## HYDE GROVE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Contrina Woods-Isidore , 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 (Optional)

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| **Response:** Our mission at Hyde Grove Elementary is to provide educational excellence in our school, in every classroom, for every student, every day. Our vision is that every student is inspired and prepared for success in college or a career, and life. |

**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:** Parents will be asked to sign up to participate on a committee to provide feedback concerning the Title I programs. The Parent Involvement Committee is made up of parent volunteers who meet as a group to work for the benefit of the school and the community. This committee will meet jointly with the SAC/PTA Committees due to overlapping goals. Parents will have the opportunity to provide input in the development of the school PIP, including making recommendations for parent activities, how PIP funds will be allocated,and school compact. Once the PIP has been approved and presented to parents, it will be placed on the school's website and hard copies will be available upon request. |

**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 | Title 1 Pre-Kindergarten | Recruit students who are eligible to attend the program at HGE. Provide opportunities for students and parents to participate in the various programs offered at the school such at Literacy and Math Nights. |
| 2 | IDEA Exceptional Student Education Pre-K Program | Faciliate parent involvement activities that encourages student and parent participation in the regular education programs. |

**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, handouts, and/or presentation materials | Principal | September 2015 | Parent attendance at parent nights and evaluation of parent programs. |
| 2 | Develop and disseminate invitations | Principal, Assistant, and teachers | September 2015 | Parent attendance at parent nights and evaluation of parent programs. |
| 3 | Advertise/publicize event | All faculty and staff | September 2015 | Committee Review |
| 4 | Develop sign-in sheets | Principal | September 2015 | Committee Review |
| 5 | Maintain documentation | Assistant Principal | September 2015 | Annual Review |
| 6 | ParentLink- Automated Phone Calls | Principal | September 2015 | Report of contacted parents |

**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:** In an effort to increase participation in parental involvement activities at school, Hyde Grove Elementary will offer a total of 17 workshops for parents. Seven of these workshops will take place at night and ten activities will take place during the day. Many of the night activities are conducive to the entire family attending. Therefore childcare is not needed. The day activities in which siblings are not allowed to attend, Moms and Muffins Dads and Doughnuts, childcare will be provided. |

**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 | Title I Program - Face to Face Meeting | Principal | Explain Title 1 programs and services to families. | September 2015 | Parent attendance and evaluation cards |
| 2 | Common Core Standards/Next Generation Standards is a face-to face meeting | Adiminstration and teachers | Parents will be provided grade specific brochures outlining the Next Generation Standards | August 2015 - June 2016 | Parent attendance and evaluation cards |
| 3 | Literacy - Face to Face Meeting | Administration and Reading Coach | Introduce parents to the requirements of FSA Reading and school requirement. Teach them reading strategies to help their children at home. | August 2015 - June 2016 | Parent attendance and evaluation cards |
| 4 | Math - Face to Face Meeting | Administration and Math Coach | Introduce parents to the requirements of FSA Math and school requirement. Teach them math strategies to help their children at home. | August 2015 - June 2016 | Parent attendance and evaluation cards |
| 5 | Individual Conferences | Faculty and staff | The teachers will conduct individual conferences to discuss each child’s assessment results | August 2015 - June 2016 | Parent attendance and evaluation cards |
| 6 | Fall Festival | Faculty and Staff | You can feel the excitement! The festival gives families an opportunity to enjoy plenty of sweet treats, entertainment and arts and crafts all tied in with Literacy and Math. It represents family, community spirit and giving back. It exemplifies an atmosphere of families coming together for the betterment of the organization and community. Faculty members will offer various sessions to allow parents an opportunity to listen to stories, watch movies, complete projects, and make things.  | October 2015 | Parent attendance and evaluation cards |
| 7 | Cookies, Craft, and Kris Kringle | Adminstration | Provide reading strategies for parents to use at home with students and support students in completing homework assignments; Parents are also able to interact with students in a more structured learning environment so that they are enabled to be more active participants in the learning process. | December 2015 | Parent attendance sign in and evaluation cards |
| 8 | Suessical | Music Teacher | Children study and create artifacts about Dr. Seuss. At this evening event, children will be able to share all they have learned with their parents in a fun, interactive way. This event brings together people from all walks of life in the spirit of fun and fellowship giving this event a magical feeling. Dinner and/or refreshments and door prizes will be provided to encourage participation.  | December 2015 | Parent attendance and evaluation cards |
| 9 | Grade Level Lunch  | Teachers | Letters are sent home to the parents in a specific grade inviting them to have lunch with their child. This activity will give parents an opportunity to eat with their child and take part in a hands-on-activity with their child in the classroom. This event will be coordinated with student lunches which range from 1o:00 a.m. - 1:30 p.m. | January 2015 - June 2016 | Parent attendance |
| 10 | Science Night | Teachers | Hyde Grove will offer many activities for the curious scientist of all ages with lots of hands on activities. The activities will provide an opportunity for the students and their parents to work together conducting simple, inquiry based, age appropriate, hands on science activities, observe scientific demonstrations, and talk with teachers about the educational process | February 2016 | Parent attendance |
| 11 | Moms and Muffins | Faculty and staff | Moms and Muffins is an event that runs for 60 minutes from 8:30 a.m. - 9:30 a.m. The mothers have a breakfast treat based on the theme with their child in their classroom with other parents and students. This day is filled with many activities and small tokens of gratitude. If the student’s parent is unable to attend they are allowed to bring a substitute (grandparent, guardian, relative). Child care will be provided for this event | May 2016 | Parent attendance |
| 12 | Dads and Doughnuts | Faculty and Staff | Dads and Doughnuts is an event that runs for 60 minutes. The fathers have a breakfast treat based on the theme with their child in their classroom with other parents and students. This day is filled with many activities and small tokens of gratitude. If the student’s parent is unable to attend they are allowed to bring a substitute (grandparent, guardian, relative). Child care will be provided for this event. | June 2016 | Parent attendance |

**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 | Collaborative Planning | Administration and Coaches | Further improve the planning and delivery of instruction for inclusing students | August 2015 - June 2016 | Annual Survey |
| 2 | Value of Parental Involvement | Adiminstration  | Provide an inservice with teachers and staff including ways that we can work more effectively with parents | September 2015 | Annual Survey |
| 3 | Implementation and Coordination of parent involvement program | Administration and teachers | Improve the ability of staff and parents to work together to improve student achievement | December 2015 | Teacher attendance and parent sign in sheetsnight and evaluation cards |
| 4 | Building ties between home and school | Faculty and staff | Improve the staff's ability to work together more effectively to improve student acheivement | March 2016 | Teacher attendance and parent sign in sheets |
| 5 | Communicating and working with Parents | Principal | Provide teachers with a training module to improve the communication between home and the school | May 2016 | Annual Survey |

**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:** Community and local business partners will be invited to attend our parent nights and share their resources with our parents. We will provide training for parents on ways to help their children at home, as well as introduce them to the resources available to them at school. Books, pamphlets and various games will be available also to assist parents in providing support for students at home. Hyde Grove will continue to build upon the resources currently available to parents at the school. The project will be completed by the end of the school year. We will monitor the use of the resources using sign in sheets and recording feedback from parents who use the information provided.  |

**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:** Fliers will be sent home with students on the first Friday of every month. Fliers will also be placed on the counter tops for parent to pick up in the main office when visiting the school. Teachers will make personal phone calls inviting parents. The school's automated phone call system will call parents and inform them of upcoming events and meetings, and resources available at the school. Additionally, upcoming events will also be advertised outside on the school marquee. Fliers and newsletters will be dated prior to distribution. All information sent to the parents will have a copy placed into the Parent Involvement Audit Box.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 is done during the open house and during parent conferences throughout the year.The front office and administration is accessible to parents by phone, email, or in person to set up meetings/conferences with teachers and administration for any concerns or suggestions.The plan is made available by website or in the front office by request. |

**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:** Information will be provided in English and Spanish. We have two bilingual persons on the faculty and staff. They assist in sharing information with our parents who have limited English proficiency. We have three ESE teachers and several general education classroom teachers who are dually certified in Regular Education and ESE. These faculty members are used extensively to communicate to the parents their rights and responsibilities of the school to ensure the success of their child with disabilities. In addition we will implement TransAct for translating documents for all parents who speak languages other than English. Teachers are required to submit all formal communication to administration for approval prior to sending home.  |

**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:

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| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Recruit and train members of community-based and faith-based organizations on how to effectively tutor students in reading. | Principal and Assistant Principal | This strategy will be used to assist us in increasing the percentage of children reading at proficiency for black, low social economic, and students with disabilities. | September 2015 - June 2016 |

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C%3A%5CUsers%5Cwoodsc%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5COTGXDW5I%5CfileUploads%5C162141_2015-2016_uploadEvidenceParentInput.docx) |

**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.

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| [Uploaded Document](file:///C%3A%5CUsers%5Cwoodsc%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5COTGXDW5I%5CfileUploads%5C162141_2015-2016_uploadCompact.doc) |

**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.

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| [Uploaded Document](file:///C%3A%5CUsers%5Cwoodsc%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5COTGXDW5I%5CfileUploads%5C162141_2015-2016_uploadCompactEvidence.pdf) |

## 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 | Next Generation CommonCore  | 1 | 9 | Parents understand the Standards |
| 2 | Title I Program | 1 | 15 | Parents understand what title I is and what it provides for the school and students. |
| 3 | Assessments  | 1 | 30 | Parents practice and understand the FCAT 2.0 test |
| 4 | Reading  | 1 | 60 | Parents learn stratagies to help their students become better readers at home and in school.  |
| 5 | Math  | 1 | 60 | Parents become better aware of the Math standards K-5 and how to encooperate at home and at school. |
| 6 | Cookies, Crafts, and Kris Kringle | 1 | 80 | Parents learned reading stratagies that encooperate holiday activities that they can continue at home with the students. |

**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 | Cultural Awwareness | 1 | 30 | Teachers learned about Poverty in school and completed a book studey. Ruby Payne  |
| 2 | Collaborative Planning | 1 | 30 | Teachers learned how to encooperate stratagies to collaboratively plan. |
| 3 | Cultural Sensitivity | 1 | 30 | Teachers took part in a book study that delt with different views of families. |
| 4 | Value of Parent Involvement | 1 | 30 | Provided an inservice with theachers and staff including ways that we can work more effectively with parents. |
| 5 | Communicating with parents  | 1 | 30 | Provided Strategies for making the school more enviting to parents. |

**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 | Parents work hours will not allow for them to attend trainings | Trainings will be offered multiple times during the day. |
| 2 | Language  | Hire translators |

**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)

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| **count** | **Content/Purpose** | **Description of the Activity** |