

CITRUS GROVE MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Cory Rodriguez , 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:

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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: The school will:

1. Involve parents in the development of the Parent Involvement Plan
2. Provide an open forum for information and decision making at PTA meetings and Title 1 meeting.
3. Administer a Parent Needs Evaluation seeking input about the effectiveness of the overall school-wide program and parental involvement plan.
4. Make available to parents and local community the Title 1 school wide plan. Plans will be made available in the following venues: School Website, School Office and School Library/Media Center (where the Parent Resource Center is located).
4. Parents will be notified via Connect Ed electronic communications, PTA, and EESAC.
5. Provide ELL courses for parent in order to build their capacity.

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)].

count	Program	Coordination
1	Title 1	The school will convene an annual meeting that will encourage and facilitate parent attendance, thus informing them about the school wide program and Title 1 requirements and offering. Information will be given as to the benefits and activities, federal guidelines and the role, rights and responsibilities of all parents in the education of their children. Parents will be informed of their rights to know the qualification of their child's teacher and if that teacher is highly qualified.
2	IDEA (Individual with Disabilities Education Act)	Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the students IEP
3	Title II	Professional development modules will be provided to schools to support the professional development needs of the staff related to parental involvement. The C.I.S will be trained by LEA staff in methods to effectively use the modules. LEA staff will provide support and monitor the implementation to ensure that training is provided as required.
4	Title III	The school uses Title III funds to supplement and enhance the programs for English Language Learners and immigrant students by providing funds to implement tutorial programs, parent outreach activities, the Bilingual Parent Outreach Program (BPOP), and reading and supplementary instructional materials

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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	CIS	September	Title 1 documentation box housed in main office
2	Develop sign-in sheets	CIS	September	Sign-in sheets
3	Advertisemevent	Assistant Principal	September	Connect Ed log
4	Develop and distribute flyers	CIS	September	Flyer with date
5	Develop agenda and handouts	CIS	September	Copies of agenda and handouts

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)].

Response: 1. The school will offer a flexible number of meetings, such as morning or evening meetings.

2. The school will use parent involvement funds to provide transportation, child care, or home visits, as the services relate to parent involvement.

3. Parents will be involved in an organized, ongoing, and timely way in the planning, review and improvement of Title 1 programs, and parent involvement policy.

4. Training and materials will be provided to help parents work with their child at home

Opportunities for regular meetings with teachers, counselors and Student Success Coach to allow parents to participate, as appropriate, in decisions relating to the education of their children and also review school wide plan and submit comments about the plan.

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Conferences	Team Leader / Teachers	Will impact student academic/behavioral progress	Weekly	Sign In Roster
2	Honor Roll Assembly	Administration	Affect student academic grades and effort	Every nine weeks	Roster
3	Parent Academy workshops	A.P. and CIS	Provide parents with knowledge concerning school, student and parent communication and relationship	September - May	Sign-sheets
4	EESAC	Principal & EESAC Chair	Parents awareness of the School Improvement Plan goals will help parent focus on student's academic goals	September - May	Sign-in sheets

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Grade Level Meetings	A.P & Department Head	Data Chat	On-going	Sign In Roster
2	Subject level meetings	A.P & Department Head	Implementation of Subject area strategies	On-going	Sign In Roster
3	Communicating and working with parents	C.I.S	Parent liason will be provided with a training module to take back to	On-going	Sign-in sheet

			schools in an effort to improve the ability of staff		
4	Implementation and coordination of parental involvement program	C.I.S	Improve the ability of staff to work effectively with parents	On-going	Sign-in Sheet
5	Cultural sensitivity	C.I.S	Provide information to staff on the various cultures represented in the LEA or school to increase the awareness of the various cultures of the students enrolled.	On-going	Sign-in Roster

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)].

Response: Parent Resource Center (parenting books, handouts, learning activities for home use), Registration Packet/brochure, Student Handbooks, School Website, School support page, newsletter, district data, link to department of education, school calendar, lunch menus, and conferences with teachers, counselors and Student Success Coach

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)].

Response: Parents will be notified at the annual meeting, on website, and in the school-wide meetign annoucnement that they can make comments if they disagree with any aspect or component of Citrus Grove Title 1 Plan.

Parents will be encouraged to use the Needs Evaluation survey as an excellent opportunity to make comments and suggestions for program improvement. A comment section for a narrative response will be provided.

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)].

Response: Citrus Grove Middle School in conjunction with the district shall provide a teacher of English as a Second Language for students needing services. The teacher will provide parents with appropriate communication methods with the school faculty and staff

to ensure academic progress and interpretation of assessment results. These methods will be incorporated in writing when necessary. Parents with disabilities and parents with migratory students will be provided with information in an easy to read format and assistance will be provided for understanding their child's needs and academic progress.

The utilization of the English center to assist parents with limited English proficiency. Information will also be shared through the school's website, Connect Ed., the school's main office, parent/teacher conferences, EESAC, and PTSA.

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	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	ELL Language Training Workshop	Administration	Academic support, Communication	On-going
2	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)];	Involve parents in the planning and implementation of the Title 1 Program and extend and open invitation to our schools Parent Resource Center to inform them of available programs	A.P and C.I.S.	Academic support	On-going
3	Adopting and implementing model approaches to improving parental	Providing Parent workshops via The Parent Academy	A.P and C.I.S	Academic support	Ongoing

	involvement [Section 1118(e)(11)]; and				
4	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Building relationships with community based organizations	Administration and C.I.S.	Academic support	Ongoing

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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent conferences	30	200	Academic/behavioral progress
2	Honor Roll Assembly	3	100	Affects academic and effort grades
3	Book Fair	1	500	Reading and Literacy
4	Parent Academy Workshops	5	300	Provide knowledge concerning school, student and parent communication and relationships
5	EESAC	6	15	Parent awareness of school improvement plan goals which will help parents focus on student's academic goals
6	Title I /Open House	1	500	Build stronger relationships between school and community

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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Grade level meetings	45	100	Discuss and identify academic strengths and weaknesses
2	Common Planning	45	60	sharing of best practices and effective instructional strategies
3	Communicating and working with parents	45	100	parent liason will be provided with a training module to take back to the school in an effort to improve staff ability
4	Cultural sensitivity	10	75	provide information to staff on the diverse population and needs of the students

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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Attendance	CIS and Counselors will work with the team leaders for each grade level and follow communication protocol
2	Tardy	CIS and Counselors will work with the team leaders for each grade level and follow communication protocol
3	Behavior	SCSI will work with individual students and teachers
4	Hours parents work	Reach out via connect ed messages and provide information in the parent academy workshops
5	Language	provide an interpreters during conferences and other meetings.

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 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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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:
