## PALM SPRINGS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Roxana Herrera , 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:** Palm Springs Elementary believes that positive parent and family involvement is essential to student achievement. This plan seeks to strengthen the partnerships between the District, school, family and community. The school will provide opportunities for parents' involvement in decision-making, as members of school-based planning teams, local parent groups, and District-wide committees, and expand opportunities for training, on- and off-site, to help parents support their child at home. |

**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:** Palm Springs Elementary involves parents in the planning, review and improvement of Title I programs. Elected representatives participate in the school's Educational Excellence School Advisory Council (EESAC). This committee, which is responsible for developing, implementing and evaluating various school-level plans, provides parents with opportunities to suggest ideas and recommend improvements to the school's Title I program, Parental Involvement Plan (PIP) and School Improvement Plan (SIP), prior to approval. More than 50 percent of EESAC members are parent (non-employee)representatives. For the development of the PIP, parent surveys are distributed to seekinput on activities, training, and materials parents need and want to help their child. Results of parent surveys are reviewed by the EESAC to determine needed changes. Decisions involving the use of Title I funds reserved for parental involvement at the school level are made during the development of the SIP and PIP by the EESAC. Parent involvement is documented through sign-in sheets and meeting minutes. Lastly, the Title I Parent Orientation meeting serves a critical role in these processes, as well.  |

**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 | Voluntary Pre-Kindergarten (VPK) | The Title I and VPK offices work together to coordinate transition programs for students participating in the public school program. At Palm Springs Elementary, 2 VPK classes are being implemented on-site, serving 39 students, supervised by the school principal. The program supports parental involvement through ongoing workshops and coordinated meetings between parents and VPK teachers to discuss specific learning needs of students, transitioning and bimonthly joint parent-student classroom activities. |
| 2 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support, provided by Title I, will be discussed with parents during the development of the students' Individualized Education Plans (IEP). |

**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 | Identify the various means of communication to relay the purpose & importance of the Annual Meeting | Principal, Title I Community Involvement Specialist | August 2015 | Informed parents |
| 2 | Advertise/publicize Annual Parent Meeting at Open House event prior to first day of school | Principal | August 14, 2015 | Reduced inquiries after school begins, Informed parents, Increased Annual Parent Meeting attendance |
| 3 | Advertise/publicize Annual Parent Meeting in Palm Springs Elementary Parent Handbook | Principal | August 2015 | Informed parents, Increased Annual Parent Meeting attendance |
| 4 | Announce Annual Parent Meeting using Blackboard Connect telephone message system | Principal | August-September 2015 | Informed parents, Increased Annual Parent Meeting attendance |
| 5 | Announce Annual Parent Meeting via school website | Assistant Principal | September 2015 | Informed parents, Increased Annual Parent Meeting attendance |
| 6 | Post Announcement of Annual Parent Meeting in the August and September school calendar | Principal, Title I Community Involvement Specialist | August-September 2015 | Informed parents, Increased Annual Parent Meeting attendance |
| 7 | Post Announcement of Annual Parent Meeting on the school marquee | Principal | September 2015 | Informed parents, Increased Annual Parent Meeting attendance |
| 8 | Distribute flyer/parent letter announcing the date and purpose of the Annual Parent meeting | Principal, Title I Community Involvement Specialist | September 2015 | Informed parents, Increased Annual Parent Meeting attendance |
| 9 | At 1st 2015-16 EESAC meeting, provide overview of Title I, discuss parent's rights, achievement data | Principal | August-September 2015 | Informed parents, Increased Annual Parent Meeting attendance |
| 10 | Announce Annual Parent Meeting at the first PTA meeting of the year, if prior to its scheduled date | Principal, PTA President, PTA Board | August-September 2015 | Informed parents, Increased Annual Parent Meeting attendance |
| 11 | Develop agenda, handouts and/or presentation materials that address the required documents | Principal, Title I Community Involvement Specialist | August-September 2015 | Copies of agendas, PowerPoint presentation and handouts |
| 12 | Create sign-in sheets | Title I Community Involvement Specialist | September 2015 | Sign-in sheets |
| 13 | Prepare Title I parent compact | Principal, Title I Community Involvement Specialist | August-September 2015 | Signed Palm Springs Elementary Title I Parent Compacts |
| 14 | Conduct Title I Annual Parent Orientation Meeting to discuss the Title I Program & parents' rights | Principal | September 9, 2015 | Sign-in sheets |
| 15 | Conduct Parent Resource Fair to advertise resources and provide information | Title I Community Involvement Specialist | September 9, 2015 | Sign-in sheets |
| 16 | Maintain documentation | Principal, Title I Community Involvement Specialist | Ongoing | Title I documentation box housed in Principal’s office. Documentation will be shared with the District Title I office for monitoring purposes. |
| 17 | Notice of Availability of the Parental Involvement Plan and School Improvement Plan for Viewing | Principal | Ongoing | Informed and involved parents |

**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:** Here at Palm Springs Elementary School, leadership and staff have a strong belief in the importance of parental involvement and have, therefore, put measures in place to offer parent meetings on a flexible schedule. Our annual meeting and parent workshops are scheduled in the morning and in the evening and offered in both English and Spanish. Workshops are facilitated by the Parent Academy during the day and by school personnel in the evening. The Parent Resource Center is available every school day, during school hours, for parents to pick up needed materials and/or meet with a parent facilitator for assistance. This parent liaison will maintain records of parent participation. |

**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 | Open House | Principal | Parental Involvement | September 9, 2015  | Sign-in sheets |
| 2 | Progress Monitoring Plan (PMP) individual teacher-parent meetings to jointly develop learning plans and goals, schedule implementation | Principal, Teachers | Student Plan | September 2015 | Parent contact record, Signed PMP's  |
| 3 | Individualized Education Plans (IEP) - jointly developed learning plans and goals, arrange for services | Principal, ESE teachers | Student Learning Plan, Parental Involvement | Ongoing | Meeting log, Signed IEPs |
| 4 | Limited English Proficient (LEP) Plans - learning plans, goals and implementation of services | Principal, ESOL teachers | Student Learning Plan | Ongoing | Meeting log, signed LEP's |
| 5 | Multi-Tiered System/Response to Intervention (RtI) of Support (MTSS) Intervention Plans | Principal, Guidance Counselor | Student Learning Plan, Parental Involvement | Ongoing | Parent contact records, Signed SST Intervention Plans and completed Tier 1, Tier 2 and Tier 3 plans (as applicable), RtI team meeting log/schedule, Progress monitoring data |
| 6 | Parent-Teacher Association (PTA) | Principal and PTA President | Parental Involvement | Ongoing | Meeting log, sign-in sheets |
| 7 | Educational Excellence School Advisory Council (EESAC) | Principal and EESAC Chairperson | Parental Involvement | August 2015-June 2016, 4 meetings per year (or more, as needed)  | Agenda, minutes, sign-in sheets |
| 8 | Volunteer Program  | Title I Community Involvement Specialist | Parental Involvement | Ongoing | Submitted volunteer applications |
| 9 | Parent Data Chats: Individual conferences held to discuss a student’s assessment results and expectations, set learning goals and suggest specific ways to support learning at home | Principal | Informational, Parental Involvement | January 2016, March 2016  | Conference log, signed data plans |
| 10 | 1st and 2nd grade SAT Parent Workshop - provide printed materials, study tips/strategies, web-based resources and information regarding the SAT standardized assessment | Principal | Informational, Parental Involvement | February 2016 | Sign-in sheets, handouts, agenda, presentation materials |
| 11 | 4th and 5th grade Florida Standards Assessment (FSA) Parent Workshops - provide printed materials, study tips/strategies, web-based resources and information regarding the Reading, Writing (ELA) and Mathematics component of the FSA assessments | Principal | Informational, Parental Involvement | January/February 2016 | Sign-in sheets, handouts, agenda, presentation materials |
| 12 | 3rd grade parent workshops-provide printed materials, web-based resources, information regarding the retention law and information regarding the Florida Standards Assessments (FSA) | Principal | Informational, Parental Involvement | January 2016 | Sign-in sheets, handouts, agenda, presentation materials |
| 13 | Science Fair Parent Workshop | Principal | Informational, Parental Involvement | January 2016 | Sign-in sheets |
| 14 | Kindergarten parent workshops | Principal | Informational, Parental Involvement | Ongoing | Sign-in sheets |
| 15 | Transition meetings: PK, K | Principal | Informational, Parental Involvement | May-June 2016 | Sign-in sheets |
| 16 | Pre-Kindergarten workshops and classroom activities - informative sessions and opportunities for parents to be involved in supplemental learning experiences with children | Principal | Informational, Parental Involvement | Bi-monthly | Sign-in sheets |
| 17 | Computer Lab - Parent Resource Center: Individual help given for parents with accessing and logging in to Dadeschools Parent Portal | Principal | Access to Resources, Parental Involvement | Ongoing | Visitor's log |
| 18 | Parent Resource Center | Principal | Services offered, Informational | Ongoing | Visitor's log |
| 19 | Bilingual communication (English/Spanish) through calendars, letters, newsletters, phone calls | Principal | Parental Involvement | Ongoing | Documents |
| 20 | Small group English classes for adults | Adult Education Department | Opportunity to learn English | Ongoing | Attendance sheets |
| 21 | Annual Title I Parent Orientation meeting | Principal, Title I Community Involvement Specialist | Parental Involvement | September 9, 2015 | Sign-in sheets |
| 22 | 3rd grade retention meetings | Principal | Progress | Ongoing | Meeting log |
| 23 | District Advisory Council (DAC) | Principal, Title I Community Involvement Specialist | Informational, Parental Involvement | Ongoing | Sign-in sheet |
| 24 | Parent Advisory Council (PAC) | Principal, Title I Community Involvement Specialist | Informational, Parental Involvement | Ongoing | Sign-in sheet |
| 25 | Attendance intervention meetings | Principal, Title I Community Involvement Specialist | Improve school attendance | Ongoing | Meeting log |
| 26 | Parent Letter: ESEA School Accountability Report | Principal | Informational | September | Calendar, Documents (copy of parent letter and report to which it refers) |
| 27 | Parent Academy Workshop: Parent Rights and Responsibilities | Principal, Title I Community Involvement Specialist, the Parent Academy | Informational, Access to Resources, Parental Involvement | October | Sign-in sheets |
| 28 | Ronald McDonald Principal's Reading Challenge | Principal, Reading Coach | Support for reading achievement, Parental Involvement | Spring 2016 | Sign-in sheets, Photos, Flyers |
| 29 | Winn-Dixie Art Night | Principal, Art teacher | Support for art achievement, Parental Involvement  | May 2016 | Sign-in sheets, Photos, Flyers |
| 30 | Winn-Dixie Math Night: Hands-On Real World Math Activities in the local grocery store | Principal, Math liaison | Support for math achievement, Parental Involvement | January 2016 | Sign-in sheets, Photos, Flyers |
| 31 | PSE Math and Science Night: Hands-On Cross Curricular Activities for Parent and Child together | Principal, Math liaison, Science liaison | Support for math and science achievment, Parental Involvement | November 2016 | Sign-in sheets, Photos, Flyers |
| 32 | "Visit Our School" Open House (the Saturday before the first day of school) | Principal | Preparation for new school year: Informational | August 22, 2015 | Sign-in sheets |
| 33 | Breakfast with Your Child | Principal | Parental Involvement | Ongoing | Sign-in sheets |
| 34 | Educational Field trips | Principal, Teachers | Parental Involvement | Ongoing | Fieldtrip forms, volunteer log, sign-in sheets |
| 35 | Cultural Celebrations (Hispanic Heritage, African-American History, etc.) and Performing Arts Shows (Winter, Spring) | Principal, classroom teachers, Music and Art teachers | Parental Involvement, World Knowledge/Cultural Sensitivity | Ongoing | Sign-in Sheets |
| 36 | Awards assemblies to recognize student accomplishments | Principal, teachers | Parental Involvement | Quarterly | Sign-in sheets, photos |
| 37 | Field Day activities | Principal, teachers | Parental Involvement | 2nd semester | Sign-in sheets, photos |

**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 | Faculty Meeting - Topic: Communicating and Working with Parents, Building Ties Between School and Home | Principal | Parental Involvement: Improve the ability of staff to work effectively with parents by providing best practices with accompanying examples | Ongoing | Sign-in sheets, handouts |
| 2 | Title I Community Involvement Specialist District Workshops  | Principal | Parental Involvement | Ongoing | Agenda |
| 3 | School Counselor District Workshops | Principal | Parental Involvement | Ongoing | Agenda |
| 4 | Research article highlighting how to make the school and classrom parent-friendly | Principal | Building Partnerships/Communication | September & October 2015 | Sign-in sheet, handouts, agenda |
| 5 | Cultural Sensitivity Presentation | Principal | Building Partnerships: Improve the ability of staff to work effectively with parents by increasing knowledge and awareness of the various cultures enrolled in the school and present in classrooms | Ongoing | Sign-in sheets, handouts, agenda, presentation materials |
| 6 | Video on the power of contributions of parents to student achievement (also personalized with a getting-to-know our own school's parents' and how they contribute to our school) | Principal, Title I Community Involvement Specialist | Building Partnerships | Ongoing | Media |

**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:** Palm Springs Elementary School has a Parent Resource Center which offers parents educational materials to assist their children in learning at home. It also boasts a computer lab for parents and caregivers to access technology and obtain the resources they need. The Title I Community Involvement Specialist (CIS) is a valuable personnel resource at the Parent Resource Center who provides assistance with accessing the Parent Portal and completing school forms. The CIS also serves as a liaison between the parent and teachers.To encourage parents to more fully participate in the education of their children, Palm Springs Elementary hosts an array of family events in which child and parent/family participate together. These events include Ronald McDonald Principal's Reading Challenge, Winn-Dixie Math Night, Math and Science Night, Winn-Dixie Art Night, monthly breakfasts with parents/family, Quarterly Classroom Awards Assemblies to recognize perfect attendance and honor roll achievements, Movie Night, and many more. |

**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:** Parents of Palm Springs Elementary School students will receive information regarding Title I programs throughout the school year, but especially during the month prior to the start of the new school year and the two months that follow.At the annual meeting of parents in September, information is presented about the Title I programs, the curriculum, policies and academic assessments. Here, parents learn about school-wide programs and are given opportunities for participation in decisions related to the education of their child(ren). Copies of the Parent Handbook are available and parents are made aware of where they can access the School Improvement Plan and Parental Involvement Plan in the main office and online. Upon conclusion of the general meeting, parents are invited to visit their child's classrooms and meet staff. During the classroom visits, teachers provide additional information on the subjects they teach, school and classroom procedures, District and state-wide assessments, and how parents can help at home. Parents unable to attend will receive the same information afterward. Teachers maintain sign-in sheets and provide a copy to the principal, who maintains documentation on the dissemination of information, distribution methods and timelines.The school sends home a monthly parent calendar which informs parents about all upcoming activities, meetings and events at the school. The Blackboard Connect communication management tool is also utilized to notify or remind parents of school-site activities and to provide additional information about school-related events via telephone, email and text messages.Workshops, meetings and individual conferences provide parents with information regarding curriculum and assessments, training on strategies and activities that can be used at home to support learning and updates on student progress. In addition, parents will be notified about their child's academic progress through printed reports such as Academic Progress Reports (distributed quarterly, mid-way [5th week] during each grading period) and Report Cards (distributed quarterly at the end of each grading period) All printed materials and forms of communication including meetings, workshops, conferences or telephone calls (with translators available) are provided in both English and Spanish, to provide parents the information they need, in a language they can understand.Elected parents also participate in regular forums which impact the school and its stakeholders. These parents assist in making important decisions which affect the school and they offer suggestions and feedback through participation in the Educational Excellence School Advisory Committee (EESAC), the Parent-Teacher Association (PTA) and the District Parent Advisory Council (D-PAC).  |

**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 Palm Springs Elementary includes providing full opportunities for the participation of parents with limited English proficiency and parents with disabilities through ensuring that all school correspondence and communication are in both English and Spanish, as well as by providing translation services, as needed (in Spanish and American Sign Language) and assistance, upon request, for parents with disabilities. All printed materials which the school disseminates, such as letters, monthly calendars, flyers and student progress reports, as well as all forms of communication through face-to-face meetings, workshops, conferences or telephone calls (with translators available) are provided in both English and Spanish, to provide parents the information they need, in a language they can understand.Workshops, meetings and individual conferences are provided to parents in a bilingual format, in order to provide information regarding curriculum and assessments, training on strategies and activities that can be used at home to support learning. Parents meet with teachers to discuss their child's academic progress so that the student's strengths and weaknesses can be addressed. In some instances, teachers will contact parents of students who require Progress Monitoring Plans regarding strategies which will be implemented. Parents will be encouraged to discuss their child's performance with the teacher throughout the year. Additional resources and information can be found at the school's Parent Resource Center.The Blackboard Connect communication management tool is also utilized to notify or remind parents of school-site activities and to provide additional information about school-related events through phone calls and email. These messages are sent in the parents' home language. |

**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 | 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)]; | Parent meetings will be held at various times (morning and evening). The Community Involvement Specialist (CIS) will facilitate key home visits for parents unable to come to the school. | Principal, CIS | Parental Involvement | Ongoing |

**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%5C4261student%5CDownloads%5CfileUploads%5C134261_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%3A%5CUsers%5C4261student%5CDownloads%5CfileUploads%5C134261_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%3A%5CUsers%5C4261student%5CDownloads%5CfileUploads%5C134261_2015-2016_uploadCompactEvidence.doc) |

## 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 | 731 | Parental involvement |
| 2 | Educational Excellence School Advisory Council (EESAC)  | 6 | 25 | Parental Involvement |
| 3 | Science Fair Parent Workshop | 1 | 75 | Informational, Parental Involvement |
| 4 | Kindergarten parent workshops | 1 | 29 | Informational, Parental Involvement |
| 5 | Transition meetings-PK, K | 2 | 43 | Informational, Parental Involvement |
| 6 | Pre-Kindergarten workshops and classroom activities - informative sessions and opportunities for par | 3 | 62 | Parental Involvement |
| 7 | Small group English classes for adults | 114 | 1197 | Opportunity to learn English |
| 8 | Annual Title I Parent Orientation meeting | 1 | 75 | Parental Involvement |
| 9 | Retention meetings | 16 | 16 | Progress |
| 10 | Parent Academy Workshops | 6 | 62 | Informational, Access to Resources, Parental Involvement |
| 11 | "Visit Our School" Open House (the Saturday before the first day of school) | 1 | 319 | Informational, Parental Involvement |
| 12 | Breakfast with Your Child | 4 | 282 | Parental Involvement |
| 13 | Educational Field trips | 10 | 202 | Parental Involvement |
| 14 | Cultural Celebrations (Hispanic Heritage, African-American History, etc.) and Performing Arts Shows  | 9 | 886 | Parental Involvement |
| 15 | Awards assemblies to recognize student accomplishments and classroom celebrations | 7 | 915 | Parental Involvement |
| 16 | PTA meetings | 3 | 72 | Parental Involvement |
| 17 | Field Day activities | 4 | 28 | Parental Involvement |
| 18 | PSE Math Night | 1 | 58 | Parental Involvement |
| 19 | Science Night | 1 | 40 | Parental Involvement |
| 20 | Winn-Dixie Math Night | 1 | 89 | Parental Involvement |
| 21 | Parent Data Chats: Individual conferences held to discuss a student’s assessment results and expect | 2 | 460 | Progress, informational, parental involvement |
| 22 | Citrus Health Care Workshops | 2 | 16 | Parental involvement |
| 23 | Winn-Dixie Art Night | 1 | 83 | Parental Involvement |

**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 | Faculty meeting - Topic: Communicating and working with parents | 1 | 57 | Building Partnerships/Communication |
| 2 | Title I Community Involvement Specialist District Workshops | 1 | 1 | Parental Involvement |
| 3 | School Counselor District Workshops  | 4 | 4 | Parental Involvement |

**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 | ELL: Language (Families who do not speak or understand English) | Continue to offer adult English classes; invite families to meetings with administration, counselor and CIS to provide information and assistance, as necessary. |
| 2 | ED and ELL: Parents require greater understanding of curriculum implications on testing and data | Offer workshops on grade level expectations, Florida Standards/Common Core SS classroom practices and on methods in which parents can help their child prepare for state assessments; invite parents to data chats to discuss his/her ongoing performance on assessments and set goals for learning/achievement; create a parent-to-parent network so that parents can hear testimony from fellow knowledgable and involved school parents about the school's expectations and routines at the beginning of the year; create a transition to 3rd grade parent workshop |
| 3 | Total population: Parents require greater understanding about why they must obtain clearance in order to enter the school campus | There is a misperception about why the school must remain a closed campus during school operating hours. Due to the Jessica Lunsford Act, the school requires all parents to check-in at the main office and have background check clearance, in order to enter the school building. As a result, uninformed parents do not feel welcomed and left out. In order to address this misperception, a bilingual letter will be sent home at the beginning of the year explaining the law; this information will also be shared during Open House and the Title I Parent Orientation meeting; parents will be encouraged to obtain background clearance through bilingual reminders on the school's monthly calendar, describing participation in school activities, such as fieldtrips, as an incentive; and the testimony of involved parents through the parent-to-parent network will assist in informing parents accordingly so that they understand the school's actions as a result of the law. |

**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)

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

**EESAC Meeting Minutes for:**   **10/02/2015  07:30 AM**

**Recording Secretary:**    Lupe Lago

**Location of meeting:**    Palm Springs Elementary

**Was a quorum established?**    Yes

**Was the meeting advertised?**    Yes, 09/24/2015

**Attendance:**

**Members Present:**

Herrera, Roxana (Principal)
Rivera, Anneris (Union Steward)
Illa, Zonia (Teacher)
Johnson, Charmaine (Teacher)
Lago, Lupe (Teacher)
Toledo-Resende, Elisa (Teacher)
Obrador, Alicia (Alternate Educational Support)
Kuikens, Diane (Parent)
Llorente, Niurka (Parent)
Napoles, Christina (Parent)
Rondon, Leyci (Parent)
Thrasher, Rebecca (Parent)
Diaz, Lizet (Alternate Parent)

**Members Absent (Excused):**

Horta, Patricia (Alternate Principal)
Walles, Marina (Teacher)
Guillen, Maria (Alternate Teacher)
Martin, Yariza (Educational Support Employee)
Greene, Tania (Parent)
Kuikens, Diane Kuikens (Parent)
Rubio, Kattia (Parent)
Marrero, Leonor (Alternate Parent)
Padin, Melissa (Alternate Parent)
Valladares, Annie (Alternate Parent)
Marrie, Deanna (Student)
Sanchez, Amy (Alternate Student)
Garcia-Tunon, Silvia (Business/Community Representative)

**Members Absent (Unexcused):**

No one had an unexcused absence.

**Others Present:**

Jennifer Gomez (Teacher)
Leyda Randon (Business/Community Representative)
Adriana Oliva (Student)
Nicolle Centenaro (Student)
Javani Dickson (Student)
Miguel Delgado (Student)
Joan Loaisiga (Student)

**Topics Covered:**

1. Minutes were reviewed, corrected and approved.

2. Ms. Lago introduced new EESAC members (teacher and students).

3. Parental Involvement Plan (PIP) - Ms. Resende informed EESAC that the PIP is a plan developed through a collaborative effort between administration, teachers, staff, and especially parents. The PIP is a component of our School Improvement Plan which describes how the school and its families communicate, interact and support one another, in the name of student achievement. Ms. Resende emphasized the importance of parent input and suggestions. She discussed the PIP's current content and solicited ideas from parents regarding how the school could further support families in our joint effort to ensure: a.) students' success and b.) facilitate wider and more consistent parental involvement.

With respect to continuous learning and family support at home, suggestions were provided by Lizet Diaz (Parent) asking teachers in all grade levels to clearly explain home learning procedures and assignments at the beginning of the year, since each grade level implements home learning routines slightly different. In this way, subsequent home learning assignments, which follow the same routines, can be understood and completed as expected. She added that she likes Class Dojo but that, perhaps, due to a language barrier, teachers should provide bilingual information to parents. Leyda Rondon (Business/Community Representative) also suggested that teachers anticipate and clarify home learning content that could potentially create confusion, in order for parents to become familiar with related vocabulary such as the word "counters" in mathematics. Mrs. Herrera reminded parents that teachers are available by email or telephone, as is Yariza Martin, our parent liaison, who is available in the main office, in the event they have any questions.

To increase parental involvement, Rebecca Thrasher (Parent) stated that any activities which maintain student motivation are important and also encourage parent involvement in school activities. For example, her child's excitement with the Ronald McDonald Reading Challenge, kept the child very involved with Reading and on task. In addition, Mrs. Herrera confirmed that Math Night, Science Night, Art Night, Winn-Dixie events, and Movie Night are scheduled to continue throughout school year, to support student achievement and encourage family involvement. Also, a new activity will be introduced this year where parents will be invited into classrooms at the end of each nine-week grading period to recognize students for accomplishments such as perfect attendance and honor roll. Parents also strongly support the availability of computer labs before and after school. All of the suggestions will be considered and included in the PIP, as it corresponds. The plan was approved.

4. School Improvement Plan (SIP) - Ms. Resende explained that our SIP embodies all students' needs including academic, behavioral and attendance. She revisited input provided from the May 2015 Faculty and Staff meeting and the May 2015 EESAC meeting which included successes such things as: use of district pacing guides, i-Ready lab scheduling, use of Prometheum boards (first year) in classrooms, use of instructional calendars, attendance incentives. Items in further need of improvement were: the need for more grade level/subject area common planning time and not enough resources for test preparation. Ms. Resende continued by providing updates regarding positive changes which have already begun implementation this school year and are a part of the current plan, based on feedback from different stakeholders, including EESAC members. One example included adjustments to teacher schedules to ensure one hour of daily planning time available for teachers to collaborate on lesson planning. She also mentioned that the state just released a tool which will be shared with teachers in a forthcoming meeting. She highlighted other aspects of the SIP, with which members agreed, and the plan was approved.

5. October Calendar - Mrs. Herrera reviewed calendar with EESAC. Mrs. Thrasher (Parent) asked if Harvest Dance was for everyone. Mrs. Herrera stated that everyone would participate in dance and parade but that fifth grade would have one and half hour of dance along with opportunity to purchase pizza and sodas.

6. Revision of EESAC Budget Funds - Mrs. Herrera stated that ten classrooms do not have a working television and thus, the students in those classrooms are unable to see the morning announcements and the special presentations and/or world events that are occasionally broadcast and viewed on the tv. Therefore, she proposed to use funds to purchase equipment to enable the Prometheum Boards to be utilized as a TV. The cost per equipment is $250. EESAC unanimously agreed for funds to be used to purchase the necessary equipment for the 10 classrooms. Any leftover funds will be used to purchase student supplies.

7. Alternate Supplement Model - Mrs. Herrera proposed to EESAC to continue to provide a supplement to grade level chairpersons, as in previous years. This supplement compensates the teacher leaders who hold additional responsibilities weekly and throughout the course of the year. EESAC unanimously agreed for supplement to continue.

8. iReady Computer Program - Mrs. Napoles (Parent) asked if Kindergarten students are already using i-Ready. Ms. Resende stated that Kindergarten was the last grade level to finish testing, which had just been completed yesterday. Therefore, Kindergarten students are now ready to use the program. She explained that teachers would be providing the necessary login/portal password information shortly. Ms. Resende asked parents to contact the child's teacher with any password issues. Mrs. Herrera also announced that i-Ready lessons would officially kick-off next week for Reading and Mathematics. The expectation is to have students complete 45 minutes or more per week (Monday-Sunday), per subject. If the child's Diagnostic test placement, is one to two years below grade level, the child will be asked to complete 60 or 90 minutes per subject, per week, respectively. Leicy Rondon (Parent) asked how parents could find out student level. Ms. Resende and Mrs. Herrera explained that parents will be notified by the teacher, if their child requires this extra time. In addition, students are monitoring their own i-Ready progress with a form they fill out and periodically check in class. Miguel Delgado (Student) stated that his Reading and Mathematics teachers had provided levels to all students. Mrs. Napoles asked if academic grades would be affected by i-Ready. Mrs. Herrera stated that academic grades would not be affected with respect to lesson pass rate. The focus will be on time spent using i-Ready and effort. She also stated that a motivational program would be implemented for students who complete lessons at 80% achievement or higher. Ms. Resende added that, new this year, i-Ready is now giving students time credit for the lessons they have not yet completed. She stated that last year, i-Ready reports only indicated time spent on completed lessons. Since the duration of some lessons are as long as an hour or more (for the more advanced), this new feature will now give students for time on task.

**PALM SPRINGS ELEMENTARY SCHOOL**

Title I Annual Orientation Parent Meeting Minutes

**September 9, 2015**

In our school, the Annual Parent Orientation Meeting was held on September 9, 2015 at 5:00 pm. Ms. Roxana Herrera, Principal, introduced Ms. Patricia Horta, Assistant Principal, and Ms. Alicia Obrador, Community Involvement Specialist, to the parents. Ms. Herrera informed parents about the Title I Mission which provides supplemental funding to ensure that all children in the neediest schools are afforded a fair, equal and significant opportunity to obtain a high quality education. She also said that the amount of money given to the school depends on the number of low income families enrolled. The main goal for parents and schools is for the children to be successful. If the child is experiencing problems at school or not progressing as expected, the teacher should be contacted and a conference scheduled. The importance of parents preparing for a conference with the teacher was emphasized. The many ways parents can be involved in your child’s education was also discussed. Some of the ways mentioned include: Staying in touch with their child’s teachers, using community resources, volunteering in the school, participating in parent committees, attending school events and making sure their child attends school regularly and on time. The principal also informed the parents about the No Child Left Behind Act, which is an educational act signed into law in 2002 which ensures every student a quality education which challenges and motivates students, provides highly qualified teachers who use proven teaching methods and ensures a safe, drug free learning environment. Students eligible to receive free or reduced priced meals are eligible for free tutoring. Information was mailed and is also available in the office. The Parental Involvement Plan (PIP) was also discussed. Ms. Herrera informed parents that it includes all activities, workshops, meetings and strategies implemented to include parents in their child’s education throughout the school year. She emphasized diminishing barriers between school and parents. Ms. Herrera also explained that, as per the Jessica Lunsford Act, parents must obtain clearance to enter school grounds. At the end of the meeting, Ms. Herrera encouraged parents to visit the Parent Resource Center to receive more information. Many parents expressed interest in taking advantage of the opportunity to take classes to learn English and in taking advantage of the resources offered in our Parent Center. They were enthusiastic and cooperative about participating in the development of the 2015-2016 Parental Involvement Plan (PIP). This conversation was led by the Principal. Parents made a few recommendations for the parent-school compact and were asked to record their recommendations for the 2015-2016 PIP and invited to the next meeting where it would be discussed further.

During this meeting, three parents were elected to represent our school al the general meeting of the Title I District and Regional Center Parent Advisory Council (DAC/PAC). The parents elected are: Representative #1 : Marisol Barroso, Representative # 2 : Karyna Gonzalez, and Alternate Representative: Evelyn Salcedo. During the remainder of the evening, Ms. Herrera, Principal, Ms. Horta, A.P, and Ms. Obrador, CIS, met with parents and provided assistance with a variety of concerns.

 TITLE I SCHOOL-PARENT COMPACT 2015 - 2016 SCHOOL YEAR

**The school and parents working cooperatively to provide for the successful education of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ agree that:**

 Student’s name

|  |  |
| --- | --- |
| **PALM SPRINGS ELEMENTARY SCHOOL WILL:** | **THE PARENTS/GUARDIANS WILL:** |
|  Provide for an annual orientation meeting to inform parents of students in the Title I  Program of their right to be involved in the School’s committees and activities in order To better serve the needs of the students. Offer meetings, workshops and English Classes for parents and home visits at flexible times Workshops will include information regarding grade level expectation, curriculum  and how parents can help their child(ren) prepare for state assessments. . Actively involve parents in planning, reviewing, and improving the Title I Program and the Parental Involvement Policy.(PIP). Follow the established curriculum set by Miami-Dade County Public Schools. Teachers  will meet weekly to plan rigorous lessons and two to three times a year to review current assessment data and student’s progress. Hold parent-teacher conferences when a student : is working below grade level on certain skills, is not demonstrating progress, and /or requires improvement in attendance..  Send parents an interim progress report on a quarterly basis. Open the Parent Resource Center (PRC) daily and encourage parents to visit and take advantage of the many educational resources available to them. Our Community Invol- vement Specialist (CIS) will provide assistance in helping parents communicate with the teachers.  Schedule/place parent volunteers, who have been cleared by Miami-Dade County Public Schools, in the school. Parents may also observe and/or participate in classroom activities, With prior authorization by the principal.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal’s Signature Date | **The parents of students at PALM SPRINGS ELEMENTARY SCHOOL support their****children’s learning, such as:** Monitor my child’s school attendance, supervise home learning, and maintain a learning atmosphere at home. Become involved in developing, implementing, evaluating, and revising the school’s parental involvement policy. Promote positive use of my child’s extracurricular time to support educational goals by taking advantage of internet-base computer programs such as : iReady and My on Reader.   Share the responsibility with the school for my child’s improved student achievement. Support and communicate with my child’s teachers about his/her educational progress and . needs. Volunteer, support and participate in my child’s school activities and special organization like : PTA. Participating, as appropriate, in decisions relating to my child’s education Serve as a Title I School-parent representative on policy advisory groups , committees or councils such as EESAC, DAC and PAC.  Stay informed about my child’s education by reading and responding to all notices from the school or the school district.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Parent’s Signature Date* |

 ***Teacher’s name:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***Grade:*** \_\_\_\_\_\_\_\_\_

TITLE I ESCUELA-PADRE ACUERDO AÑO ESCOLAR 2015 - 2016

**La escuela y los padres trabajando cooperativamente para proveerle una educación exitosa a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ estan de acuerdo en:**

 ***Nombre del niño(a)***

|  |  |
| --- | --- |
| **LA ESCUELA ELEMENTAL PALM SPRINGS:** | **LOS PADRES Y GUARDIANES:** |
|  Realizará una reunión anual para informar a los padres sobre el Título I y su derecho a  estar involucrados en los diferentes programas y actividades que seran de beneficios para nuestros estudiantes. \* Ofrecerá reuniones, talleres para padres, clases de Ingles, y visitas a las casa en horarios . flexibles.,Los talleres para padres incluiran informacion para ayudar a los padres para el mejoramiento academico del estudiante. Involucrará activamente a los padres en el planeamiento, revisión y mejoramiento del programa Título I y la Póliza de Participación de los Padres. \* La escuela Palm Springs está siguiendo el currículo establecido por las escuelas públicas  del Condado Miami-Dade. Los maestros se reunen semanalmente a discutir el trabajo de  los estudiantes,y dos o tres veces al ano haran una reunion para revisar el progreso  academico del estudiante.  Las conferencias entre padres y maestros se harán cuando un estudiante este deficiente en alguna asignatura o también para mejorar el rendimiento en la clase si esta por debajo del  nivel del grado o en ciertas destrezas, y cuando tenga ausencias y tardanzas excesivas en clases.  El Reporte de Progreso Académico se enviará a los padres en una base de cuatro períodos. El Centro de Recursos de los padres está disponible para ayudar a responder preguntas. La  Especialista en la Comunidad le puede ayudar a los padres a comunicarse con los maestros.  \* Los padres que hallan llenado una forma de voluntario y esten aprobados por las escuelas  públicas del condado Miami-Dade pueden ser voluntarios en la escuela, Los padres son  bienvenidos a observar las clases con una autorización de la Directora de la escuela. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Firma de la Directora Fecha | Los padres de los estudiantes de la escuela elemental PALM SPRINGS apoyarán a sus niños en el aprendizaje, de la siguiente forma: Supervisando la asistencia de nuestros niños/as a la escuela, el estudio en la casa y  proporcionarles un lugar tranquilo para completar sus tareas.. Manteniendonos envueltos en el desarrollo, implementación, evaluación y revisión de la Póliza de Participación de los Padres. Promoviendo en mi hijo un uso positivo del tiempo fuera de la escuela, tomando ventaja de los programas de computadora en la casa como : iReady and My on Reader.  Compartiendo la responsabilidad con la escuela, por el mejoramiento en los logros de  nuestros niños/as. Comunicandonos con los maestros de nuestros niños/as acerca del progreso y necesidades educacionales. Sirviendo como Voluntario en la escuela de nuestros niños/as.Y participando en organizaciones especiales tales como : PTA  Participando si es necesario en decisiones relacionadas con la educación de nuestros  niños/as. Sirviendo en grupos de supervisión, como por ejemplo, ser un representante del Programa Título I tales como EESAC, DAC and PAC Estando informados acerca de la educación de nuestros niños/as, leyendo y respondiendo a todas las notas y reportes que vengan de la escuela o del Distrito.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Firma del Padre Fecha  |

 ***Nombre del Maestro/a:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***Grado:*** \_\_\_\_\_\_\_\_