## LINCOLN-MARTI CHARTER SCHOOL HIALEAH CAMPUS Title I, Part A Parental Involvement Plan

I, YAIMY FERNANDEZ , 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:** Our mission is to provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.  |

**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:** Lincoln-Marti Charter School Hialeah Campus, with the cooperation of parents, will ensure well-informed choices that are beneficial to the students. In partnership with the parents, we strive to provide the best quality education to our students. The Parent Resource Center is on-site and provides parents with resources such as computers, books, and school event calendars. We also have parent-teacher-administration conferences in which parent and teacher concerns are discussed. The school newsletter is sent home to provide parents with important information on school events and activities in both English and Spanish. Title I monthly meetings are conducted every month. Additionally, we hold an EESAC meeting apprximately 4 times throughout the school year or as deemed necessary. During the EESAC meetings, we review with parents how Title I funds will be utilized and the 2015-2016 SIP goals are also discussed with them. At Lincoln-Marti Charter Hialeah Campus, parent feedback and recommendations are taken into account when making important school decisions. We strongly encourage parents to join and attend these meetings. At the beginning and the end of the school year, a Parent Survey in which they voice their opinions on the overall school performance is filled out.  |

**Review Rubric:**
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

**Review Status:**

**Review Comments:**

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Title I  | "School Overview-Parent Orientation"; parents are presented with an overview of the school-wide routines and student expectations by grade for them to help from home to support instruction /Administration and teachers. |
| 2 | Title I | "Accessing the Parent Portal"; parents are trained on how to create their own accounts to periodically monitor the student's attendance and academic progress/Title I Coordinator |
| 3 | Title I | "FSA portal induction "; parents are instructed on how to navigate through the FSA portal website to help children with the training test sessions and the other resources /Title I Coordinator  |
| 4 | Title I | "i-Ready Home Lessons"; parents are provided with the i-Ready website information for them to encourage the student's completion of i-Ready lessons at home as part of daily home learning/Title I Coordinator/ |
| 5 | Title I | "Middle School Graduation Requirements"; parents are presented with an overview of all credits and courses students are required to pass for graduation. |

**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 I Annual Meeting Flyer(multi-language) | Administration  | September 2015 | Sign-in sheets, minutes |
| 2 | Blackboard connect message(multi-languages) | Administration | September 2015 | Connect-ed system |
| 3 | Title I Annual Meeting Agenda(multi-languages) | Administration | September 2015 | Sign-in sheets, minutes |
| 4 | Title I Program Notification Letter( multi-languages) | Administration | September 2015 | Sign-in sheets, minutes |
| 5 | Title I Brochure(multi-languages) | Administration | September 2015 | Sign-in sheets, minutes |
| 6 | Title I School-Parent Compact(multi-languages) | Administration | September 2015 | Sign-in sheets, minutes |
| 7 | Powerpoint presentation(multi-languages | Administration | September 2015 | Sign-in sheets, minutes |
| 8 | Parent Survey(multi-languages) | Administration | September 2015 | Sign-in sheets |

**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:** Lincoln-Marti Charter Hialeah Campus holds meetings in the morning before school hours and in the afternoon after school to give all parents the opportunity to attend. Packets with meeting information are sent home in order to keep parents that are unable to attend updated. Our Parent Resource Center is open on school days from 7:00am-6:00pm.  |

**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 | School Overview-Parents Orientation | Administration | Parents will be provided with pertinent information about how they can help their children accomplish their goals | August 2015 | Agenda, Sign In Sheets,PPP. |
| 2 | Open House | Administration/Classroom Teachers | Parents will be informed of the grade level expectations, the homelearning policy and the new form of assessments and how they can support their children to succeed academically | September 2015 | Agenda, Sign In Sheets,PPP. |
| 3 | PIP and School-Parent Compact Review Meeting | Administration/Classroom Teachers | Compile evidence of parent involvement in the development of the PIP | September 2015 | Agenda, Sign in Sheets. |
| 4 | itle I Parent Survey Compilation of Results  | Administration/Classroom Teachers | Results of survey are analyzed and used to correct the Title I Program and the Title I PIP for this current year | October 2015 | Sign In sheets/Agendas.  |
| 5 | Publish Monthly Newsletters | Administration | Provide information to parents through the monthly newsletter with specific strategies for parents to use to help their children with the skills being taught that month. | Throughout the school year | Published monthly newsletters |
| 6 | FSAssessments Strategies Workshop | on/Classroom Teachers | Parents will be trained in the use of FSA strategies to assist students at home to pass the state-wide assessments | January 2016 | Agenda, Sign In Sheets,PPP.  |
| 7 | Smooth Transition to the Next Grade Level Workshop | Administration/Classroom Teacher | Parents will get involved in this process and they will learn how they can make this shift more easily to their children with careful planning and preparation.  | May 2016 | Agenda, Sign In Sheets,PPP |
| 8 | Title I Monthly Meeting | Administration/Title I Facilitator | Parents will be educated on the planning and implementation of effective parental involvement activities that are linked to improving academic achievement. | Monthly (08/2015-06/2016) | Agenda, Sign In Sheets,PPP. |
| 9 | EESAC Meetings | Administration/EESAC Chair | Parents will have the opportunity to have input into curriculum and budget matters of the school | Throughout the school year | Agenda, Sign In Sheets. |
| 10 | No Bullying/Harassment Workshop | Administration/Counselor | Information on how to prevent and target these practices will be given to them | Throughout the school year | Agenda, 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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | How to reach out an effective communication with stakeholders | Administration/Counselor | It assists effective communication strategies that will positively impact student's positive learning | August 2015- June 2016 | Sign In Sheet , agendas, PPT |
| 2 | Homework Tips for Parents | Administration/Teachers | It provides tips for supplemental academic support required for student achievement | August 2015-June 2016 | Sign in Sheet , agendas and PPT |
| 3 | Tips for Successful Parent-Teacher Conferences | Administration/Teachers | It assists with ongoing communication between parent and teachers that are linked to academic success | August 2015-June 2016 | Sign in Sheet , agendas and PPT |
| 4 | How parents can get involved in the student's academic growth | Administration/School Counselor | It presents methods and guidance on how parents can keep involved in the student's education | August 2015-June 2016 | Sign in Sheet , agendas and PPT |
| 5 | Title I Monthly Meetings | Administration/School Counselor | It presents with planning and implementation of effective parental involvement activities that are tied to improving academic achievement | Monthly( 08/2015-06/2016) | Sign in Sheet , agendas and PPT |
| 6 | Problem Solving and Perseverance | Administration/Coaches | It shows appropriate prompts and discussions that force students to a deeper level of reasoning  | September 2015 | Sign In Sheet , agendas, PPT |
| 7 | Closing in on Close Reading  | Administration/Coaches | It provides effective guidance to achieve student's deep reading comprehension | September 2015 | Sign In Sheet , agendas, PPT |
| 8 | Components of Differentiated Instruction | Administration/Reading Coach | It highlights specific strategies to address student differences during the learning process | October 2015 | Sign In Sheet , agendas, PPT |

**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:** Lincoln Marti offers a Parent Resource Center with a wealth of information regarding home learning help, tips for encouraging students to read, information on the importance of reading with your child and resources for parents to help their children do better in school. Newsletters and flyers are sent home regarding before, during, and after school activities. Parents are also informed of the state-wide assessment requirements and testing window. |

**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 Title I Annual Meeting held in September, Lincoln-Marti Charter School, Hialeah Campus presented information regarding the Title 1 program and the new Florida Standards. We encouraged the parents to take advantage of the information and resources available on the Florida Standards portal(www.FSAssessments.org)and the FLDOE website(www.fldoe.org). Parents learned about the school-wide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their children. Parents were also informed that they can request a copy of the PIP and that it is also available at the Parent Resource Center. Following the general meeting, Open House began. During the classroom visits, teachers provided additional information regarding the new standards expectations, and how parents can support their children in preparation for the new assessments. The same information was provided in an informational packet distributed the next school day to all parents who could not attend. Teachers maintained sign in sheets and provided a copy to administration who also maintained documentation on the dissemination of information. |

**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:** Lincoln-Marti Charter Hialeah Campus is comprised of students and families from various cultural backgrounds. Many of the students have limited English proficiency; therefore, all correspondence that is sent home, including blackboard connect messages is provided in English and Spanish. Most of our staff are bilingual and translators are provided upon request.  |

**Review Rubric:**
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:**

**Review Comments:**

**Discretionary Activities**

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

X Not Applicable

**Review Rubric:**
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:**

**Review Comments:**

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C%3A%5CDocuments%20and%20Settings%5CAdministrator%5CMy%20Documents%5CDownloads%5CfileUploads%5C135007_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.

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| [Uploaded Document](file:///C%3A%5CDocuments%20and%20Settings%5CAdministrator%5CMy%20Documents%5CDownloads%5CfileUploads%5C135007_2015-2016_uploadCompact.doc) |

**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%5CDocuments%20and%20Settings%5CAdministrator%5CMy%20Documents%5CDownloads%5CfileUploads%5C135007_2015-2016_uploadCompactEvidence.docx) |

**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 | Parental Workshops | 7 | 120 | The increase of parental involvement during the 2013-14 school year contributed to improve student academic performance and behavior.  |
| 2 | School Procedures Orientation Meeting | 1 | 145 | To provide parents with detailed information of the school procedures and encourage them to be involved in their children education |
| 3 | Title I Annual Meeting | 1 | 150 | Overview of the Title I Program |
| 4 | Title I Monthly Meetings | 9 | 75 | Provide parents with the most recent school-wide information |

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

**Review Status:**

**Review Comments:**

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Professional Development Workshops throughout the year | 10 | 30 | To positively impact student academic achievement on the 2014-2015 District and State high stakes assessments. |

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

**Review Status:**

**Review Comments:**

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Limited Parking | To schedule meetings at different times for all parents to be able to attend |
| 2 | Meeting Hours | Flexible meeting schedule  |

**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:**