**CHESTER A. MOORE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Pamela Holmes , 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:** As an adult and a Treasure Hunter I am committed to search for all the talents, skills and intelligencethat exists in all children and youth.I believe all children are capable of success,No Exceptions!  |

**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:** Chester A. Moore Elementary School will continue to involve parents in the decision making processes and planning via its School Advisory Council meetings, feedback received from parents on an on-going basis during conferences and other collaborative parent school opportunities. The process will begin with Meet Your Teacher prior to the opening of school by making parents feel welcome and inviting them to become partners in their child's education. The process of making parents and families feel welcome and motivating them to become involved will be ongoing.The School Advisory Council (SAC)is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic,racial, and economic community served by the school. Certain members are elected by peers, while Business and Community members are appointed. The SAC meets monthly to develop, review, and offer suggestions for the implementation and evaluation of the School Improvement Plan, as well as other policies required by No Child Left Behind (NCLB)including the Parent Involvement Plan and the implementation of the school budget. The SAC will review data, discuss strategies implemented, and evaluate progress made by the students. Notification of SAC meetings are sent out via e-mail, monthly newsletters, and School Messenger phone messages. Documents including sign-in sheets, agendas, minutes, PowerPoints and any other additional information will be available through the school office. Parents who are unable to attend SAC can e-mail or speak with administration regarding any feedback and/or questions they may have.There will be two Title I Annual Meetings. The first meeting will be to inform parents of the meaning of being a Title I school, how the school qualifies and the benefits of the Title I program. The school report card will also be reviewed at this meeting. The second meeting will be a follow-up in the spring prior to state testing. |

**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 | Kids at Hope  | Faculty and staff will share the Kids at Hope philosophy with parents and collaborate with Executive Roundtable via the School District Kids at Hope liason |
| 2 | Voluntary Pre Kindergarten | The Title I office will work together with Early Learning Coalition to coordinate transition programs for students entering the regular public school setting. Activities will include but not limited to, meeting the parents and VPK teachers. |
| 3 | Take Your Parent to School | Administration and teacher leaders coordinate Take Your Parent to School for parents to be active participants in their child's classroom to see what their child is learning and how they can help their child at home. Parents will spend 45 minutes in their child's classroom. For the benefit of siblings, each grade level will be at a different time.  |
| 4 | SES Providers | District Title I Coordination-after school tutoring |
| 5 | ESOL Parent Nights | School staff will collaborate with district ESOL personnel to coordinate ESOL parent nights. ESOL lab is open to share progress of ESOL students/Lab is open to parents to learn English |
| 6 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction support provided by the school will be discussed with parents during the development of the students' IEP |
| 7 | Student Led Conferences  | Students will take the lead in parent conferences to share their data on their performance in class. Teachers will share strategies when applicable on how to improve performance. |

**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 | Title I Annual Parent Meeting | Administration | October 2014 | Sign in sheets, School Messenger phone messages in multiple langugages, flyers, PowerPoint presentation |
| 2 | Title I ESOL Meeting | Administration | November 2014 | Sign in sheets, School messenger phone messages in multiple langugages, flyers, PowerPoint presentation |
| 3 | Title I Parent Meeting | Administration | March 2015 | Sign in sheets, School Messenger phone messages in multiple langugages, flyers, PowerPoint presentation |

**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:** Chester A. Moore will offer meetings at various times to support our parents and families. Meetings will be scheduled at various times to accommodate families through PTO meetings, Take Your Parent to School,student led conferences and other school related events. Transportation is not provided for events. Translators will be provided when available. |

**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 | Meet Your Teacher | Administration, Faculty and Staff | Assist parents with the academic and behavioral expectations of each class so they can assist their child with their school work at home. | August 14, 2014 | Sign -in sheets, Parental Feedback |
| 2 | PTO Meetings | Administration | Tips will be presented on how parents can work with their child at home to build student achievement. Students whose parents are actively involved in their child's education demonstrate improved student performance. | November 2014-May 2015 | Sign-in sheets/Parental Feedback |
| 3 | PIRC Annual Calendar | Administration | The Parent Information and Resource Center provides an annual calendar to schools that are then shared with parents. These calendars include at-home activites for parents to do with their child.  | As supplied and made available by the District  | Communication with parents |
| 4 | Monthly Parent Newsletters | Administration | The monthly newsletters include tips on how parents can become involved in their child's education and notification of school-related activities and events. | September 2014-June 2015 | Parental Feedback |
| 5 | Volunteer/Community Partner Recruitment | Stephanie Smith-Martin | Mentors are recruited and trained to provide extra assistance to students within the classroom. | September 2014-June 2015 | Applications, Student Progress |
| 6 | Title I Annual Meeting | Administration | Inform parents of Title I Program and benefits of program | October 2014 and March 2015 | Sign-in sheets |
| 7 | Individual Parent Conferences | Administration, Parent Educator and Teachers | Individual student progress and strategies for improvement are discussed with parents. | Initiate in August 2014 and ongoing through June 2015 | Parent Teacher Conference Form |
| 8 | School Advisory Meetings | Administration | Review of student achievement and progress, implementation of plans and strategies for improvement | August 2014-June 2015 | Sign-in sheets, Agendas, Minutes |
| 9 | Report Cards, Planners, Progress Reports, Wedensday Folders, Reading Logs | Administration | Keep parents informed of student progress and home-school communitcation | August 2014-June 2015 | Signed Progress Reports and Report Cards/Parent Feedback in Planner |
| 10 | Parent Portal Training | Office Clerk/Data Specialist | Training will be provided on the Parent Portal so parents can access teacher comments, attendance, and academic information. Computer access will be available at school. | Available September 2014 -June 2015 | Number of Log-ins to Parent Portal and Presentation Materials |
| 11 | Take Your Parent to School | Administration | Parents will spend 45 minutes as active participants in their child's classroom to see what their child is learning and how to increase their student's academic performance | September 2014-June 2015 | Sign-in sheets |
| 12 | Student Led Conferences | Administrations | Students will take the lead in student/parent/teacher conferences by presenting their data. Teachers will provide feedback/strategies as applicable. | January 2015-June 2015 | Sign-in sheets |

**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 | Value of Parental Involvement, monthly newsletters, home school communication via phone calls, notes home with suggestions for parental involvement | Administration | Improve the ability of faculty and staff to increase parental involvement | August 2014-June 2015 | Parental Feedback, Surveys |
| 2 | Volunteer Trainings | Volunteer Coordinator | Train community/staff on how to recruit mentors | August 2014-June 2015 | Volunteer Applications |
| 3 | Cultural Sensitivity (embedded in grade group meetings, grade/department chair meetings) | Administration | Increase awareness of various cultures represented at our school and to understand the social/educational backgrounds that the school serves | August 2014-June 2015 | Surveys, Staff and Parental Feedback |
| 4 | Building Home School Relationships (embedded in grade/department meetings) | Administration | Present strategies to work more effectively with parents | August 2014-June 2015 | Staff and Parental Feedback, 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)].

|  |
| --- |
| **Response:** Chester A.Moore Elementary has partnered with outside resources to provide our students with Dental and Hearing Care. Health assistants come to C.A. Moore to perform hearing and dental screenings to various grade groups. Reports and follow-up are provided by the Heath Agency. Teachers can utilize the parent resource room when sharing strategies with parents so that parents/students/teachers can interact in activities to help the child.  |

**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:** The school will provide information regarding Title 1 Programming utilizing various methods. Monthly Parent Newsletters, the school website, School Messenger phone messages in English and Spanish (when translator is available)are some of the ways the school will communicate information to parents. Information concerning SES opportunities, assessments, curriculum information and the way in which it is assessed and data will be discussed throughout the year. These times may include Meet Your Teacher, Title 1 Night, Take Your Parent to School, Student Led Conferences, School Advisory meetings, Parent Conferences, IEP meetings and PST/RtI meetings. Title 1 brochures and information regarding programs are available in the front office. Progress monitoring, data, including, but not limited to FCAT, and benchmark assessments will be shared with parents during SAC meetings and parent conferences. Parents will be notified of Title 1 Meetings, Take Your Parent to School, SAC and PTO meetings in the parent newsletters, marquee, and School Messenger phone calls. The parent newsletter is sent home with students the first part of each month. Activities for that month will be on a calendar within the newsletter. Follow-up School Messenger phone messages will be made prior to the event. Parental feedback and sign-in sheets will be used to monitor attendance. |

**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:** Distribution of information in multiple languages (English, Creole, Spanish when translators are available) using on-site resource personnel for interpretations will aid in supporting families' comprehension of offerings. The dissemination of information will be via School Messenger phone messages, monthly parent newsletter, SAC and PTO meetings, flyers, school marquee, and the Wednesday folder. The office clerk and data specialist are available to assist parents at any time to go on school computers to view any information pertaining to their child and the school. Every effort is made by classroom teachers and the office personnel to ensure that the school has current contact information for parents and guardians. Individuals with disabilities have equal access to activities as the school has access for handicapped individuals.  |

**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 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | Seek parent input on how to better equip our families on good fit books | Administration/Instructional Coaches | Improve student performance | on-going |
| 2 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Take Your Parent to School, Plan meetings, presentations, and celebrations at varying times (mornings, afternoons, evenings). | Leadership Team | Improved Student Achievement via Home Support and Affirmations for Successes | on-going |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Kids at Hope | Teachers conferencing with parents on the Kids at Hope philosophy | testimonies/referral reduction | on-going |
| 4 | 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 attend those conferences at school [Section 1118(e)(10)]; | Parent Teacher Conferences/Student Led Conferences | Administration, teachers | Progress monitoring | Ongoing |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Home school communication, positive phone calls, conferencing | Administration, faculty, staff | Academics/Behavior | Ongoing |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | School supply donations, partnerships that include, but not limited to reading to and with students, sponsoring incentive activities | Administration | Academic/Behavior | Ongoing |

**Upload Evidence of Input from Parents**

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

|  |
| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5Cpho0701%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CIE%5C851CUEP5%5CfileUploads%5C560111_2014-2015_uploadEvidenceParentInput.pdf) |

**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](file:///C%3A%5CUsers%5Cpho0701%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CIE%5C851CUEP5%5CfileUploads%5C560111_2014-2015_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.

|  |
| --- |
|  |

**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 | Take Your Parent to School | 3 | 75 | Parents participated during the school day and teachers/students modeled expectations |
| 2 | Student Lead Conferences | 1 | 30 | Students explained data to parents, where they were relative to grade level expectations and what they need to do to elevate themselves on the scale |

**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 | Kids at Hope and Parent Involvement/Take Your Parent to Work | 3 | 50 | Build and forge positive relationships with 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 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 | Need for translators to translate multiple communication tools for parent outreach for PK-5 | Make every effort to provide translations in English, Spanish (when available) and Creole (when available) |
| 2 | Students have limited assistance at home | Teachers provide ways to assist students at home, reading logs and books are sent home by the school for parents to read with students and sign log |
| 3 | Lack of parental support at home | Every child is issued a planner  |
| 4 | Difficult to reach parents | Social worker will make home visits as needed |

**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** |