I, Mr. Michael Feeney , 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)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement

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| **Response:** High Point Elementary believes to educate and prepare each student for college, career and life. The High Point Elementary school community creates a quality educational setting that promotes critical thinking skills by providing a relevant and rigorous curriculum and builds positive relationships between school and home. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** High Point Elementary School believes in involving parents in all aspects of its Title I program. The School Advisory Council (SAC) has the responsibility for helping with the development, implementation, and evaluation of the various school level plans, including the SIP and the FPEP. The SAC consists of more than 50 percent parents (non-employee), staff, and community members. At each parent involvement activity, parents are given an evaluation form that seeks their input on activities and training they need to help their child. Results of parent surveys and evaluations are reviewed to determine needed changes. The SAC, Leadership Team, and Literacy Team committees help to decide, (with the input from parents) how the parental involvement funds will be used .Documentation of all involvement in the planning, review, and improvement of Title I programs is provided through meeting sign-in sheets, agendas and minutes. There will be an annual evaluation conducted using surveys to be completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school’s parent involvement program. Our parents may request additional support either directly through their child’s teacher or school administrator. A parent may also request support during regularly scheduled SAC or PTO meetings. |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | VPK | .High Point Elementary and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc. |
| 2 | Individuals With Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students’ IEP. |
| 3 | Title II | Professional development modules will be provided to schools to support the professional development needs of the staff related to parental involvement. LEA staff will provide support and monitor the implementation to ensure that training is provided as required. |
| 4 | Headstart | The local Headstart director and teachers will be invited to visit the school to better understand the expectations of incoming KN students that they can work on with their children and their families. |
| 5 | Kindergarten Transistion Night | The school will provide families with important information to help their children transition from Pre-K to Kindergarten. |
| 6 | Transition to Middle School | The school will provide families with important information to help their children transition to Middle School. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda and Title I informational power point | Administrator/ MTSS Academic Coach | August/September 2017 | Copies of agendas, PowerPoint presentation and handouts |
| 2 | Develop and disseminate invitations (flyers, newsletter, website, etc.) | Administrator/MTSS Academic Coach | August/September 2017 | Flyer, newsletter with date of dissemination |
| 3 | Advertise/publicize event | Administrator/MTSS Academic Coach | August/September 2017 | School messenger email with date, photo of marquee with date, photo of parent information board with date |
| 4 | Develop sign-in sheets | Administrator/ MTSS Academic Coach | August/September 2017 | Sign-in sheets for meeting |
| 5 | Prepare Title I Annual Meeting Newsletter | Administrator/ MTSS Academic Coach | August/September 2017 | Copy of letter |
| 6 | Maintain documentation | Administrator/MTSS Academic Coach | August/September 201 | Title I documentation housed in Compliance Contact's office and will be uploaded to electronic audit box. |
| 7 | Develop Surveys | Administrator/MTSS Academic Coach | August/September 2017 | Surveys |

**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)].

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| **Response:** The leadership and staff of High Point Elementary have a strong belief in the importance of parental involvement and therefore are flexible with times and days for parent involvement events and include mornings and evening and different days of the week for family meeting/events. We provide an interpreter and digital equipment for family members whose primary language is Spanish. For those parents who missed the Title I Annual Meeting, the PowerPoint presentation will be made available on the school's website. A missed meeting notification letter will be sent home to all parents with information on what was discussed at the Title I Annual Meeting as well. Our website with Title I meetings/activities is updated regularly.    In addition, parent meetings will be offered on a variety of days and times (am and pm) throughout the year.     The Administrator and Title I Compliance Contact will maintain records of parent participation at all meetings and modify meeting times as needed based on parents' participation. |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Individual Parent Conferences | Classroom Teachers | Teachers and parents will discuss Title I compacts, student assessment results, expectations, and goals for the school year. Parents will learn strategies for helping their student achieve. | August 2017 through June 2018 | Conference logs |
| 2 | Meet the Teacher Night | Administrators, Coaches, teachers, staff | Parents and students will meet teachers and receive important information to help their students be successful in the new school year. | August 9, 2017 | Sign In Sheets |
| 3 | Title I Annual Meeting | Administrators, Title I Compliance Contact | By learning about High Point's Title I program, standards, testing,and parent involvement opportunities, parents will be able to help their child(ren) academic achievement. | August 9, 2017 | Flyers, Sign In Sheets, Agendas, Surveys |
| 4 | Trunk or Treat with school supplies | PTA, Administrators, Title I Compliance Contact, Literacy Coach, Family and Community Liaisons | Parents will be provided with information about setting up a homework learning station. | October 2017 | Flyers, Sign In Sheets, Agendas, Surveys |
| 5 | Reading Under the Stars/Selection of Just Right Book and book give a way | Administrators, Reading Coach, Family Community Liaison, PTA, ESOL Teachers | Parents and students will participate in activities to support reading achievement. | December 2017 | Flyers, Agendas, Sign In Sheets, Surveys |
| 6 | iStation Informational Night/Provide families with directions for accessing software at home | Administrators, Title I Compliance Contact, Family Community Liaison, ESOL Teachers | Parents will be provided with information and access to technology that supports student achievement in the area of literacy. | November 2017 | Flyers, agendas, Sign In Sheets, Surveys |
| 7 | Writing without Pencils/Oral language and speaking focus | Administrators, Teachers, District Writing Coach, Coaches | Increase in writing skills as evidenced by journaling and productive classroom conversations | January 2018 | Flyers, agendas ,Sign In Sheets, Surveys |
| 8 | The Heart of FSA/New Florida Standards information and assessment | Teachers, Coaches | Families aware of changes in standards and assessment. Strategies learned will result in higher scores on FSA. | February 2018 | Flyers, agendas ,Sign In Sheets, Surveys |
| 9 | Science/Math Night/Make and Take Math Games and Science Experiments | Teachers, Science and Math Coaches, Family & Community Liaison | Increased math and science knowledge/standards. | April 2018 | Flyers, agendas, Sign In Sheets, Surveys |
| 10 | Tell Me More | Teachers, Coaches, Media Specialist | Increased English fluency for non-English speaking parents | September 2017-January 2018 | Flyers, agendas, Sign-In Sheets |
| 11. | Tribute to Dr. Suess | Teachers, Coaches, Media Specialist | Increased reading strategies | March 2018 | Flyers, agendas, Sign-in Sheets, Surveys |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Tips for Communicating with Parents | Title I Compliance Contact | Staff will learn strategies on how to best communicate and engage parents in their student's academic achievement. Research shows that parents who participate and are engaged in their student's academic achievement perform better in school. | Fall 2017 | PowerPoint Presentation |
| 2 | Strategies for ELL students | ESOL Teachers/UCF | Staff will learn ways to communicate effectively with ESOL families, as well as utilizing strategies to increase student learning for ELL students. Improved communication will result in an improvement of overall academic performance. | Fall 2017-May2018 | Staff Meeting Reflections |
| 3 | Ongoing Cultural Competency Workshops | Administration-Principal and Assistant Principal | Staff awareness of cultural differences in people and an increased sensitivity to cultural differences will result in in an increase of overall academic performance as students and teachers dialogue and read about diversity. | Winter 2017 | Professional Development Reflections |
| 4 | Parent Involvement Workshops | Parent Involvement Committee | Increase staff awareness of the importance of increasing parent involvement | Ongoing Fall 2017-June 2018 | Surveys |

**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)].

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| **Response:** A Title I parent station containing informational pamphlets for parents is available in the front office. High Point Elementary also utilizes Connect for Success program, as well as offering an English language learning opportunity Tell Me More for our parents. High Point Elementary will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. |

**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)].

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| **Response:** At the Title I Annual Meeting in August, parents will learn about the school wide Title I program and opportunities for participation in decisions related to the education of their child including SAC and PAC monthly meetings. Teachers will maintain sign-in sheets and provide a copy to the Title 1 Coordinator. At a variety of curriculum related trainings throughout the year, parents will learn about the curriculum, Florida State Standards and academic assessments. The Title I Compliance person will keep sign in sheets from the Annual Meeting and curriculum related meetings and will also maintain documentation on the dissemination of information and distribution methods. Parents will be given surveys at the end of each parent activity/workshop to help High Point monitor for improvement.  A parent handbook including Title I information is made available in the front office. A hard copy of the FEFP will be housed in the “Parent Station” located in the front office and will be copied upon parent request.   The school newsletter, marquee, and school messenger messages will keep parents informed of Title I news and activities.   The Pinellas County School District Title I Parent Involvement Policy Summary will be sent home to each parent.   Members of High Point Elementary School Advisory Council (SAC) will review and give input into High Point's Family and Parent Engagement Plan (FPEP). A copy of the FPEP will be made available to parents in the Title I Resource Center available in the front office. |

**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)].

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| **Response:** Written and oral communication will be provided for parents in English and Spanish. Translators will be available at all parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. If other languages are needed, the school will ask the District's ESOL Department to provide translation services. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English.  Copies of all translated agendas, flyers, handouts, etc. will be kept on file.  In the event of having a parent with vision/hearing impairment, we will contact Cross Bayou Elementary (Center for Vision and Hearing Impaired).   High Point Elementary is equipped with ramps and an elevator to meet the needs of families with physical disabilities. The school entrance and designated restrooms throughout High Point are handicapped accessible. |

**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:

X Not Applicable

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

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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.

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

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

**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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Home Technologies Workshop | 2 | 25 | software programs that you and your children can access at home including IStation, ST Math, and Tell Me More English Language Learning Software |
| 2 | Title 1 Annual Meeting | 1 | 257 | Understanding the resources provided by Title 1 to increase student achievement. |
| 3 | The Heart of FSA | 1 | 40 | Increasing student and parent knowledge of the new state assessment |
| 4 | Reading with Elves | 1 | 75 | Increase reading strategies all grade levels |
| 5 | Math Night | 1 | 20 | Increase math understanding/strategies |
| 6 | Connect For Success | 4 | 40 | Provided information regarding technology for student use |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Professional Development | 2 | 77 | Understanding how to communicate with parents |
| 2 | Cultural Competency/Increasing Parent involvement | 3 | 77 | Understanding barriers between school, home and community |

3. Ongoing PLC’s 36 77 Teachers worked together to

analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.

with Instructional Coached

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lanaguage (Hispanic) | Have translators available for parent conferences, messages home, workshops |
| 2 | Time | Flexible workshops for parents will be offered at varying times to increase parent participation |
| 3 | Child Care | Child care will be offered for parent workshops and activities |
| 4 | Language | High Point Elementary will offer a program called Tell Me More in increase parent understanding of the English language and to build parent involvement school wide. |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous schoool year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)