

THE CHILES ACADEMY Title I, Part A Parental Involvement Plan

I, anne ferguson , 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

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The Chiles Academy believes that parent involvement is essential to student achievement. The Parent Involvement Plan strengthens our partnership with parents as we work together to teach children. At TCA, we know that through the collaborative efforts of all people who support our students, we will continue to excel at teaching the skills that children need to be productive members of society.

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 School Advisory Council meets on a weekly and monthly basis and is responsible for the planning, review, and improvement of the Title 1 program. Early Head Start, Chiles Academy, and community parents are invited to be members of The Chiles Academy SAC. SAC members provide input on the Parent Involvement Plan and the Title 1 budget, as well as all other plans related to school improvement. Two annual parent surveys are conducted each year to include Title 1 and Chiles Academy specific data. Comments from parents are documented on SAC meeting minutes and displayed in our 5 Star portfolio.

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 X, Homeless	Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation.
2	Title 1, Part D	Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs.
3	Head Start	Head Start works with our school staff to coordinate transition plans for students entering Kindergarten.
4	Early Head Start	The Chiles Academy is the only Early Head Start provider in Volusia County, FL.
5	Pyramid Community Cafe	Partnership with the Healthy Start Coalition to provide the Strengthening Families Framework Model to our parents
6	Bethune Cookman University	Community Nursing students intern weekly at The Chiles Academy throughout the year
7	Daytona State College	Occupational Therapy Assistant students interact and partner with parents throughout the semester
8	Stetson University	Associate Professor of Literacy teaches parents how to read to their children throughout the year

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	Establish Annual meeting date and activities	Executive Director, Child Care Director, and SAC	August 2014	Date set on school calendar
2	Prepare agenda for Annual Meeting	Executive Director and Child Care Director	August 2014	Completion of Agenda
3	Gather information on Title 1 such as brochures and DVD outlining services	Family Care Coordinator	September 2014	Information prepared for distribution
4	Train parents and students about	Executive Director	September	Staff meeting minutes and

	Annual Meeting		2014	comments
5	Advertise Annual Meeting	Executive Director and Child Care Director	October 2014	Number of attendees, Survey, newsletter, flyer, website
6	Prepare budget for parent input	Executive Director	October 2014	Minutes of SAC meeting
7	Gather documents for audit checklist	Executive Director	October 2014	Documents

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: Workshops and meetings will be scheduled at different times to accommodate parents' varying schedules and availability. Meetings may be scheduled in the morning, afternoon, or evening. For example, activities such as the Carnival, garden activities, and tutoring opportunities can be held in the afternoon. Generally, SAC meetings are held in the evening. Some programs, such as Reading time with babies are held in the child care classrooms throughout the day. Input for the School Improvement Plan is solicited from parents. The school has an open door policy and parents are contacted daily if their daughter is absent from school. These phone calls keep us in constant communication with parents and they have the opportunity to discuss any other concern about our school when we call.

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	Your Child's Social and Emotional Development	ELC Staff, School Staff	Provide information to parents about building confident learners	August 2014	Post Test
2	SAC Training	School Staff	Increase parent knowledge of academic expectations and foster parent/school partnerships	Oct 2014	Q and A for understanding
3	Bullying and Cyber-Bullying Awareness and Prevention	School Staff	Provide information to parents concerning the internet, cyber-bullying, and parent monitoring	Oct 2014	Q and A for understanding, sign-in sheets
4	Progress Reports	School Staff	Provide information to parents on expectations and how parents can help their children	Oct 2014	Sign-in sheets, Title 1 Survey
5	Peer Counseling	Consultant	Provide parents with strategies to increase student achievement and parent involvement	daily	Conference evaluations

6	Grief Counseling training	Guidance Director	Increase parent knowledge	Nov 2014	Survey
7	Early Head Start training	Claretha Sabree	Increased parent knowledge	Monthly 2014-2015	Surveys/agenda/meetings

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	Business Partner/VIPS training	School Staff	Staff will understand how to utilize these resources to better their relationships we have with the community	Sept 2014	Sign-in sheet, Q and A for understanding
2	Title 1 Program Annual Meeting	Executive Director	Staff will learn about Title 1 programs and services	Oct 2014	Sign-in sheets, Agenda, presentation materials
3	Early Learning Coalition staff training	Selected ELC staff	Better attendance, better grades	Monthly 14-15	Sign-in sheets, agendas
4	Health & Human Services Expo	One Voice for Volusia	Community resources help families	October 2014	Feedback forms
5	VCS Online Staff Development	VCS staff development	Improved family involvement strategies	Ongoing 14-15	Evaluation forms

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 Chiles Academy uses our Early Head Start office as a resource for all of our parents. It is open daily from 8:00 am to 3:00 pm. The office provides educational materials to be used by our families to support student learning. The Chiles Academy holds numerous family activities throughout the year in the cafeteria, garden, media center. Parents are encouraged to volunteer on our campus. Information on Title 1 programs are shared at the Annual Meeting using brochures and Q and A sessions. The Chiles Academy hosts the "Readers are Leaders" literacy program for families every year. The Community Garden committee will work together with parents and families to incorporate the vegetables into our menu.

The Community Cafe has been established to provide a resource center for parents to gain access to online parenting course, peer education, and internet resources to help parents strengthen their families.

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: Information about Title 1 programs will be provided through newsletters, brochures, and a Q and A session offered during the Annual Meeting. The Title 1 Parent Involvement Plan brochure and Title 1 booklet are handed out during our enrollment process and they are available at the front office for anyone interested in additional copies. Curriculum and assessment information is shared by teachers at the Annual meeting, during parent teacher conferences, and through newsletters. FCAT Retakes, FSA, and EOC assessment information is sent home with the students and available on-line through parent portal. Parents also receive information through phone calls, interim reports, and student report cards. Parents are provided the opportunity to supply the school input through our parent surveys. Self-addressed stamped post cards are being developed to send to our new parents asking them "How are we doing?" Parents will be asked how they might want to volunteer and partner with our school.

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: Information regarding parent participation is provided to parents via school website, newsletters, Facebooks, parent/teacher conferences, flyers throughout campus, workshops, and meetings. District information is available in English and Spanish. TCA currently has 9 bilingual employees on staff. Someone is available to translate in the front office and at every parent/teacher conference that it is beneficial. Parents with special needs are accommodated. TCA is handicap 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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	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	Introduction of multi-generational reading to all students ages 0-18.	School Staff	Improve and increase parental involvement in students education	Oct 2014

	attend those conferences at school [Section 1118(e)(10)];				
2	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Creation of Community cafe for families provides counseling and support to families from parent advocates. On-site community garden providing opportunity for parents to grow vegetables for their families as well as providing food for the school menu. Ongoing implementation of the MicroSociety comprehension school reform model to engage parental involvement in a school setting.	Project Director	Student achievement increases with family involvement	ongoing 2014-2015

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Upload Parent-School Compact

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

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

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

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

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

[Uploaded Document](#)

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Your Child's Social and Emotional Delopment	1	50	Provide information to parents about building confident learners
2	Readers are Leaders	4	40	Provide parents with strategies to increase family literacy.
3	SAC Training	1	50	Increase parent knowledge of academic expectations and parent/school partnersips
4	Bullying & Cyberbullying Awareness and Prevention	2	50	Provide information to parents on expectations and how parents can help their children
5	Progress Reports	4	50	Provide information to parents on expectations and how parents can help their children
6	Peer Counseling	180	15	Provide parents with strategies to increase student achievement and parent involvement
7	Grief Counseling training	1	50	Increase parent knowledge

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Business Partner/VIPS training	1	50	Staff will understand how to utilize resources to better relationships we have with the community
2	Title 1 Program Annual Meeting	1	40	Staff will learn about Title 1 programs and services
3	Early Learning Coalition staff training	5	50	Better attendance, better grades
4	Health & Human services expo	1	6	Community resources assist families
5	VCS online staff development	20	10	Improved family involvement strtegies

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the current school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation	Votran passes, gas cards
2	Homelessness	Star Shelter access
3	Daily stress	Counselling

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)

count	Content/Purpose	Description of the Activity
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