**New Leaf Center Title I, Part A Parental Involvement Plan**

I, Katherine Vernon, 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)**Response:** To work collaboratively with parents and families to decrease inappropriate behavior, increase attendance, increase academic performance and encourage the student to set life goals and develop plans for achieving those goals.  |

**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:** The New Leaf Center SAC along with selected members of the Leadership Team are responsible for the planning, review, and improvement of the Title 1 Program. SAC is comprised of business and community leaders who are appointed to our Board of Directors, as well as teachers and a Parent Advocate/Transition Specialist. Parents are notified of SAC meetings through the monthly school newsletter. The Parent Advocate/Transition Specialist stays in close contact with parents to ensure parental representation in all SAC meetings. The SAC meetings involve a continual review of the School Improvement Plan and the Parent Involvement Plan. Parent Advocate/Transition Specialist and committee input on how Title I and Parent Involvement funds should be used is documented in the meeting minutes.All parents are invited to our open house as well as our Title 1 meeting held the night of orientation.  |

**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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| **Program** | **Coordination** |
| Voluntary Pre-K | The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinate meeting with parents, VPK teachers, and the kindergarten teachers to discuss the learning gains of the students, etc.  |
| Kindergarten Registration | Upon registration for Kindergarten parents receive information concerning expectations for the coming year, curriculum information, and basic school information. Before the school year, parents are invited to an orientation with the student’s base school, where they receive more specific information on what to expect for their student. The first week of school, parents are invited to walk their child to class daily to assist in this transition. |
| Pre-K ESE | Pre-K students attending schools in Marion County with active IEP's are provided required services within the classroom setting. |
| HIPPY | Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program. HIPPY offers free home-based early childhood education for three, four, and five year old children working with their parent(s) as their first teacher. The parent is provided with a set of developmentally appropriate materials, curriculum, and books designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development. Representatives from this program will hand out flyers and can be contacted by interested families in our school. |
| Title 1 | Parents will receive information regarding the Title 1 resource center so that they are aware of the tools available to them to help their children from home. |
| Title 1 Part A | The school will use Title I funds to provide supplemental instructional materials, equipment, and/or personnel to help students meet the rigorous state standard expectations. Staff development as well as Parental Involvement Trainings and Workshops will be coordinated with Title I, Part A. |
| Title 1 Part C | The administration will contact Christina Davidson in the Migrant Department of Grants & Federal Programs office. This office will provide support to the students and families with appropriate needs. |
| Title II | Staff and faculty members will participate in district professional development opportunities. |
| TItle III | The administration will coordinate with MCPS ESOL Department to identify students. ESOL paraprofessionals will provide students with the appropriate resources and support that they might need. |
| Title X | The administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support that they might need. |
| Federal Nutrition Program | Guidance identifies families in need and coordinates a weekend food backpack program providing nutrition supplements. |
| Individuals with Disabilities Act IDEA | Our school coordinates with the ESE, Student Services Department of MCPS. Supplemental instructional support will be shared with parents as they are invited and attend their child's IEP meetings. Teachers and staff will follow the MTSS policies and processes. |

**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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| **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| Annual Meeting before Open House powerpoint | Principal | September 2016 | Surveys/Sign-in sheets |
| Annual Meeting Notification- send announcement flyer home with all students  | Principal | August 2016 | flyer |

**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:** New Leaf Center teachers and administration will ensure that workshops and meetings are offered at flexible times. At the annual meeting there will be discussion with parents asking specific questions including times, dates and needs of parents for parent involvement workshops, parent-teacher conferences, SAC meetings, etc. The Parent Advocate/Transition Specialist will meet with parents during enrollment of the student to address parent needs. The information will be gathered and reviewed by the SAC and Leadership Team to ensure that we are providing parents with a convenient time for parent activities. The school’s scheduled orientation, open house, and the Annual Title I meeting will be held in the evening. This allows many of our working parents to participate.  |

**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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| **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Informational/Orientation | PrincipalTeachersParaprofessionals | Outlines student expectations. Introduces parents to Florida Standards and what evaluative methods will be used this school year. | August 2016 | Parent Survey |
| Parent Conference Night | Principal | Increase student achievement through behavior redirection with assistance from parents and academic goals being set with parent as partner for teacher | December 2016 | Parent Feedback form and conference notes |
| Monthly Newsletters | Student Services Coordinator | Increase parental awareness of New Leaf Center’s academic and behavioral goals. Enhance family- school relationships and encourage parent participation in school activities.  | Monthly August 2016- May 2017 | Parent participation in activities, Parent survey |
| Weekly contact with parents/ guardians | TeachersParaprofessionals | Increase parent involvement in achieving student goals. Strengthen parent- teacher relationships and open up channels of communication for parents to express concerns and/ or ask questions, as well as for teachers to share student progress with parents. |  | Quarterly parent surveys  |
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**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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| **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Effective conferencing with parents | Transition Specialist | To improve the ability of staff to work effectively with parents so that students can achieve their personal best in the classroom |  | Parent Conference forms completed |
| PBS Training | Student Services Coordinator | Improving school wide expectations and behavior by developing common language among all staff members and encouraging use in students |  | Behavior points on treatment registers, posters, tracking forms, and discipline process |
| Academic Support | Curriculum and Instruction Coordinator | To assist teachers in providing parents with appropriate resources for helping their student academically and to reinforce skills learned in the classroom to master standards. |  | Student completion of parent-student home activities |
| MTSS Training | Principal | To assist teachers in navigating the MTSS process so that they have the ability to help struggling students and provide information to parents regarding the process so that struggling students can be identified and provided supports in order to be successful |  | Agenda from meeting and feedback from teachers |
| Call Log Implementation Training | Student Services Coordinator | To implement a school wide program for making positive parent contact so that parents are able to hear about the positive accomplishments their student is making in school and increasing parent involvement in the learning process |  | Call logs from teachers  |
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| **Response:** Parent Conferences-Scheduled throughout the 2016-2017 school year to encourage effective communication between the school and families.Parent Advocate/Transition Specialist: Will hold meetings with parents each semester to encourage and support parents. Each parent will receive a calendar of events which will provide important dates for parent involvement throughout the year. Each parent will also receive a student handbook that will outline the expectations for parents, teachers, and administrators.Parents and families will be encouraged to visit the District Title 1 Parent Resource Center.The principal is responsible for ensuring that each of these activities is completed and effective. Our school will hold an Orientation Day in August, 2016 to increase parent awareness of the school and teachers' goals and expectations. |

**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)].

**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:** The Parent Involvement Plan (PIP) will be sent out in print to each home through the student in October. It will be printed in English and Spanish. The PIP will also be available on the school website. Teachers and administrators will be available to discuss the PIP with parents as needed. Additional copies will be in the school office.Notifications of workshops, conferences and other parent activities will be sent out at least a week in advance. All notifications sent by the school will be dated and a copy will be kept in the front office.Monthly Newsletters and Calendars provide information with upcoming events and ways to support their child's education.Teachers will complete weekly contacts with parents to discuss positive behavior student growth.·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)]Parent Advocate/Transition Specialist will maintain regular contact with parents through personal calls in an attempt to reach parents who do not or cannot participate to seek input and increase involvement. Home visits are provided by Social Services. The Parent Involvement Plan (PIP) will be sent out to each home in December. It will be printed in English and Spanish.Bi-lingual materials in Spanish and French will be made available to identified parents by our Parent Advocate/Transition Specialist. The Student Services Coordinator will work with ESOL K-12 Academic Services to provide parents with school information translated in their native language as needed. Parents with limited English proficiency will be assisted at teacher conferences by an ESOL para-professional as needed. Monthly newsletters and other communication will be provided for parents in English and Spanish (approved by principal and copies are filed for documentation). |

**Accessibility**
Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response**: Parents with disabilities will be assisted based on their needs to ensure their full involvement in their child's academic success. Our facility is ADA accessible. Parents with disabilities are regularly invited to all parental involvement activities and if support is needed to accommodate a disability, appropriate arrangements will be made. The school will work diligently to provide a translator at specific parent activities as a way to provide opportunities for our ESOL parents to become more involved.

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