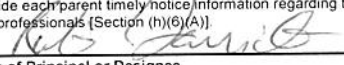


LAUDERHILL PAUL TURNER ELEM. Title I, Part A Parental Involvement Plan

I, Richard Garrick, 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

5/24/16
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Lauderhill Paul Turner will provide an enriched teaching and learning environment that encourages all students to reach their maximum potential in a safe and civil environment.

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:****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: Lauderhill P. T. Elementary will invite and recruit parents to be a part of the School Advisory Council (S.A.C.) and solicit feedback from parents and the S.A.C. committee committee are held throughout the year offering parents an opportunity to give input on how the Title I funds are used; determine what should be written in the Home-School Compact and to keep parents informed on the implementation of the School Improvement Plan (P.I.P.). L.P.T. hosts various parent events, such as, Title I Annual Meeting/Open House, Themed Academic Family nights (e.g., Literacy, Math/Science and FSA), and regularly communicate with our parents via Parent Link, Marquee, Letters, Flyers, and Newsletters. The parents are recruited during our Annual Title I Meeting/Open House and throughout the year to become a part of the Parent Teacher Organization (P.T.O.). The P.T.O. meetings are hosted monthly along side our S.A.C. meetings.

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
1	Title I Part A	Parent Academic Nights
2	Title II	Funds used to support curriculum resource teacher
3	Head Start	Federally funded program providing early childhood intervention for low income 3 and 4 year olds.
4	Violence Prevention Programs	Anti-Bullying, Anger Management Skills, Making Friends

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	Back to School Night/ Open House/ Title I Annual Meeting	Administration/ Support Staff/ Title I Liaison	September 2016	Sign-in Sheet/ Evaluation form
2	Literacy Night	Reading Coach/ Administration/ Support Staff	October 2016	Sign-In Sheet/ Evaluation form
3	Math/Science Night	Administration/ Support Staff/ Math-Science Designee	January 2017	Sign-In Sheet/ Evaluation form
4	Grade Level Take Your Parent to Work	Administration/Support Staff	Monthly - September/ February 2016-2017	Sign-In Sheet/ Evaluation form
5	Kindergarten Round Up	Administration/Support Staff/ Kindergarten Team Leader	May 2017	Sign-In Sheet/ Evaluation form

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: Lauderhill Paul Turner will hold meetings at various times such as in the morning or evening so as to accommodate parents' schedules. At the beginning of the school year, an orientation will be held to inform parents about the Title 1 program and to communicate grade level expectations. Additionally, homework and grading procedures will be covered. Throughout the year, conferences will be conducted in an effort to update progress and garner parental support. At these conferences, a summary of the student's test scores and interventions will be addressed and suggestions for improvement will be discussed. Workshops in academic areas will be offered throughout the school year to provide parents with a deeper understanding of statewide assessment system, standards and measures. During these trainings childcare will be provided.

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	Back to School Night/ Open House/ Title I Annual Meeting	Support Staff/ Administration/ Title I Liaison	Parents will be provided with information on the expectations of the parents and students, as well as, given information on the expectations of the parents and students, as well as, given information on the different subject areas and common core state standards. Title I information will be shared at this meeting.	September 2016	Agenda/Sign-In Sheets/Evaluation Forms
2	Literacy Night	Reading Coach/ Administration/ Support Staff	This program helps to prepare and motivate children to read by delivering free books and literacy resources to those children and families who need them most.	October 2016	Agenda/Sign-In Sheets/Evaluation Forms
3	Math/Science Night	Administration/Support Staff/ Math – Science Designee	Parents will be provided with strategies they could use at home to improve/enhance their child's math and science skills.	January 2017	Agenda/Sign-In Sheets/Evaluation Forms
4	Grade Level Take Your Parent to Work	Support Staff/ Administration	Curriculum coaches and teacher leaders will walk parents through the steps in completing different math/reading and science activities covering various Florida State Standards. Parent will complete hands on activities with their child.	Monthly - September/March 2016-2017	Agenda/Sign-In Sheets/Evaluation Forms
5	Kindergarten Round Up	Administration/Support Staff/Kindergarten Team Leader	Parents will be provided with materials aligned with common core standards that will help their child become a more efficient and proficient reader.	May 2017	Agenda/Sign-In Sheets/Evaluation Forms

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	RTI Training	Administration/ Support Staff	Staff will be informed about RTI process and how to share information about the process and what it means with parents	August 2016	Agendas/Evaluation/feedback form
2	Accommodation Training IEP	Administration/ESE Specialist	Staff will be informed on strategies that can be used when implementing accommodation for students with IEP's	August 2016 & September 2016	Agendas/Evaluation/feedback form
3	Parent/Teacher Communication	Administration/ Title I Liaison/Guidance	Aiding staff with becoming more comfortable with communicating with parents and the proper use of student agendas.	August 2016	Newsletters/ Parent Conference Forms
4	Cultural Sensitivity	ESOL Contact/ Administration/	Provide information to staff on various cultures represented in the school to increase awareness of cultures of students at the school.	August 2016	Agendas/Evaluation/feedback form
5	Informal/Formative Assessments in the Classroom	Reading Coach/ Teacher Leaders	The objective will be to look at different types of informal assessments and to take a closer look at quick ways to assess student's understanding within daily lessons.	August 2016	Agendas/ Evaluation/ Feedback Forms Agendas/ Evaluations/ Feedback Forms
6	Science Integration in Literacy	Teacher Leaders Reading Coach	The objective will be to study and put into practice, research-based strategies for integrating science content into literacy instruction. We will develop unit plans and activities that integrate science content into the literacy block.	August 2016	Agendas/ Evaluation/ Feedback Forms
7	DBQ - Document Based Questioning	Reading Coach/Team Leader/Administration	The objective will be to provide intermediate level (grades 4-5) ELA teachers with an overview of the DBQ Project 6-Step method. Participants will explore primary source documents designed to encapsulate historical thinking and writing skills. Lessons will provide participants with reading and writing support and strategies that include: close analysis and interrogation of documents, deep reading for understanding, and powerful evidence-based, argumentative writing.	August 2016	Agendas/ Evaluation/ Feedback Forms

Review Rubric:

Content and type of activity including the 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: The various Curriculum Coaches and Title I Liaison will request the District's Title I Mobile on days parent events are scheduled, to provide parents with information and services.

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: Lauderdale P.T. Elementary will provide information about Title I programs in a timely manner through our School Advisory Council (S.A.C.) meetings, Parent Teacher Organization (P.T.O.) meetings, parent link, flyers, marquee, parent conferences, and our school website. Said information will include Title I programs, FSA/Assessment data and Grade Level Expectations.

Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). During the SAC meetings, administrators and teachers will discuss the Title I programs.

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: Lauderhill P. T. Elementary will solicit input from parents at School Advisory Council (S.A.C.) meetings, Teacher/Parent conferences, and Parent Teacher Organization (P.T.O.) meetings. Newsletters, Parent Link, Flyers, and the Marquee will advertise events occurring at L.P.T.

Information on School Improvement Plan (S.I.P.), School Parent Involvement Plan (P.I.P.), District Parent Involvement Plan, Parental Information and Resource Center (P.I.R.C.), Principal Attestation Letter will be located for review in the front office. Copies will be made at the parents request.

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.

[Unloaded 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.

[Unloaded 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].