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

I, Catherine Balius , 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 school wide 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 |

**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:** Romeo will involve parents through surveys, monthly newsletters, Skylert messages, the Mobile Application and the School Advisory Committee. The school will invite parents to Open House, Orientation and the Title 1 meeting. In addition to these meetings parents are invited to join the SAC committee. SAC members will review the Parent Involvement Plan, School-Home Compact and CIM at 2015-16 meetings and revisions will be made based on parent/community members input. Parents are invited to join and attend SAC meetings in the monthly school newsletter. SAC Committee officers are elected at the first SAC meeting of the 2015-16 school year. SAC minutes will be recorded by the elected SAC secretary. |

**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 | VPK | Title 1 coordinates with the Early Learning Coalition, and schools in order to provide parents and caregivers helpful information and steps for enrolling their children in Florida's Voluntary Pre-Kindergarten Programs. VPK and ESE (VPK) classrooms are established in schools based on school and community needs.  |
| 2 | Title 1 C | The administration will contact the Migrant Department of Grants and Federal Programs. This office will provide academic support to the students and help families with resources they may need. |
| 3 | Title 2  | Staff and faculty members participate in district professional development opportunities.  |
| 4 | Title X- Homeless | The administration will coordinate with our district Homeless Liaison who will provide the students and families the resources and support they need.  |
| 5 | Title III ESOL | The administration will coordinate with Grants and Federal Programs, ESOL Department to identify students. ESOL paraprofessionals are placed in our school to provide students with the appropriate academic support that they need to progress in learning a second language. |
| 6 | HIPPY Program | Home Instruction for parents of pre-school youngsters (HIPPY) is a parent involvement and school readiness program. HIPPY offers free home based early based childhood education for 3, 4, and 5 year old children working with parents as their first teacher. The parent is provided a set of developmentally appropriate materials, curriculum, and books designed to strengthen their child's cognitive skills, early literacy skills, social/emotional and physical development.  |
| 7 | Individuals with Disabilities Act (IDEA) | Our school coordinates with the ESE, Student Services Department of MCPS. Supplemental instructional support is shared with parents as they are invited and attend their child's IEP meetings. Teachers and staff will follow the MTSS policies and processes.  |
| 8 | Title 1 Part A | Our school receives Title 1 funds based on free and reduced lunch counts. Title 1 Part A funds are used to provide supplemental instructional materials, equipment, and/or personnel to help students meet rigorous state standard expectations. Staff Development as well as Parent Involvement trainings and workshops will be coordinated with Title 1, Part A.  |
| 9 | Federal Nutrition Program | Our guidance department identifies families in need and coordinates "Food 4 Kids" - a weekend food backpack program providing nutritional supplements.  |

**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 (school wide 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 | Skylert Phone Messages | Administration | 3 days prior to the event | Report from Alert Now |
| 2 | Monthly School Newsletters | Administration | First Friday of each Month | Parent notification in writing |
| 3 | School Marque | Receptionist | First Friday of each Month | Visual notification |
| 4 | School Website | Principal/Assistant Principal/Secretary | On-going | Calendar of events |
| 5 | Meet the Teacher/Orientation video power point | Administration | September 10, 2015 | Sign in rosters |
| 6 | Mobile Application Message | Administration | 3 days prior | visual notification |
| 7 | Title 1 Annual Meeting | Administration | September 10, 2015 | Sign in Sheets/Agendas |

**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:** Romeo Elementary will offer ample opportunities for parents to attend various meetings before or after school. The Parent Center is open from 7:00am to 7:45am and 2:00pm to 3:00pm every school day and any evening on request. Parent conferences based on parent and teacher availability. The Media center is open before and after school for parents to assist their students with book check out, taking AR tests, and use of computers to log on to the Parent Portal.  |

**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 | Orientation/Meet Your Teacher | Principal | Awareness of curriculum so parents will understand classroom content as well as academic expectations for students. | September 10, 2015  | Sign in sheets |
| 2 | Pastries with Parents  | Administration | Increase student comprehension skills in the area of reading by instructing parents on questioning skills as measured by FSA and Learning Checks.  | September 25, 2015 | Sign in sheets |
| 3 | Parent Center | Parent Liaison  | The Parent Center has various learning activities for parents to check out a use at home to assist their child in all subject areas. | Open during regular school year | Sign in sheets |
| 4 | Science Night | Assistant Principal | Student achievement in the area of science as measured by FSA, LEOCE, and Learning Checks by providing instruction to parents on the scientific method.  | October 1, 2015 | Sign in sheets |
| 5 | Romeo Round Up  | Assistant Principal | Increased achievement as measured by FSA, LEOCE, and Learning Checks in all academic subjects by providing educational activities for parents in the areas of math, science and reading.  | October 30, 2015  | Sign in sheets |
| 6 | Night at the Museum | Assistant Principal | Parents engage in activities to increase their subject knowledge in the area of science thereby increasing students’ achievement in the area of science as measured by FSA, Learning Checks or LEOCEs.  | February 4, 2016 | Sign in Sheets |
| 7 | Student Led Conferencing | Assistant Principal | Parents will participate in student led conferencing twice during the school year. Students will share their academic progress and the parent and child will write academic goals for the student to accomplish.  | December 2015 and May 2016 | Student led conference form completed by parent |
| 8 | Summer Slide Activities | Reading Coach | Student achievement in the area of reading as measured by ERLA and AIMSWeb will remain stable over the summer months, thereby increasing students achievement in the area of reading upon return to school.  | June-August 2016 | Completed reading logs  |
| 9 | Tutorial Videos for parents | Administration | Student achievement in all academic subjects will increase as measured by FSA, Learning Checks, AimsWeb and LEOCE.  | August 2015-May 2016 | Parent survey |

**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 | Class Websites | AP/Media Specialist/Teachers | Parent communication allowing parents to be aware of how to help students at home which will lead to an increase in scores on Learning Checks and FSA. | August 2015-May 2016 | online database |
| 2 | MTSS Process | Guidance Counselor | Our school will show an increase of movement in students from Tier 3 to Tier 2. | August 2015-May 2016 | teacher conference records |
| 3 | Parent Portal | IPC, Parent Liaison Guidance | Parental awareness of how to help students at home, which will lead to increase in scores on Learning Checks and FSA. | August 2015-May 2016 | # of registered parents |
| 4 | AIMS Web Data | Reading Coach | Awareness of performance, which allows parents to know how to help at home to aid increasing scores on Learning Checks and FSA. | August 2015-May 2016 | evaluation results |
| 5 | Teacher Check-Out Program | Title 1 Parent Liaison  | Parents will be able to have tools to help students at home which will aid in increasing scores on Learning Checks and FSA. | August 2015-May 2016 | teacher sign-in sheets |
| 6 | Student Led Conferences | Administration | Students will have an opportunity to review their data and set academic goals with their parents, thereby increasing achievement in all academic areas.  | December 2015 & May 2016 | Student Led Conference Form  |
| 7 | Identifying the Gifted Child | School Psychologist  | Teachers will identify gifted traits in students, communicate with parents and identify potential students for gifted screening.  | August 2015-May 2016 | sign in sheet |
| 8 | Florida Standards Training | Administrations and academic coaches | Training for teachers on FSA standards will result in higher achievement and proficiency on the FSA tests.  | August 2015-May 2016 | sign in sheet  |
| 9 | The Teachers Involving Parents (TIP) Program | Administration | Training on strategies to increase parent engagement will improve student achievement.  | August 2015-December 2015 | sign in sheet  |

**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:** A Parent Resource Room is equipped with educational resources to assist parents with engaging in activities which promote educational success. Parents have access to computers in the library to access the Student Portal and Accelerated Reader. Each parent will receive a Calendar of Events which provides important dates for Parent Involvement Activities. A Parent-School Compact will also be given out at the beginning of the school year that will outline expectations for parent, teachers, and students. Teachers will use/review/revise this Compact in discussions with parents concerning their child's progress. Students in grades 3-5th will receive a planner that allows for written communication between teachers and parents. Planners will be updated daily with academic notifications and will require a parent signature. All students will receive a school communication folder that will be sent home weekly with student work, classroom and school newsletters, student data, and additional important information. District Parent Surveys will be advertised on out school marque the mobile application. School volunteers are recruited at the beginning of each year through information sent home to parents and the local newspaper. At the end of the year, volunteers are celebrated with an appreciation breakfast.The Title 1 Parent Resource Van will visit the school campus 4 times during the school year. Notification of the date of the visits will be advertised in the school newsletter, Skylert Calls and the Mobile App feature. Parents and families are encouraged to visit the District Title 1 Parent Resource Center and our teachers will utilize the Teacher Check Out Program that the centers offers.The Home-School Connection Newsletter will be sent home monthly with every student. Parents and Community will be invited to participate in Career Day scheduled for May 2016.  |

**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 school wide 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:** Monthly newsletters are sent home in English and Spanish to notify parents of upcoming events and learning strategies.Skylert messages and the Mobile App. are sent home as needed to relay important information.Marquee at the front of the school is used to share important information with parents.Articles submitted to local newspapers as needed. Administration approves all communication and copies are maintained in the main office. Skylert messages are sent home 3 days in advance to notify parents of upcoming events.Teachers will record short messages related to educational processes and give parents the URL so that they may access the information.School personnel maintain regular contact with parents via the phone or e-mail in an attempt to build relationships and further academic achievement. Home visits are provided by Social Work Services. |

**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:** Monthly School and Weekly Classroom newsletters are sent home in English and Spanish. A translator is available to translate to parents. Administration oversees these requests.Activity notices and reminders are sent to encourage parents to attend after school and evening functions.Our facility is ADA accessible. Parents with disabilities are regularly invited to all parent involvement activities and if support is needed to accommodate a disability, appropriate arrangements will be made.  |

**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

**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%5Cbaliusc%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5C85DCINCK%5CfileUploads%5C420621_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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**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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## 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** |

**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** |

**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** |

**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** |