our Spanish speaking families. These meetings will have an emphasis on coaching parents on the school curriculum and strategies on how to assist their children at home. |
| Pre-K Parent Activities | Pre-Kindergarten classrooms will structure a variety of activities directly involving parents and focusing on parental strategies to maximize student progress at home.  |
| Head Start              | Head Start teachers/aides will conduct home visits to encourage parents to develop solid education supportive strategies in the home. Head Start will also conduct monthly parent meetings on a variety of topics that emphasize parent involvement and student success.   |

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### 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 education 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)].

| Activity/Task   | Person Responsible            | Timeline                      | Evidence of Effectiveness   |
|---|-------------------------------|-------------------------------|-----------------------------|
| Title I Annual Meeting Development                        | SSE BLPT                      | Aug. 8, 2016 – Sept. 14, 2016 | Development of Presentation |
| Annual Meeting/Open House Announced via School Newsletter | Principal                     | September 14, 2016            | School Newsletter           |
| Notification through BlackBoard Connect                   | Principal                     | September 12, 2016            | BlackBoard Connect System   |
| Annual Meeting  | Principal/Title I Coordinator | September 14, 2016            | Sign in Sheets              |
| Distribute Title I Brochures                              | Title I Contact               | October 4, 2016               | PTK night Sign in Sheets    |
| Distribute Title I Brochures (January)                    | Title I Contact               | January 10, 2017              | School Newsletter           |

### 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:** The school will offer bi-monthly Parent-to-Kid meetings in the evenings to support home literacy initiatives. The school will continue to utilize three of the allotted six early release days for parent conferences and parent contact. Parent - teacher conferences will be held at flexible times including before school and after school, and on scheduled early release days during the school day. Translators will be available as needed to assist Spanish-speaking parents.

### 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)].

| Content and Type of Activity | Person Responsible                                       | Correlation to Student Achievement   | Timeline   | Evidence of Effectiveness  |
|------------------------------|--|--|------------|--|
| Parent-to Kid Night          | Literacy CIT Leader, Reading Coach, and Media Specialist | Participation in PTK nights will be evaluated in a comparison of ongoing progress monitoring data and end of year FSA results. | Bi-Monthly | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. |
| ELL Parent Meetings          | Parent Educator, ELL Teachers                            | Participation in ELL Parent Meetings will be evaluated in a comparison of ongoing progress monitoring data and                 | Bi-Monthly | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be   |

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|  |  |                          |   |
|--|--|--------------------------|---|
|  |  | end of year FSA results. | analyzed to correlate participation with student achievement. |
|--|--|--------------------------|---|

### Staff Training

Describe the training the school will provide to educate its 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)].

| Content and Type of Activity  | Person Responsible                                | Correlation to Student Achievement   | Timeline              | Evidence of Effectiveness  |
|---|---|--|-----------------------|--|
| The Literacy and School Culture CIT groups will meet monthly to coordinate and develop parent involvement strategies. The CIT team will then share the results of their work with Grade level PLC groups. | Literacy CIT Leader/Reading Coach                 | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. | September through May | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. |
| “Family Friendly Schools.” Five Training Videos on Parent Involvement.  | Principal/Title 1 School Contact/ Parent Educator | Progress monitoring data   | September through May | Progress monitoring  |

### 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 child [Section 1118 (e)(4)].

**Response:** The largest outreach program is the Parent to Kid function which occurs on a bi-monthly basis. This program involves the Literacy Professional Learning Community, the staff, parents, and students in Literacy based activities. In addition, the school will organize a “Read-a-thon” which will encourage parent participation in literacy rich activities. A parent-student Kindergarten Orientation program was developed which focuses on preparing parents of kindergarten aged students for the challenges of K-12 school and to provide tips and tricks to make the first full year of school a successful one. A Parent Resource center is available in the school library equipped with three laptops and additional resources. The parent educator will be available to assist parents when they visit the Parent Resource Center.

### 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)];

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- 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 also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

**Response:** Parents will be notified through a variety of channels regarding Title I activities and other school events. These notifications include notices sent home with students, monthly parent newsletters in English and Spanish, Connect-Ed calls in English and Spanish, use of the school web calendar, use of the school marquee, and school to home email lists where available.

Monthly School Advisory Council meetings provide parents the opportunity to participate in a review of all school information/data and provide feedback on current school initiatives and school improvement strategies. SAC meetings will include relevant curriculum notifications to parents. Minutes will be posted on the school web page.

Bi-monthly PTK nights will include a "Tip of the Month" focused on Literacy and Mathematics for parents to create a better environment in the home for student success. Parent Open House will include a targeted Title I presentation that includes the presentation of the school's current AYP status, parent tips for a more successful student, input into the school Title I brochure and the Parent-Teacher-Student compact. The Title I brochure will be distributed to all parents at the first PTK night (tracked by parent sign in sheets) and will be followed up in January 2017 with a newsletter item and a copy of the Title I brochure and parent's right to know.

Parents will continue to have access to the School Climate survey to provide feedback on school programs and direction. The climate survey will be announced through the School Newsletter, a BlackBoard Connect message (in Spanish and English), and through the school and district website. 100% of parents will have the opportunity to respond to the survey.

The Title I Compact was developed through the joint efforts of the Building Level Planning Team, the School Advisory Council, and the collective input of parents on returned Compacts. The 2016 version of the compact will be delivered to parents in the registration packet and again in January 2017, (as a reminder) of the ongoing nature of support for quality education.

### 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:** Stanley Switlik School is ADA compliant and allows full access to all disabled individuals. All parents that are new to the school will be given a copy of the Title I brochure as part of their enrollment materials. The school Title I annual meeting presentation will be in English and Spanish. All phone notifications will include an English and a Spanish version (trackable through the BlackBoard Connect system). A part time Parent Educator, interpreters, and bilingual staff will assist our ELL students as well as parents.

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### Discretionary Activities

| Activity   | Description of Implementation Strategy   | Person Responsible | Correlation to Student Achievement   | Timeline |
|--|--|--------------------|--|----------|
| Training parents to enhance the involvement of other parents [Section 1118(e)(9)];   | School Advisory Council will make the development of additional Parent Involvement opportunities an area of focus during the 2016-2017 school year.                      | SAC Chairperson    | Parent Participation rates will be correlated with student performance data. | Ongoing  |
| Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Parent Meetings will be conducted through three early release days, before school, during school, and after school meetings in order to facilitate parent participation. | Principal          | Parent Participation rates will be correlated with student performance data  | Ongoing  |

### Building Capacity Summary

Provide a summary of activities provided 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.

| Content and Type of Activity  | Number of Activities | Number of Participants | Correlation to Student Achievement  |
|---|----------------------|------------------------|---|
| Family workshops are presented by the teachers and reading coach with emphasis on reading and math. | 5                    | 315                    | Parent Participation rates will be correlated with student performance data                             |
| Pre-K Schedules parent activities   | 22                   | 244                    | Parent Participation rates will be correlated with student performance data                             |
| Computer Lab and Homework Assistance before school  | 140                  | 35-40 students         | Extra time in the computer lab and homework assistance will be correlated with student performance data |
| PTK Nights  | 5                    | 315                    | Parent Participation rates will be correlated with student performance data                             |

### Staff Training Summary

Provide a summary of the professional development activities provided by the school 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)].

| Content and Type of Activity                                     | Number of Activities | Number of Participants | Correlation to Student Achievement  |
|--|----------------------|------------------------|---|
| "Family Friendly Schools." Training Videos on Parent Involvement | 2                    | 40                     | Staff professional development will be correlated with student achievement. |

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### Barriers

Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified 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)].

| Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome  |
|---|---|
| Home language barrier with parents.       | The school will have bi-lingual office staff members and parent educator available to assist parents as needed. The school will continue to create monthly parent newsletters in Spanish and English. |

### School-Parent Compact:

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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

### Adoption

This policy was adopted by the school on 09/21/16 and will be in effect for the period of 09/21/16 – 06/6/2017. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/14 /2016.

\_\_\_\_\_  
(Signature of Authorized Representative)

\_\_\_\_\_  
(Date)

Provide evidence that the policy/plan has been developed with the input from parents.



***Title I Program, 2016-2017***  
**PARENT-STUDENT-TEACHER COMPACT**  
**Stanley Switlik Elementary School**



***Stanley Switlik Student Pledge:***

- I pledge to be a responsible citizen.
- I will treat all people with respect.
- I promise to work hard and be proud of my achievements.
- I will solve problems and make good decisions.
- I will do my best at all times and never give up.
- I will strive to do right to make my future look bright.

As a Teacher, I, \_\_\_\_\_, will;

- believe that each student can learn;
- show respect for each child and his/her family;
- come to class prepared to teach;
- maintain open lines of communication with student and his/her parents;
- work collaboratively in the school community to help each student reach his/her fullest potential.

As a Student, I, \_\_\_\_\_, will:

- always try to do my best in my work and in my behavior;
- come to class prepared to learn;
- work cooperatively with my classmates;
- show respect for myself, my school and other people;
- obey the school and the bus rules;
- believe that I can learn and will learn.

As a Parent/Guardian, I, \_\_\_\_\_, will:

- see that my child attends school regularly and on time;
- communicate regularly with my child's teachers;
- talk with my child about his/her school activities every day;
- encourage my child to read at home and to monitor his/her technology use;
- provide a time and a place for my child to complete school work;
- volunteer time at my child's school when possible.

***HAND IN HAND WE WILL WORK TOGETHER TO CARRY OUT THE AGREEMENT OF THIS COMPACT.***

*Teachers and parents are encouraged to review this Compact during Parent-Teacher Conferences  
Parents are encouraged to provide suggestions for improvement to this Compact.*

\_\_\_\_\_  
*Parent Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Teacher Signature*

\_\_\_\_\_  
*Date*



