

YOUTH CO-OP PREPARATORY CHARTER SCHOOL (YCPS) Title I, Part A Parental Involvement Plan

I, Maritza Aragon, 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)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- 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: Youth Co-Op Prep Charter School (YCPS) is a place for family. It is our mission that parents volunteer a minimum of 20 hours of service per year, plus an additional 10 hours per sibling attending our school. We encourage and invite all parents to play an active role in their child's education. We welcome parents to volunteer in a variety of activities throughout the school year. YCPS views the success of our students as a partnership between home and school. Parental involvement is a key element in students' achievement.

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: Convening an annual Title I parent meeting, which was held on September 22nd 2015 to inform parents of their school's participation, planning, review and implementation of the Title I Program. The Parental Involvement Plan, including involvement in the decisions regarding how funds are going to be used will be discussed. The Reading Coach will address parents in order to inform them of the aforementioned topics.

The School's Educational Excellence School Advisory Committee (EESAC) is composed of parents, teachers, a student representative and community members provides input into the development, implementation and evaluation of all school related plans, including but not limited to the School Improvement Plan and the Parental Involvement Plan. An additional committee of parents participated, in the development of the Parental Involvement Plan (PIP) and Compact in August 31, 2015. Involvement of parents will be documented through a sign-in sheet.

At the Title I Parent Meeting, on September 22, 2015 Ms. Aragon, Principal, discussed with parents the 2015-2016 school's PIP. Parents were asked to record any questions and recommendations for the 2015-2016 plan.

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 I	By building the school's and parents' capacity for involvement by offering a flexible number of meetings and workshops, the school plans to coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, through the Community Involvement Specialist, Administration and Teachers. These meetings will include: The Parent Academy Workshops, Subject Based Family Nights, a Family Dinner/Breakfast.

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	On September 9th 2015 a letter will be sent out to parents regarding this important meeting.	CIS/Administrators	Wednesday September 9th 2015	Invitation/Marketing materials
2	On September 21st 2015 a Connect Ed message was sent out to parents and staff as reminder	Principal's Secretary	Friday, September 21st 2015	Invitation/Marketing materials
3	On September 21 st 2015 a 3 rd reminder of the meeting was sent out to parents	Principal's Secretary	On September 21 st 2015	Invitation/Marketing materials
4	On the evening of September 22 nd 2015, the Principal presented a Title I presentation.	Principal	Tuesday, September 23rd 2014	Title I Agenda
5	Administrators, Teachers, Reading Coach and the CIS will actively assist parents at the meeting.	School Staff	Tuesday, September 22 nd 2015.	Informal survey of school staff
6	Welcome and Introductions	Reading Coach	Tuesday, September 22 nd 2015	Checklist which affirms representation and coordination of all existing programs
7	All About Title I: Ms. Aragon will explain what is "No Child Left Behind" and its implications.	Reading Coach	Tuesday, September 22 nd 2015	Checklist which affirms representation and coordination of all existing programs
8	Standards and Testing: Ms. Aragon will explain the Florida's academic content standards.	Reading Coach	Tuesday, September 22 nd 2015	Checklist which affirms representation and coordination of all existing programs
9	Parental Involvement and School Compact will be presented and explained.	Reading Coach	Tuesday, September 22 nd 2015	Checklist which affirms representation and coordination of all existing programs
10	A "Questions and Answers" session will be led by Ms. Aragon.	Reading Coach	Tuesday, September 22 nd 2015	Parent survey
11	The CIS will provide sign-in sheets to document the effectiveness of the meeting.	CIS/Administrators	Monday September 28th, 2015	Sign in sheets

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: 4. Youth Co-Op Prep understands the importance of family involvement; therefore, we will

make a commitment to provide opportunities for parents and families to become more involved in the planning, reviewing, and improvement of school programs and in the education of their children. In order to involve as many parents as possible in the school's community, the school will offer varied numbers and times for meetings, based on the results of a survey that will be sent home to parents. Meetings will be conducted when most convenient for parents. Part of our commitment to parents includes, but is not limited to: providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children through ensuring that all school correspondence and communications are in both English and Spanish, as well as by providing translation services as needed. In addition, the school will host parent meetings on an array of subject areas. These activities are meant to assist parents to understand ways in which they can help their children achieve academically in all subject areas.

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	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Meetings and workshops on topics selected by parents.	CIS/Administrators	Parents will be provided with specific brochures outlining strategies to better assist their children at home.	Monthly/on going	Marketing strategies and Parent Sign-in sheets and flyers.
2	Teacher-student conferences	Classroom teachers/Counselor	Inform students of academic expectations and early intervention	On going	Student improved achievement/PMP's
3	Reading, FSA and EOC, Math, Social Studies and Science Nights Activities.	Reading Coach and Teachers	Content specific sessions will be provided for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment methods.	On going	Sign in sheets, handouts, agendas and presentation materials.
4	Train parents in the use of the Internet to enable them to access their children's homework and grades.	CIS/Counselor	To help parents assist their children with academic performance.	On going	Sign in sheet

Staff Training

Describe the training 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	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Youth Co-Op Prep provides staff with appropriate education on how to work with parents as equal partners through staff development, and professional study groups.	CIS, Guidance Counselor, Reading Coach, teachers and administrators	Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.	September 22 nd 2015 - May 29th, 2016	Sign in sheets and increased number of volunteer hours
2	On-going communication is made with our parents in grades 9-11 through student progress reports that are signed as needed by the parents.	CIS, Guidance Counselor, Reaching Coach, and Administrators	Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.	September 22 nd 2015 - May 29th, 2016	Parent Signatures
2	Training on how PTSO and all staff play an important role in bringing the school community together through activities and fundraisers where parents, teachers, students and staff participate.	PTSO	Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.	September 22 nd 2015- May 29th, 2016	Increased parental, teacher and student participation.
3	Teacher-Staff training for Title I	CIS and Reading Coach	Increased parental involvement	On going	Increased parental involvement
4	Parent Information resource Center	CIS/Administrators	To ensure effective involvement of parents and to support a partnership between school and parents.	On going	Sign in sheets and school's Web page

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: Youth Co-Op Prep Charter School has a Parent Resource Center (PRC) located in the front office and in addition to the current information found at the PRC, Youth Co-Op Prep will hold meetings such as: The Parent Academy Workshops, Subject Based Family Nights, a Family Dinner/Breakfast and a Workshop on Assessment and Data. These meeting and especially Subject Area Nights will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet. Youth Co-Op Prep Charter School's parental involvement goal for the 2015-2016 school year is to increase parent participation by 2%.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4): 1118(c)(4)(A)];

- 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 also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Response: The school will provide parents of participating children the following:

Convening an annual Title I parent meeting, which was held on September 22nd 2015 to inform parents of their school's participation, planning, review and improvement of the Title I Programs. The Parental Involvement Plan, including involvement in the decisions regarding how funds are going to be used will be discussed. Youth Co-Op Prep Charter School, together with parents, has developed and designed our schools' parental involvement plan and with the continued involvement of parents, will update this plan periodically to meet the changing needs of parents and the school, as well as make this plan available to parents through email, our school website, parent reception area and Parent Center.

Youth Co-Op Prep Charter School will be developing and distributing, jointly with parents, an annual school-parent compact that will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This school-parent compact will be in effect during the 2015-2016 school year.

A description and explanation of the curriculum will take place through parent nights and on-going teacher conferences. Youth Co-Op Prep Charter School will provide parents with information concerning State

assessments, school performance profiles and their child's individual assessment results through a variety of communication methods. Youth Co-Op Prep sends home report cards and progress reports to each parent/guardian to communicate academic achievement. Communication with parents to discuss academic strengths, weaknesses, and assessment data (FAIR, FSA, and End of School Year Exams (EOC) is done through conferences, phone calls, or written documentation. We hold an FSA and End of Year Exams informational meeting to explain the FSA, End of Year Exams, and the No Child Left Behind Act. The school will send home student passwords for the different reading, science and math websites so that students may access their textbooks, workbooks and other activities at home. FSA Explorer is provided to students in grades 9-11 and can be accessed from home. This program provides students reading, math, and science practice and monitors their progress. Collections will be used to enhance students reading comprehension skill. Youth Co-Op Prep also distributes to parents who attend the FSA and EOC Parent Night home with practice materials to keep and use at their discretion. The school's website stores links to programs and resources for parents, as well.

Youth Co-Op Prep Charter School has many strategies to include parents in the planning, reviewing and improvement of school programs and the education of their children. Parents are also given access to the Miami Dade County Public Schools (MDCPS) parent portal where they can access the school's grade book and be current on their child's performance. In addition, communication in the High between parents and teachers take place via email, and through the School's Web page, where daily homework is posted, and comments can be posted.

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: Part of our commitment to parents includes providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children through ensuring that all school correspondence and communications are in both English and Spanish, as well as by providing translation services as needed. In addition, the school will host parent meetings on an array of subject areas. The school will disseminate information through various sources such as parent letters, flyers, Connect Ed messages, posting on the school's Webpage, progress reports and report cards, informational letters that go along with instructional software and how to implement it at home, FSA, End of Year Exams results, and data interpretations provided by the State's Department of Education, and last but not least, teacher communication via email, telephone or in-person conferences. Throughout the year, parents and teachers meet or speak to discuss their child's academic progress so that the student's strengths and weaknesses can be addressed. Teacher conferences with students who have Progress Monitoring Plans and contact parents regarding strategies either in person or over the phone. Parents are encouraged to discuss their child's performance with the teacher any time during the school year. Resources and additional information can also be found at the school's Parent Resource Center located in the school's front office.

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	Correlation to Student Achievement	Timeline
1	Maximizing parental involvement and	Subject area nights, FSA night,	CIS, Guidance Counselor,	Academic achievement	September 22nd 2015-

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)];	EOC, and parent conferences.	teachers, administrators, Reading Coach	increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.	May 29th, 2016
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Upload Evidence of Input from Parents

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

[Uploaded Document](#)

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](#)

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](#)

Evaluation of the 2014-2015 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2015-2016 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	Correlation to Student Achievement
1	Meetings and workshops including technology and access to the portal	2	35	Parents will be provided with specific brochures outlining strategies to better assist their children at home.
2	Teacher-Parent conferences	3	125	Inform students of academic expectations and early intervention
3	Reading and FSA and EOC Nights Activities	2	110	Content specific sessions will be provided for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment methods.
5	Train parents in the use of the Internet to enable them to access their children's homework and grades.	2	40	To help parents assist their children with academic performance.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2015-2016 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	Correlation to Student Achievement
1	Youth Co-Op Prep provides staff with appropriate education on how to work with parents as equal partners through staff development, and professional study groups.	3	20	Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.
2	Training on how to communication with our parents in grades 9-11 through on-going student progress reports monitoring.	On going	20	Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.
3	Training PTO and all staff members on the important roles in bringing the school community together through activities and fundraisers where parents, teachers, students and staff participate.	2	20	Academic achievement increases when parents are involved in their children's education. The more intensively involved the parents are, the greater the positive impact on academic achievement.
4	Teacher-Staff training for Title I	1	20	Increased parental involvement
5	Training on the Parent Information Resource Center	1	20	To ensure effective involvement of parents and to support a

				partnership between school and parents.
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Barriers

Describe the barriers that hindered participation by parents during the 2015-2016 school year in parental involvement activities. Include the steps the school will take during the 2015-2016 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	Parents of ELL students are more reluctant to participate in school-wide activities due to language barrier.	Utilize the Parent Academy to conduct free informational workshops on education, community services and civil rights/responsibilities targeted to assist in their native language.
2	Parents have limited knowledge and understanding of ways in which they can help their children achieve academically in all subject areas.	YCP will host subject Family Nights throughout the school year in English and in their native language.
3	Parents have limited understanding of students' assessments and data (Baseline, Midyear, FSA, and EOC.	A meeting/workshop will be held to present student assessment and data information in English and in their native language.
4	Parents were not able to attend family nights and meetings due to time conflict.	A survey was sent home, and meetings will be scheduled as per survey results.

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2015-2016 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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