

## Review of 2015-2016 School Parental Involvement Plan

### Review Appendix B from this year- FY16

Did the review include all required components? <ul style="list-style-type: none"><li>• A summary of the results of the activities conducted for parents;</li><li>• A summary of the staff training activities;</li><li>• Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and</li><li>• Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.</li></ul>		
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#### Additional Comments or Concerns:

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# Review of 2015-2016 School Parental Involvement Plan

## Review Appendix B from this year- FY16

<b>participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Process for providing information to parents;</li> <li>• Dissemination methods;</li> <li>• Reasonable and realistic timelines for specific parent notifications; and</li> <li>• Description of how the school will monitor that the information was provided.</li> </ul>		
<b>9. Describe how the LEA 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 LEA 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)].</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Process for translating information into a parent's native language;</li> <li>• Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;</li> <li>• Description of how the school will ensure that information is available to parents considering the fluctuating student populations;</li> <li>• Specific languages that information will be routinely provided; and</li> <li>• Process the school will use to monitor the dissemination of information to parents.</li> </ul>		
<b>10. Describe how the discretionary activities will be implemented.</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Content of the session including the following: <ul style="list-style-type: none"> <li>◦ Involve parents in the development of staff training,</li> <li>◦ Offer literacy training,</li> <li>◦ Pay reasonable and necessary expenses to conduct parental involvement activities,</li> <li>◦ Train parents to help other parents,</li> <li>◦ Adopt and implement model parental involvement programs, or</li> <li>◦ Develop roles for community organizations and/or businesses in parental involvement activities;</li> </ul> </li> <li>• Type of activity;</li> <li>• Specific correlation to student achievement; and</li> <li>• Reasonable and realistic timelines.</li> </ul>		
<b>School-Parent Compact</b>		
<b>Does the School-Parent Compact include all required components:</b> <ul style="list-style-type: none"> <li>• Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;</li> <li>• Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and</li> <li>• Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum— <ul style="list-style-type: none"> <li>◦ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;</li> <li>◦ Frequent reports to parents on their child's progress; and</li> <li>◦ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [Section 1118(d), ESEA].</li> </ul> </li> </ul>		
<b>Review of the 2010-2011 Plan</b>		
Did the school include a copy of the review of the 2010-2011 plan?		

# Review of 2015-2016 School Parental Involvement Plan

## Review Appendix B from this year- FY16

<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and</li> <li>• Specific examples of the flexible schedule offered to parents.</li> </ul>		
<b>5. Describe how the school will implement activities which 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 children to improve their children's academic achievement [Section 1118(e)(2)].</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Content of the session including each of the following: <ul style="list-style-type: none"> <li>• The state's academic content standards and State student academic achievement standards,</li> <li>• State and local academic assessments including alternative assessments,</li> <li>• Parental involvement requirements of Section 1118, and</li> <li>• How to monitor their child's progress and work with educators to improve the achievement of their child.</li> </ul> </li> <li>• Type of activities;</li> <li>• Correlation to student achievement; and</li> <li>• Reasonable and realistic proposed timelines.</li> </ul>		
<b>6. Describe the training for staff the school will provide to educate its 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)].</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Content of the session; <ul style="list-style-type: none"> <li>○ Value of parental involvement,</li> <li>○ Communicating and working with parents,</li> <li>○ Implementation and coordination of parental involvement program,</li> <li>○ Building ties between home and school, and</li> <li>○ Cultural sensitivity;</li> </ul> </li> <li>• Type of Activities;</li> <li>• Specific correlation to student achievement;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Method to determine the success and document completion.</li> </ul>		
<b>7. 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)].</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>• Identification of the type of activity;</li> <li>• Specific steps necessary to implement this activity;</li> <li>• Person(s) responsible;</li> <li>• Timeline; and</li> <li>• Method to determine the success and document completion.</li> </ul>		
<b>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</b> <ul style="list-style-type: none"> <li>• <b>Timely information about the Title I programs [Section 1118(c)(4)(A)]:</b></li> <li>• <b>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)]:</b></li> <li>• <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)]:</b></li> </ul> <p><b>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of</b></p>		

# Review of 2015-2016 School Parental Involvement Plan

Review Appendix B from this year- FY16

Plan Components	YES (Page #)	NO
<b>2015-2016 Plan Review</b>		
Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the PIP written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2009-2010 plan? Did the school address the barriers identified in the review?		
<b>LEA Plan Mission Statement (optional)</b>		
The mission statement should meet the following criteria: <ul style="list-style-type: none"> <li>Explains the purpose of the parental involvement program;</li> <li>Tells what will be done;</li> <li>Includes beliefs or values;</li> <li>Is concise, free of jargon, and parent-friendly; and</li> <li>Inspires stakeholders to be involved and supportive of the program.</li> </ul>		
<b>1. 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. 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)].</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>Identification of the group responsible for the planning, review, and improvement of the Title I program;</li> <li>Description of the procedures selecting members of the group;</li> <li>Explanation of how input from parents will be documented; and</li> <li>Description of the process for schools to involve parents in the development of the required plans; and</li> <li>Includes 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)].</li> </ul>		
<b>2. 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, Reading First, 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)].</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>Identification of the specific federal program; and</li> <li>Description of how the programs were coordinated.</li> </ul>		
<b>3. 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 education 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)].</b>		
<b>Strong Responses Include:</b> <ul style="list-style-type: none"> <li>Identification of specific activities or tasks;</li> <li>Identification of the person(s) responsible for completing the task;</li> <li>Timeline; and</li> <li>Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<b>4. 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)].</b>		

**Review of 2015-2016 School Parental Involvement Plan**  
**Review Appendix B from this year- FY16**

Content/Purpose	Description of the Activity
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School Level PIP Rubric

School Name: Edgewood Academy  
 Reviewer: [Signature]  
 Plan Year: 2015-2016  
 Review Date: 6/13/2016

## Review of 2015-2016 School Parental Involvement Plan

Review Appendix B from this year- FY16

coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
Parent Involvement Training at Faculty Meetings	1	45	Training for teachers to work and communicate effectively with parents to increase student achievement.
Student led conferences Training for Teachers and Staff	1	45	Training for teachers to communicate student achievement to parents and to help parents with ways that they can help their child to increase student achievement.
Parent involvement information in our newsletter	10	Newsletters monthly	Work and communicate effectively with parents to increase student achievement.
Office staff training for parent communication	1	9	Training for office staff members to work and communicate effectively with parents to increase student achievement.
Technology Training for Parent Link Training, School Website, and District Website for Teachers & Staff	3	45	Training for teachers utilize technology to communicate effectively with parents to increase student achievement.

3. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified 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)].

<b>Barrier (Including the Specific Subgroup)</b>	<b>Steps the School will Take to Overcome</b>
Language Barriers (Hispanic)	Provide translation at all events, offer a question/answer sessions in Spanish.
Uncomfortable at school	We will create a Family Friendly School by welcoming parents and families in all areas of the school, providing positive feedback from teachers in agendas, being professional and judgment-free in all phone conversations from school staff, returning phone calls in 24 hours or less, answering all questions in a respectful manner, and treating parents as true partners in the educational process.
Child Care needed during SAC Meetings	Children attend SAC Meeting with parents in the media center. Supervision, a snack, and homework help will be provided during this time.

4. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

School Level PIP Rubric

## Review of 2015-2016 School Parental Involvement Plan

Review Appendix B from this year- FY16

1. Provide a summary of activities provided 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.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
Open House	1	489	
Annual Title I Meeting/ Curriculum Night	1	108	
Headstart Open House	1	30	
Family Math Night	1	24	
Parent /Student-Led Conferences	1	162	
SAC Meeting	5	34	
Kindergarten Thanksgiving Activity	1	35	
FSA Info./ BINGO for Books	1	31	
Bringing Up Grades	1	26	
Kindergarten Orientation	1	35	
2 <sup>nd</sup> Semester Student Led Conferences	1	118	
Winter Performance	1	120	
End of Year Performance	1	80	

2. Provide a summary of the professional development activities provided by the school 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

## 2016-2017 Edgewood Academy Parental Involvement Plan

### Adoption

This plan was adopted by the school at the first SAC meeting of the school year and will be in effect for the period of August 2016 through June 2017. The school will distribute this plan to all parents of participating Title I, Part A children on or before September 15, 2016.

Jawad Trombell 6-13-16  
(Signature of Authorized Representative) (Date)

Provide evidence that the plan has been developed with the input from parents.



## 2016-2017 Edgewood Academy Parental Involvement Plan

### **Discretionary School Level Parental Involvement Plan Components**

- ✓ Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- ☐ 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)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
- ☐ Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline

### **School-Parent Compact:**

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

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

## **2016-2017 Edgewood Academy Parental Involvement Plan**

approved by the SAC. The School Compact will be communicated with parents at our annual Title I Meeting.

In addition to providing information about the Title I program, each grade will offer a grade level specific curriculum night for parents to explain the Florida State Standards, assessments, proficiency levels, and provide parents with information on how they can support their child's learning.

Information and Resources will be provided in the beginning of the year to support parents in understanding the FSA and providing parents with ways that they can support their child all year.

If requested by parents, meetings will be set up at a convenient time for the parent with the teacher, guidance counselor, administrator, reading coach, and/ or other appropriate school faculty. For parents' convenience the meetings will be coordinated by the school to accommodate the request of the parent to meet with all teachers and other school faculty at the same time.

If received, any parent concerns about the Parent Involvement Plan will be submitted to the District Title I Office.

9. 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)].

All documents are sent out in English and Spanish. According to individual language needs of our population, they may be sent in Creole. During all meetings and conferences, translation is provided. Edgewood Academy will take every effort to provide information and school reports in a format and in a language that parents can understand. Parents may select the language that they prefer to receive phone messages through our Parent Link System.

Edgewood Academy will give parents with disabilities access to participate in Parent Involvement activities. Reasonable support will always be given to parents with special needs. School, District and Community Resources will be utilized to provide needed accommodations and modifications so that all parents and guardians are able to fully participate in planning, reviewing, and improving the Title I program.

## 2016-2017 Edgewood Academy Parental Involvement Plan

7. 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 child [Section 1118 (e)(4)].

<b>Activity/Tasks</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
We will ensure that we have a Family Friendly School by welcoming parents and providing friendly and efficient service to their needs in person and on the phone. In all areas of our school we will answer questions in a courteous manner that demonstrates our concern for them to be a partner in their child's education. We will conduct a midyear survey in order to evaluate our success and make changes during the year.	Administrators, Teachers, Office Staff, Resource Personnel, Custodians, & Cafeteria Staff	Ongoing, August - May	Midyear Parent Survey and End of the Year Parent Survey

8. 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 also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

An Annual Title I Meeting/ Open House will be held to inform parents of the Adequate Yearly Progress for Edgewood Academy, Title I Funding, opportunity to participate in school decision making through the School Advisory Committee, Supplemental Education Services, and the rights of parents.

During the Annual Title I Meeting we will give parents an opportunity to review and plan for improvements of the Title I program. Parents will be involved in developing the new School Compact at our SAC meeting. Parents will give written input into the School Compact. Input will be taken back to the School Improvement Committee, revision requests will be discussed and any revisions

## 2016-2017 Edgewood Academy Parental Involvement Plan

parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Parent Involvement Training at Faculty Meetings	Administrators, Parent Involvement Specialists, Guest Speakers	These trainings will improve the ability of teachers to work effectively with parents which will increase student achievement.	Ongoing, August May	Inservice Records registered with Staff Development, Agendas, handouts
Student led conferences Training for Teachers and Staff	Administrators, Teachers, Technology Specialist	This training will improve the ability of teachers to work effectively with parents which will increase student achievement.	September	Inservice Records Registered with Staff Development, Agendas, handouts
Office staff training for parent communication	Administrators, Office Staff, Technology Specialist	This training will increase communication and positive relations between parents and the office staff.	August	Agenda and Sign-In Sheet, handouts
Technology Training for Parent Link Training, School Website, and District Website for Teachers & Staff	Administrators, Office Staff, Teachers, Technology Specialist	This training will enable teachers to provide information to parents so that parents are able to effectively use these resources to get information about their child, the school, and the district.	August through May	Inservice Records Registered with Staff Development, Agendas, handouts

## 2016-2017 Edgewood Academy Parental Involvement Plan

Teacher Conferences and Student-Led Conferences	Parents, Office Staff, Teachers, Technology Specialist, & Translators	with their parents and their teacher at the end of the first and third quarter (additionally as needed) to report progress toward mastery of grade level standards. Teachers will provide parents with information on how they can help their child.	March, ongoing as needed November-May	Link, Agenda, & Sign-in Sheets, Handouts
Science Night	Administrators, Parents, Office Staff, Teachers, Technology Specialist, & Translators	Information will be provided to parents on how to help their children with science.	Spring	Flyer, Parent Link, Agenda, & Sign-in Sheets, Handouts, workshop comment forms
Literacy	Administrators, Parents, Office Staff, Teachers, Technology Specialist, & Translators	Parents/students will be taught how to support reading by increasing the parents' and students' English proficiency.	September - March	Agenda and Class Notes Flyer, Parent Link, Handouts Sign-in sheets, workshop comment forms

6. Describe the training the school will provide to educate its 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

## 2016-2017 Edgewood Academy Parental Involvement Plan

<b>Type of Activity</b>	<b>Responsible</b>	<b>Achievement</b>		<b>Effectiveness</b>
Open House	Administrators, Office Staff, Teachers, Technology Specialist, & Translators	Opportunity to Meet their Child's Teacher, staff members are available to answer questions and will provide information about bus routes and transportation.	August	Flyer, Schedules, Handouts, Sign-in sheets, Post cards
SAC/PTO Meetings	Administrators, Parents, Office Staff, Teachers, Technology Specialist, & Translators	Participate with parents, community members, teachers, staff, and administrators in school decision making for increased student achievement.	Quarterly: August - May	Agenda, Meeting Minutes, and Parent Survey Flyer, Parent Link, Handouts Sign-in sheets
Grade Level Curriculum Night	Administrators, Parents, Office Staff, Teachers, Technology Specialist, & Translators	Information will be provided to parents on how to help their children be successful with grade level standards.	Fall	Flyer, Parent Link, Agenda, & Sign-in Sheets, Handouts
Annual Title I Mtg.	Administrators, Parents, Office Staff, Teachers, Technology Specialist, & Translators	Information Provided on Title I program, and opportunity to review and give input in the School Compact and speak to teachers and administrators	Fall	Flyer, Parent Link, Agenda, & Sign-in Sheets, Handouts
Math Night	Administrators, Parents, Office Staff, Teachers, Technology Specialist, & Translators	Information will be provided to parents on how to help their children with math.	Fall	Flyer, Parent Link, Handouts, and Sign-In Sheets, workshop comment forms
Head Start Open House	Administrators, Parents, Office Staff, Teachers, Technology Specialist, & Translators	Information provided on Head Start Program, opportunity to review and give input in the School Compact and speak to teachers and administrators	August	Flyer, Agenda, & Sign-in Sheets, Handouts
Parent	Administrators,	Students will conference	October &	Flyer, Parent

## 2016-2017 Edgewood Academy Parental Involvement Plan

3. 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 education 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)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
An Annual Title I Meeting will be held to inform parents of the school wide academic progress at Edgewood Academy, Title I Funding, opportunity to participate in school decision making through the School Advisory Committee, and the rights of parents.	Administrators, Office Staff, Parent Involvement Specialist, Teachers, Technology Specialist, & Translators	Fall	Website, flyer, agenda, and copy of Title I PowerPoint

4. 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)].

Edgewood Academy will offer meetings for parents at flexible times in order to accommodate parent's schedules for work and family responsibilities. Student-Led Conferences are offered before school during morning drop-off, after school during parent pick-up, evenings, and during the day during teacher Duty Days. School Advisory Meetings will be offered at the time that is most convenient for parents according to the results of a parent survey. Parent Trainings will be offered at various times, in the afternoon at parent-pick up and in the evenings.

5. 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)].

Content and	Person	Correlation to Student	Timeline	Evidence of
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## 2016-2017 Edgewood Academy Parental Involvement Plan

### Parental Involvement Mission Statement (Optional)

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1. 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Edgewood Academy will meet quarterly with our School Advisory Committee (SAC), made up of at least 51% parents, to plan for improvements of Title I programs. All parents and/ or guardians of students in Pre-Kindergarten through 5<sup>th</sup> grade are invited to be members of the School Advisory Committee by written invitation that goes home in English and Spanish. Parents who express interest in and attend the SAC Meetings, are included as SAC members. SAC Meetings are offered at the time that parents express as the most preferred time (by replying to a parent involvement survey).

During a scheduled SAC meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement money will be used. Ideas and input from parents will be documented in the SAC Meeting Minutes. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, and sign-in sheets will be maintained in the Title I Toolkit.

Reasonable support will always be given to parents as they have requests for further training and involvement in their children's education to support academic achievement. School, District and Community Resources will be utilized so that all parents and guardians are able to fully participate in planning, reviewing, and improving the Title I program.

2. 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, Reading First, 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)].

Program	Coordination
Head Start	All Head Start Parents receive all school wide newsletters / flyers, and are invited to participate in all Parent Involvement Activities at Edgewood Academy
Head Start	All Head Start Students have 2 parent conferences and 2 Home Visits



## **2016-2017 Edgewood Academy Parental Involvement Plan**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The plan establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

### **ASSURANCES**

**Edgewood Academy** agrees to:

- ✓ 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(a)(3)(B)];
- ✓ 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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- ✓ Jointly develop/revise with parents the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- ✓ Use the findings of the parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement plan [Section 1118(a)(2)(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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].