## GERTRUDE K. EDLEMAN/SABAL PALM Title I, Part A Parental Involvement Plan

I, Alicia M. Costa-DeVito , 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:**  |

**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:** In order to involve parents in the planning and implementation of the Title I programs and the school's parent involvement plan, parents were invited to an Orientation meeting held on September 9, 2015. During this meeting, parent interests and needs were assessed to determine the type of workshops and activities to be offered throughout the school year. Parents were also informed about and invited to visit the Parent Resource Center at the school to obtain information regarding available programs, their rights under No Child Left Behind, and other referral services. Currently, there are parenting classes offered monthly to assist families with parenting skills and understanding child development. The classes also provide parents/guardians with ideas on how to create a home environment supportive of their child's education. For example, parents are informed on how they can assist their children during test taking by ensuring they get a good night's sleep and eat a healthy breakfast. Parents are informed of ongoing activities and meeting dates through monthly flyers and/or letters and the use of ConnectEd messages. All communication goes home in the parents' home language: English, Spanish and Creole. Parents are also encouraged to volunteer and participate in ongoing activities. In order to facilitate participation meetings and activities are offered at flexible times, morning and/or afternoon to accommodate parent's work schedules and other commitments.Parents wishing to be involved with the allocation of funds utilized for parental involvement are invited to join the Educational Excellence School Advisory Committee (EESAC) where decisions are made regarding expenditure of funds and the School Improvement Plan. |

**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 | Headstart | Joint activities, including professional development and transition process are shared |
| 2 | Title III | Services provided through the district for educational materials and ELL district support services to improve the education of ELL students |
| 3 | Title II | Training and substitute release time for Professional Development Liaisons focusing on PLC development and facilitation. |
| 4 | Title II  | District uses funds for training for add-on endorsement programs such as Reading, Gifted, ESOL |
| 5 | Title II | Parent Liasons will be trained by LEA staff in methods to effectively use the modules. |
| 6 | Title II | Professional Development (PD) will be provided to support PD needs of staff related to parental involvement |
| 7 | Individuals with Disabilities Education Act | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. |
| 8 | VPK | Title I office and VPK office will work to coordinate transition programs for students entering regular school program.  |

**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 | Title 1 Letter Review | Emilie Georges | September 9, 2015 | Handouts |
| 2 | Compact Letter Review | Alicia M. Costa-DeVito | September 9, 2015 | Handouts |
| 3 | Election of DAC members | Alicia M. Costa-DeVito | September 28, 2015 | DAC roster |
| 4 | Lunch Applications | Emilie Georges | On-Going | Completion of Lunch Application |
| 5 | Parenting Classes | Emilie Georges | October 2015 - May 2016 | Attendance Rosters |

**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:** Parent workshops will be offered in the daytime and evening to provide an opportunity for all parents to attend. Additionally, the CIS will be available to translate for those parents needing this service. The CIS will conduct home visits on an as needed basis. |

**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 | Parent portal training  | Assistant Principal | Parent Liaison will provide individual help to parents in how to log-in and access Parent Portal | Aug. 2015 - May 2016 | Sign-in sheets, handouts, presentation materials |
| 2 | Open House | Classroom Teachers | Content specific sessions provided for parents. Information to include grade level proficiency, strategies parents can use at home and assessment methods. | September 9, 2015 | Sign-in sheets, agendas, handouts |
| 3 | Assessments discussed | Classrooms Teachers | Teachers will conduct individual conferences to discuss each child's assessments results , expectations and goals for the year | On-going | Parent contact/meeting logs |
| 4 | Donuts with Dad | Principal | Share state assessment information and upcoming events | September 30, 2015 | Sign-In Sheet |
| 5 | General PTA Meeting | PTA Treasurer and District PTA Parlamentarian | Increased parental involvement | September 24, 2015 | Sign-In Sheet, pictures |

**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 | Opening of School Meeting | Alicia Costa-DeVito | Provided information to faculty and staff on importance of communicating with parents. Additionally, tips on a successful parent conference was shared with teachers. | August 21, 2015 | Handouts |

**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:** Parent Liaison and counselor will assist parents in registering to become school volunteers. By doing so, parents may participate in in-house activities as well as chaperone extra-curricular activites on or off campus. Parent liaison maintains Parent Resource Center open on a daily basis to assist parents and provide them with information on increasing student achievement and available resources. Parent Liaison translates for parents for more effective communication with teachers. |

**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:** At the annual meeting of parents held in September, parents receive general information about Title I programs, the curriculum and academic assessments. Parents are also given information on school-wide programs, how to schedule parent-teacher conferences, and how to use the parent portal. Information regarding their rights under No Child Left Behind and other referral services is also disseminated. Parents receive a copy of the parent handbook. Parents were invited to visit their child's classroom on Open House Night, September 9, 2015, where the teachers provided them with additional information on the subjects they teach, assessments and how they can help at home. Parents unable to attend the meeting will be sent a packet with their child. Teachers will maintain sign-in sheets and documentation of information provided to parents. Parents are invited to participate in school activities and encouraged to assist their children at home. Finally, the Parent Resource Center is open daily to provide parents with asisstance so they can take an active role in their child's education and academic progress.  |

**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:** The school informs the parents of ongoing activities, requirements, deadlines, etc., through a variety of means. Information is provided at the general meeting in September giving parents a yearly overview. Parents are also informed of current activities through the use of ConnectEd messages and informational flyers sent home with the students in their home language. Additionally, the school LEA calls target parents for specific activites and or meetings involving them and/or their child.  |

**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:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Parenting workshops on: Reading, Parents' role during standardized tests, Improving memory and thinking skills, Conflict resolution, Internet safety and security and Community resources available to parents.  | LEA and Parent Academy | Involvement of parents in their children's academic success | ongoing |
| 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)]; | Offering meetings before and after school and a variety of activities parents can participate in | LEA | Getting active participation of parents in their children's education | 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.

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| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5CDSL%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CL1SMPGCO%5CfileUploads%5C134801_2015-2016_uploadEvidenceParentInput.docx) |

**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](file:///C%3A%5CUsers%5CDSL%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CL1SMPGCO%5CfileUploads%5C134801_2015-2016_uploadCompact.pdf) |

**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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| [Uploaded Document](file:///C%3A%5CUsers%5CDSL%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CL1SMPGCO%5CfileUploads%5C134801_2015-2016_uploadCompactEvidence.pdf) |

**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 | Open House | 1 | 139 | Individual class sessions provided for parents. Information to include grade level proficiency, strategies parents can use at home and assessment methods. |
| 2 | Parent Academy Workshops | 7 | 42 | Parents were provided workshops on topics including: homework and attendance, building better readers, stress about tests, safety, and conflict resolution. These workshops provided parents with important information to ensure student success. |

**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 | Cultural Sensitivity; Train the Trainer | 1 | 45 | Provide information to staff on the varous cultures represented in school to increase awareness of the various cultures of the students enrolled and give tips on how to deal with parents effectively. |

**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 | Transporation is difficult for parents when meetings are held at a location other than school. | Set the school as a meeting place and provide transportation to off campus meetings. |
| 2 | Language barriers for Haitian and Hispanic parents. | Send home all written communication and ConnectED messages in parents' home language. |
| 3 | Daytime meetings are difficult to attend for working parents. | Offer meetings in the morning and in the afternoon to accomodate parents' various working schedules. |

**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:**