## SANTA CLARA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Dr. Melanie Fox, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Guided by our vision for Santa Clara Elementary School, our mission is to dedicate ourselves to academic excellence by: (1) Developing, implementing, and monitoring a comprehensive instructional plan based upon data driven decision making; (2) Establishing an environment where students, parents, teachers, and staff are valued, nurtured, and respected; and (3) Working with all stakeholders to offer a high-quality education by building capacity and maximizing the fidelity of classroom teaching and learning experiences. |

**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:** We believe that the parents must be involved in all aspects of the Title I Program and their child's education. They are informed during the Title I Orientation about EESAC, PTA, PAC, DAC, and other parent workshops. They are encouraged to become members and/or to attend all up-coming meetings so that they can be a part of the decisions process regarding how funds for parental involvement will be used, what programs will be provided and utilized by our students, and have a hand in monitoring the school's progress. |

**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 | Transition Orientation (Pre-K/Kindergarten) | This program assists parents in making an easy transition from Day Care/Head Start to Miami Dade County Public Schools. |
| 2 | Florida Standards Overview | Parents are provided with an overview of the Florida Standards and how it relates to students success. They will also be provided with necessary skills and tools that will allow them to assist their children with school work at home. |
| 3 | FSA ELA Reading Workshop | Review the McGraw Hill Core Reading Program with parents. Provide parents with tools that will better assist them in improving their child's reading skills. |
| 4 | FSA Writing Workshop | Provide parents with tools that will better assist them in improving their child's writing skills. |
| 5 | FSA Mathematics Workshop | Provide parents with tools that will better assist them in improving their child's mathematics skills. |
| 6 | FCAT 2.0 Science Workshop | Provide parents with tools that will better assist them in improving their child's science skills. |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Pre-K/K Parent Orientation | Teachers/Administration/Registrar | August 21, 2015 | Parental Contact, Agendas, Sign-in Sheets |
| 2 | Title I Orientation | Community Involvement Specialist/Administration | September 10, 2015 | Up-dated Title I Information packets, Sign-in sheets, |
| 3 | Open House | Teachers/Administration | September 10, 2015 | Parental Contact Sign-in Sheets |
| 4 | FCAT Reading Workshop | Reading Coaches/Parent Liaisons | November, 2015 | Agendas, Sign-in Sheets,2012-2013 FCAT Reading Results |
| 5 | FCAT Writing Workshop | Reading Coaches/Parent Liaisons | October, 2015 | Agendas, Sign-in sheets, 2012-2013 FCAT Writing Results |
| 6 | FCAT Mathematics/Science Workshop | Math/Science Coach/Parent Liaisons | November, 2015 | Agendas, Sign-in sheets, FCAT Mathematics Results |
| 7 | EESAC Meetings | EESAC Chairperson/Administration | August 24, 2014 - June 10, 2016 | Sign-in Sheets for meetings, Increased number of attendees |
| 8 | PTA Meetings | PTA President | October, 2015- June, 2016 | Sign-in Sheets for Meetings, Increased number of attendees |
| 9 | Parenting Skills | Community Involvement Specialist/Administration | August, 2015- June, 2016 | Improved student behavior and attendance |
| 10 | DAC Meetings | Title I Administration | November, 2015- June, 2016 | Increased number of attendees |
| 11 | PAC Meetings | Title I Administration | August, 2015- June, 2016 | Increased number of attendees |
| 12 | Student of the Month Assembly | Administration | August, 2015- May, 2016 | Increased number of attendees |
| 13 | Pre-K Parent Orientation | Teachers/Administration/Registrar | March, 2015 | Parental Contact, Agendas, Sign-in Sheets |
| 14 | Kindergarten Parent Orientation | Teachers/Administration/Registrar | May, 2015 | Parental Contact, Agendas, 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)].

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| **Response:** The Leadership Team and Staff at Santa Clara Elementary believe strongly in the importance of parental involvement and therefore, will accommodate parents by providing them with alternative means of communication regarding their child progress. During the 2015-2016 school year we will conduct meetings before and after school, including some meetings conducted via phone as necessary, and the CIS will continue to conduct home visits as needed.     On the first Wednesday of every month, the parent center will remain open in the evening until 4:00 P.M. The principal will work with the parent liaison to create a flexible schedule to ensure that the center is open at times convenient for parents. The parent liaison will maintain and record participation. Adjustments will be made accordingly. |

**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 | Title I Orientation | Community Involvement Specialist/Administration | Parents will be better able to assist their children in Reading. | September, 2015 | Agendas, Sign-in sheets, and any hand-out materials. |
| 2 | Florida Standards pertaining to specific grade level | Instructional Coaches | Parents will be provided with an overview including expectations and grade specific information regarding the CCSS. They will also be directed to additional information available on the Miami Dade Schools website and the FLDOE websites. | October, 2015 | Agendas and Sign-in sheets |
| 3 | FSA ELA Reading/Writing Workshop | Instructional Coach | Parents will be better able to assist their children in Writing. | October, 2015 | Agendas, Sign-in sheets, and any hand-out materials. Increased student achievement in all academics |
| 4 | FSA Mathematics/FCAT Science Workshop | Instructional Coaches | Parents will be better able to assist their children in Mathematics. | November, 2015 | Agendas, Sign-in sheets, and any hand-out materials. Increased student achievement in all academics |
| 5 | SAT-10 Reading/Mathematics Workshop | Instructional Coaches | Parents will be better able to assist their children in Reading and Mathematics. | January, 2016 | Agendas, Sign-in sheets, and any hand-out materials. |
| 6 | EESAC Meetings | EESAC Chairperson/Administration | Parents will be presented with an opportunity to become a stakeholder in their child's education. More informed parents are the better able they are to assist their children. | August, 2015- June, 2016 | Agendas, Sign-in sheets, and any hand-out materials. |
| 7 | Individual Conferences regarding technology and access to the Parent Portal | Community Involvement Specialist/Administration | Parent liaisons will provide parents with individual help regarding how to access and log in on the Parent Portal. | August, 2015 - June, 2016 | Agendas, Sign-in sheets, and any hand-out materials. |
| 8 | DAC Meetings | Title I Administration | Parents will become better equipped to work with their children at home. | November, 2015 - June, 2016 | Agendas, Sign-in sheets/Flyers |
| 9 | PAC Meetings | Title I Administration | Parents will become better equipped to work with their children at home. | August, 2015 - June, 2016 | Agendas, Sign-in sheets/Flyers |
| 10 | Student of the Month | Administration | Parents will provide support and encouragement for academic achievement. | September, 2015- May, 2016 | Sign-in sheets/Notifications |

**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 | The importance of Maintaining Parental Contact Logs | Grade Level Chairperson/Parent Liaison | Maintain improved communication with parents | October, 2015 | Sign-in sheets and agendas |
| 2 | Cultural Sensitivity; Review Training | School Counselor and Community Outreach with parent Liaisons and school Leadership | Provide information to staff on the various cultures represented in school to promote and respect the diversities among all cultures. | November, 2015 | Sign-in sheets and agendas |
| 3 | Library Media Services | Media Specialist | Knowledge of materials and services available to students and teachers; Improved student achievement. | September, 2015 | Library Media Orientation Schedule and/or hand-outs |
| 4 | Wonder Works Intervention | Reading Instructional Coach | Content-based PD | September 9, 2015 | Attendance Roster, Student Work Folders, Monitoring of implementation |
| 5 | Differentiated Instruction | Instructional Coaches | Content -based PD, Classroom Management | September 16, 2015 | Classroom Walkthroughs |
| 6 | Web Tools for Effective Teaching | Administration, Instructional Coach | Infusion of Technology | September 23, 2015 | Student performances on classroom assessments |
| 7 | i-Ready Training (Reading & Math) | Instructional Coaches | Infusion of Technology | October 7, 2015 | Student performance on Diagnostics |
| 8 | Promethean Board Training | Promethean Representative | Infusion of Technology | October 13, 2015 | Use of Promethean Boards, Classroom Walkthroughs |

**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:** Santa Clara Elementary will conduct other activities such as Read with your Child, Science Fair Hands-on sample activity/inquiry, a technology activity that includes showing parents how and where to access the released sample questions for the Florida Standards Assessments, Parent Portal access training, through Parent Academy (August-May); provide parents with up-dated Handbooks (2015-2016), School Calendars/Flyers, conduct parent conferences, Connect-Ed Phone communications, DAC Talk, and News for Title I Parents. Expanded hours of service for the Parent outreach center. |

**Communication**

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

* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
* If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:** Santa Clara Elementary maintains regular communications with parents through phone calls, parent conferences, parent/teacher/student conferences, home visits, school calendars/flyers/newsletters, Connect-Ed phone communications, DAC Talk, and News for Title I Parents.    At the annual meeting of parents in August, Santa Clara Elementary School will hold a general meeting where information will be presented about the Title I programs, the curriculum, and academic assessments. Parents will learn about the school-wide programs, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet staff. During the classroom visits, teachers will provided with additional information on the subjects they teach, assessments plans, and how parents can help at home. |

**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:** Part of our commitment at Santa Clara Elementary School includes providing opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migrant children through ensuring that all school correspondence and communication are in both English and Spanish, as well as by providing translation services as needed and assistance upon request for those parents with disabilities. In addition, the school will host parent meetings on an array of subject areas through The Parent Academy (TPA). The school will disseminate information through various sources such as parent letters, flyers, Connect Ed messages, posting on the school's webpage. Santa Clara Elementary will also conduct Parent Academy Conferences, workshops in reading, writing, mathematics, science, and parents will be notified of all EESAC, PTA, DAC, and PAC Meetings in a timely manner. |

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

X Not Applicable

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\199013\Downloads\fileUploads\134841_2015-2016_uploadEvidenceParentInput.docx) |

**Upload Parent-School Compact**  
  
Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C:\Users\199013\Downloads\fileUploads\134841_2015-2016_uploadCompact.docx) |

**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:\Users\199013\Downloads\fileUploads\134841_2015-2016_uploadCompactEvidence.docx) |

## 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 | PAC Meetings | 2 | 2 | Parents will become better equipped to work with their children at home and provide support for academic success. |
| 2 | DAC Meetings | 2 | 3 | Parents will become better equipped to work with their children at home and provide support for academic success. |
| 3 | Individual Conferences regarding technology and access to the Parent Portal | 11 | 140 | Parent liaisons will provide parents with individual assistance on how to access and log in on the Parent Portal. |
| 4 | EESAC Meetings | 4 | 38 | Parents will be presented with an opportunity to become a stakeholder in their child's education. The more informed they are the better able they are to assist their children. |
| 5 | FSA Mathematics/FCAT Science | 2 | 38 | Parents will be better able to assist their children in Mathematics and Science |
| 6 | FSA Reading/Writing | 2 | 115 | Parents will be better able to assist their children in Reading and Writing. |
| 7 | FSA Standards pertaining to specific grade levels | 1 | 442 | Parents will provide with an overview, expectations, and grade specific information regarding the FSA Standards. They will also be directed to additional information available on the Miami Dade Schools website and the FLDOE website. |
| 8 | Title I Orientation | 1 | 121 | Parents will be better able to assist their children in Reading, Writing, Mathematics and Science |

**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 | The importance of maintaining Parental Contact Logs | 1 | 45 | Maintain improved communication with parents. |
| 2 | Cultural Sensitivity; Train the Trainer | 1 | 45 | Provide information to staff on the various cultures represented in school and to promote and respect the diversities among all cultures |
| 3 | Library Media Services | 1 | 45 | Knowledge of materials and services available to students and teachers; improved student achievement; increased utilization of technology. |
| 4 | Provide Professional Development to teachers to unpack the Florida Standards. | 1 | 45 | Student achievement and outcome on State assessments. |
| 5 | District Pacing Guide Professional Development | 1 | 45 | Student achievement and outcome on State assessments. |

**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 | Parents work multiple job | Meetings are being schedule both in the mornings and afternoons. Some meetings are conduct via phone if parents are unable to physically attend |
| 2 | Limited English | Provide translations as needed |
| 3 | Limited Literacy | Provide information and locations for Adult ESOL classes |
| 4 | Mobility Rate | Provide information on outside agencies and services |
| 5 | Limited in Home Language | Provide information and locations for Adult ESOL and Home Language classes |
| 6 | Homeless Families | Provide information/resources for services |

**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)

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| **count** | **Content/Purpose** | **Description of the Activity** |