## BROOKVIEW ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Shana Adams , 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:** N/A |

**Review Rubric:**
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.

**Review Status:**

**Review Comments:**

**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:** Brookview Elementary School will take the following actions to involve parents in the joint development of its school parental involvement plan: · Our SAC (School Advisory Council) committee will develop, implement and evaluate all aspects of our Parent Involvement Plan. · All members of the SAC are given the opportunity to review and offer input to the plan prior to offering their approval.· SAC members are chosen through the process of a vote. Parents wishing to participate in the SAC are put on a ballot and current members of the SAC and parents vote to elect SAC members. · Parent input is recorded in the SAC minutes. · Throughout the year parents are offered a survey to evaluate parent activities. These surveys are used to guide activities for the following year. Each SAC meeting the agenda will reflect parent involvement initiatives. During that time if a SAC member has further questions, the principal will provide clarification.  |

**Review Rubric:**
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)].

**Review Status:**

**Review Comments:**

**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 III | Parental workshops will be provided at the school. Administrators, teachers and school support staff members will keep parents informed. As the district provides literature, resources and further opportunities for parental involvement, school staff will forward information to parents. Title III funds will be used to purchase Spanish/English resources to assist parents and students in the acquisition of the English language. In addition, we will add to the educational resources in our Parent Involvement Center to increase student achievement in reading comprehension, fluency, and the language arts.  |
| 2 | Individuals with Disabilities Act (IDEA) | Supplemental instructional support provided by the school will be discussed with parents during the development of the student’s IEP. |

**Review Rubric:**
Strong responses include:

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

**Review Status:**

**Review Comments:**

**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 | Parent Involvement Meeting/ Prepare flyers, sign-in sheets, agenda, feedback forms and maintain docs | Rogers | September 2015 | Agenda, Minutes, Sign-in sheets, Newsletter |
| 2 | Title I Meeting/ Prepare flyers, sign-in sheets, agenda, feedback forms, and maintain documents | Adams, Rogers, Snyder, Milton, Smith | September 2015 | owSign-In Sheet, PowerPoint Handout |

**Review Rubric:**
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.

**Review Status:**

**Review Comments:**

**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:** Brookview offers flexibility in parent involvement meetings. PTA Meetings, parent trainings/workshops, and SAC meetings are ongoing and conducted at various times and on various days (Monday-Saturday)and before and after school (7:45am or 3:15pm) to include the participation of as many parents as possible. Meetings are advertised on the School Calendar, Newsletter, Marquee, and through the use of ParentLink. Additionally, flyers are distributed at Extended Day drop-off and pick-up to parent by staff. |

**Review Rubric:**
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.

**Review Status:**

**Review Comments:**

**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 | PIP Developmental Meeting | Rogers, Hairston | Input from parents with activites, events, feedback on budget, building capacity, and school-parent compact.. | September 2015 | Parent Sign-in sheets and Evaluation forms |
| 2 | Open House | Adams, Rogers, and Teachers | Outlines student expectations. Introduces parents to the Common Core standards, FOCUS training, and what evaluative methods will be utilized for the school year. | September 2015 | Sign-In sheet |
| 3 | Annual Title One Meeting | Rogers, Hairston, Teachers | The title one meeting outlines parent involvement strategies that will increase student achievement. | September 2015 | Parent Sign-in sheets and Evaluation forms |
| 4 | Blended Learning  | Adams and Rogers | Expose parents to educational software available for student use at home. | October 2015 | Parent Sign-in sheets and Evaluation forms |
| 5 | For the Love of Literacy | Merrill | Parents will be educated on understanding reading levels and picking correct books for students | October 2015 | Parent Sign-in sheets and Evaluation forms |
| 6 | Reading Data Chat Night | Williams, Harris, Grades K-2 Teachers | Parents will be exposed to sample test questions and strategies | December 2015 | Parent Sign-in sheets and Evaluation forms |
| 7 | Reading Data Chat Night | Williams, Harris, Grades 3-5 Teachers | Parents will be exposed to sample test questions and strategies | January 2015 | Parent Sign-in sheets and Evaluation forms |
| 8 | Wonderful Writers | Williams 4 and 5 Reading and Writing Teachers | We will expose parents to the new Florida Writing Assessment Standard | March 2015 | Parent Sign-in sheets and Evaluation forms |
| 9 | Science Night | Williams, Weertz, Harris, Grades 3-5 Teachers | Parents will be exposed to sample test questions and strategies | April 2015 | Parent Sign-in sheets and Evaluation forms |
| 10 | Middle School Preparation | 5th Grade Teachers | Parents will gain knowledge of what will be expected in middle school and given strategies of ways to prepare | May 2015 | Parent Sign-in sheets and Evaluation forms |
| 11 | Academic Loss Prevention | Adams, Rogers  | Parents will be exposed to strategies to prevent student loss of learning during the summer | May 2015 | Parent Sign-in sheets and Evaluation forms |

**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

**Review Status:**

**Review Comments:**

**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 | Training for parent communication | Adams, Rogers, Hairston | Providing faculty and staff with strategies to increase parental communication and knowledge in how to work effectively | October 2015 | Agenda, Sign-in sheet and Handouts |
| 2 | Training for parent/teacher conferences | Adams, Rogers,Teachers | Brookview faculty will be trained in goal development, data folders/walls, data collection and analysis, and expectations for parent/teacher and student-led conferences. Strategies will be offered to parents on how students can reach academic goals | November 2015 | Agenda for faculty training |
| 3 | Truancy  | Rogers  | Provides teachers with tips to help with truancy | December 2015 | Agenda for faculty training |
| 4 | Diversity and Equity Training | Adams | Train staff on the effects | April 2015 | Agenda for faculty training |

**Review Rubric:**

 Content and type of activity including the following:Valuefollowing:

* 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.

**Review Status:**

**Review Comments:**

**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:** Brookview will establish a Parent Resource Room to store materials such as leveled books, reading and math games, science activities to aid parents in supporting their child academically. The Parent Resource Room will be open to all parents Monday-Friday from 8:00am to 3:00pm. The Media Specialist will be responsible for the room. Parents will be informed about our resource room via our monthly newsletter and school website. |

**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.

**Review Status:**

**Review Comments:**

**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:** All parents are invited to meet with administrators at the Annual Title I Meeting. The administration discusses the Title I program including SES information, curriculum expectations, and district and standardized assessments. School data is reviewed with parents by analyzing trends and opportunities are for improvement. Parents are also encouraged to volunteer and to attend all School Advisory Council meetings. Furthermore, the administration reminds parents of the importance of being active at the school and asks parents to consider becoming involved in the decision-making process as a SAC member. Additionally, Brookview will host Parent Nights to inform stakeholders of changes in curriculum and requirements. Invitations will be sent home with students and Homeroom teachers will communicate frequently with parents regarding curriculum and academic assessments. Parents will receive newsletters, Parentlink calls, and upcoming events will be updated on the school's website and marquee to keep parents informed.We will ensure all information is provided to parents by monitoring that the distribution of flyers and newsletters . These artifacts will be placed in the Title I Audit Box as evidence. |

**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.

**Review Status:**

**Review Comments:**

**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:** Spanish and Vietnamese translators are available for parent meetings, workshops, conferences, and SAC meetings. We also have bi-lingual staff that speak Spanish to assist parents. Written communication will be provided for parents in English. However if requested a translated versions will be sent. All district Title I communication is available in both Spanish and English. Every effort will be made to provide information and school reports in a format and in a language and translation that parents can understand.These services will be advertised in the Brookview monthly newsletter. |

**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.

**Review Status:**

**Review Comments:**

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

**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.

**Review Status:**

**Review Comments:**

**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%5Cadamss2%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CWAWKZZ5P%5CfileUploads%5C162061_2015-2016_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

**Review Status:**

**Review Comments:**

**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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**Review Rubric:**
School-Parent Compact must include the following components:

* Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
* Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:**

**Review Comments:**

**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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**Review Rubric:**

**Review Status:**

**Review Comments:**

## 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 | Annual Title One Meeting | 1 | 559 | The title one meeting outlined parent involvement strategies that will increase student achievement. |
| 2 | Technology Night | 1 | 24 | Parents were exposed to educational software available for student use at home |
| 3 | Parent Data Chat Night | 1 | 15 | Parents/Students discussed student work |
| 4 | FCAT Parent Night | 1 | 16 | Parents were exposed to sample test questions and stratgies |

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

**Review Status:**

**Review Comments:**

**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 | Training for parent communication | 1 | 40 | Provided faculty and staff with strategies to increase parental communication and knowledge in how to work effectively |
| 2 | Training for parent/teacher conferences | 1 | 35 | Brookview faculty will be trained in goal development, data folders/walls, data collection and analysis, and expectations for parent/teacher and student-led conferences. Strategies will be offered to parents on how students can reach academic goals |
| 3 | Volunteer Training | 1 | 38 | The staff was trained on how to use volunteers in schools to help increase student achievement |
| 4 | Diversity and Equity Training | 1 | 40 | Trained staff on the effects of poverity student learning |

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

**Review Status:**

**Review Comments:**

**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** |

**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.

**Review Status:**

**Review Comments:**

**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** |

**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.

**Review Status:**

**Review Comments:**