I, \_Tamika D. Hughes-Leeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 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)].

Tamika D. Hughes-Leeks 07/24/2019

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

|  |
| --- |
| **Response:**Disston Academy’s school community promotes an educational setting that provides academic and workforce skills for college and career success through high-yield instructional strategies, real world and rigorous curriculum and building healthy school to home relationships.  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. |

**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)].

|  |
| --- |
| **Response:**Disston Academy stands by its belief that involving parents in all aspects of its Title I programs is paramount to student success. Our school strongly encourages parents to become active members of our School Advisory Council (SAC). Disston Academy has met the requirement of having more than 50 percent of the members of the SAC as parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP). The SAC meets monthly to provide feedback and support the function of the school.  Equally, Disston Academy encourages parent to participate on the Parent Involvement Committee (PIC) to assist in Title I programming and family engagement planning. The PIC also is integral to the formulation of the Family and Parent Engagement Plan (FPEP). This committee meets in May and June to support the Needs Assessment and 1o Component development process. Equally, the committee meets on a quarterly basis to review progress and revisit the FPEP plan and Title I budget expenditures. This is one mechanism that provides opportunities for parents to give input in the development and decision-making process of all Title I activities related to Disston Academy.  Parents also have the opportunity to engage in the decision-making process through the collection of feedback at Title I meetings and Parent Engagement events. A bi-annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.  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)]. |

**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)].

|  |  |  |
| --- | --- | --- |
|  | **Program** | **Coordination** |
| 1 | Be There Campaign | A coordinated effort to support parent engagement with students directly. Parents are encouraged to attend trainings to develop the capability to advise students regarding academic focus and advocate for services and supports at the school level. |
| 2 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP. |

Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Title I Coordinator | September 2018 | Title I audit box housed in the school vault and documentation will be uploaded to electronic audit box |
| 2 | Annual Title I Parent Meeting | Principal | September 13, 2018 | Agendas and sign-in sheets |
| 3 | Create documents to support Annual Title I Parent Meeting | Principal, Clerical Staff | September 01, 2018 | Final artifacts include sign-in sheets for meeting, agenda, flyer, Right to Know, Budget information, PowerPoint modifications and Title I Compacts. |
| 4 | Advertise event and disseminate information. | Title I Coordinator, Clerical Staff | August 2018 | School marquee, meeting notification mail out, posting on school website, announcement during orientation and daily school news. |
| 5 | Set-up Title I sign-in tables and collect signed parent compacts. | Disston Academy Clerical Staff | September 12-13, 2018 | Collection of signature sheets and compacts by September 15, 2018 |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal and Assistant Principal | August 2018 | Copies of agendas, PowerPoint presentation, and handouts |
| 7 | Identify parent training for Title I Annual Meeting including documentation and handouts. | Title I Coordinator, Pro Ed Facilitator | August 2018 | Literacy in the home curriculum and documents |

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.

**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:**Disston Academy seeks to extend world class customer service and availability for parents. We offer parent meetings on Tuesday and Thursday nights as well as some Saturdays through many modes (phone, face to face or digital conference). Through the use of Title I funding, staff will be available for meetings both morning and evening as well as to provide child care. Home visits are supported by administration, social work and Student Services specialists on an as needed basis. Moreover, the administrative team makes every effort to be available for families to the largest degree possible when parents come to the school with questions or concerns. Additionally, we offer evening events throughout the year. |

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.

**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** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Transition to Success- Back to School Kickoff | Principal and Title I Coordinator | Parents and students will be provided with content specific sessions, aligned with state standards, identifying strategies they can use at home to promote highest student achievement. Parents will also have the opportunity to collaborate with all stakeholders and provide timely data/information on individual students and schoolwide. | August 8, 2019 | Sign-in sheets, handouts, agendas, and presentation materials. |
| 1 | Annual Title I Meeting | Principal | Increase in parent involvement through the support of literacy initiatives and collaboration in supporting students. | September 18, 2019 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Quarterly Title I Showcase Events | Principal and Title I Coordinator | Parents will be provided with content specific sessions, aligned with state standards, identifying strategies they can use at home to promote highest student achievement. Parents will also have the opportunity to collaborate with all stakeholders and provide timely data/information on individual students and schoolwide. | October 16, 2019,  December 19, 2019, January 16, 2020, and  February 19-20, 2020, May 7, 2020 | Sign-in sheets, handouts, agendas, and presentation materials, parent survey. |
| 3 | Quarterly Title I Parent Involvement Committee Meetings | Principal | Provide an opportunity to assist in developing and monitoring efforts to increase parental engagement in the educational process. | October 15, 2019, January 21, 2020, March 17, 2020 and  May 19, 2019 | Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | Parent Resource Center | Title I Coordinator and Tech Coordinator | The center will be located within the school to support parent access to student information, online resources, books, forms and documents to support student monitoring. | Set to open in October 2019. | Sign-in sheets, surveys, parent communication, literacy and engagement data. |
| 5 | Funding to support registration at Parent/Family Conferences | Principal and Title I Facilitator | Increase student achievement by increasing parent awareness of resources and support through strategies gained in attendance at family and/or parent conferences. | August 2019 through March 2020 | Increased student attendance and improved grades and GPA. Registration documentation |
| 5 | Open Conference Events | Assistant Principal and Title I Facilitator | Parents will be invited to meet with teachers at their convenience throughout the day | October 2019, December 2019, and March 2020 | Sign-in sheets and conference notes |

**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

**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 | Ongoing Weekly PLCs | Principal, Assistant Principals, PD Facilitator | Improve the ability of staff to work effectively with parents. | August 2019- May 2020 | Conference agenda and other appropriate documentation as required. |
| 3 | Trauma Informed Care  Restorative Practices  Equity in Education | Student Services Team | Define ways to provide community and specialized student support (mental, socio-emotional, behavioral support) to increase attendance and active participation in the learning environment | August 2019-May 2020 | Classroom implementation, discipline data, intervention logs |
| 4 | iNACOL Symposium  (Personalized Learning, Blended Instructional Model, Digital Platform Assessment) | Principal, Department Chairpersons | -Increase the percentage of African-American students meeting graduation requirements in the appropriate cohort year by 20%.  -Increase the percentage of students successfully completing courses by 20%.  -Increase the percentage of students successfully passing state FSA or EOC assessments by 20%.  -Increase the percentage of students on-track for graduation in the fourth year of services by 20%.  -High-quality and Ongoing Professional Development  Instruction by Highly Qualified Professional Staff- increase the percentage of staff trained to develop lessons, assessments and rubrics integrating personalization using digital platforms.  -School Reform Strategies- implement the use of personalized learning structures in a blended instructional model to increase mastery of core content. | October 27-31, 2019 | Student achievement data, observation data, assessment data, and course completion data. |
| 5 | Innovation Summit Schools Conference | Asst. Principal, School Counselor (2) Behavior Specialist | Intensive training on designed to deepen the understanding and implementation of socio-emotional learning and engagement strategies. Identifying best intervention practices for an alternative setting. And implementation of an MTSS model that is diversified, inclusive and aligned to the 21st century. | March 26-29, 2020 | Student achievement data, attendance and discipline data, mentoring logs, data chat logs, assessment data. |

**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.

**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:**Disston Academy will maintain a Parent Resource Center to provide parent resources including online tools, printing services, access to FOCUS and student information, as well as books and other materials. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. Furthermore, staff at Disston Academy will inform parents regarding the Parent Resource Center provided at the Title I Center. School staff will assist in planning events outside of the traditional school day to ensure open school-to-home communication. |

**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.

**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:**Disston Academy will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. Examples of methods and opportunities that support communication with families include the following:   * Annual Title I Meeting which will occur in September 2019 * Quarterly Title I Family Showcase * Quarterly Title I Parent Involvement Committee Meetings * Parent Resource Center and Title I Newsletters on a quarterly basis * Parent communication on the website, through Peachjar Flyers and School Messenger calls * Positive postcards and referrals sent home with student and by mail as appropriate * Open Conference Night |

**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.

**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:**Disston Academy will make the Family and Parent Engagement Plan (FPEP) available to parents in English and Spanish on the school's website. A hard copy of the FPEP will be housed in the "Parent Station" located in the front office, in the Parent Resource Center and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent 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.

**Discretionary Activities**

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

**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.

**Upload Evidence of Input from Parents**

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

**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.

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

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.

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Annual Title I Meeting | 1 | 27(including students 48 present) | Parents had the opportunity to gain knowledge about what it means to be a Title I school and how to become an active participant in the education process.  Parents participated in a workshop focusing on topics such as literacy strategies, accessing technology, and literacy. |
| 2 | Quarterly Title I Parent Night | 3 per year | Varied ranging from seven to 49 families represented. | Parents were invited to review student work, meet with the teacher. Parents were also provided with content specific sessions, aligned with state standards, identifying strategies they could use at home to promote highest student achievement. Parents also had the opportunity to collaborate with community agencies. |
| 3 | Quarterly Title I Parent Involvement Committee Meetings | 4 per year | Varied ranging from three to 10 representatives present. | Parents were provided an opportunity to assist in developing and monitoring efforts to increase parental engagement in the educational process. |
| 4 | Parent Involvement Survey | 1 | 12 | Parents provided feedback regarding literacy and technology needs (hourly literacy support and increased extended learning hours to ensure student access, Kindles purchased). |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Ongoing Weekly PLCs | 30 | 20 | Instructional staff, student services specialists and paraprofessionals collaborated to address trends in student achievement to develop systems of differentiated instruction, progress monitoring and student, lesson plan and problem solve behavior issues in the classroom. |
| 2 | Equity in Education and Trauma Informed Care  Restorative Practices | 4 | 29 | Student services specialists will increase effectiveness in supporting students in an alternative setting. Best practices in identifying students needing additional services and full implementation of intervention is the intended effect. |
| 3 | Restorative practices Team Training districtwide. | 3 | 4 | Decrease in loss instructional time due to inappropriate behavior or disciplinary action as a result of said behaviors. Increase in educational equity in the classroom, improved instructional support and parent involvement. |
| 4 | Culturally-responsive Teaching | 2 | 29 | Improved school culture that envelopes equity in the classroom. Identifying interventions, instruction strategies and curriculum that is diversified and inclusive of 21st century focuses. |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**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)].

|  |  |  |
| --- | --- | --- |
|  | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of parent involvement and participation in Title I activities (minority representation, low socio-economic status) | Provide more diversity in Title I and Parent Conference offering to include digital and phone conferencing, in-school conferencing, on-site Parent Resource Center. |
| 2 | Limited capacity to communicate with parents using the School Messenger program. (All subgroups). | Assigned student services team to complete home visits and mail out soliciting correct contact information. Provided multiple orientation cycles to meet families and collect current demographic and address information. |
| 3 | Parents unable to acquire timely feedback on status of students in credit recovery courses (All subgroups). | Change in curricular software allows parents access as “coaches.” Parents will have access to progress in real time and can receive or send note to the teacher through the program. |

**Review Rubric:**  
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

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

|  |  |  |
| --- | --- | --- |
| **N/A** |  |  |

* **Review Rubric:**  
  Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.