## MELROSE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Montez Wynn , 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:** We will partner with parents/guardians to provide the best possible education for our students through communication and collegiality. |

**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:** All parents are invited to School Advisory Council meetings where the team will ask for parent input. Meetings will be advertised in our monthly newsletter and are documented by agendas, minutes, and sign in sheets and kept in the Title I audit box.     Annual parent surveys are sent home in April. The results from these surveys are used to help Melrose Elementary review the school's parent involvement practices and see where improvements can be made. Four parent involvement activities have been scheduled for the 2016-2017 school year. Parents are invited to take part in these activities, to volunteer at any time during the school day or for school functions, to serve as active participants in our safety patrol program, field trips, etc. |

**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 | Parent workshops and literacy packets throughout the school year |
| 2 | Title I | Funding for parent workshops |
| 3 | Title I part C | Works with LEP students and migrant students/District provides advocates for LEP and migrant students |
| 4 | Title X Project Praise Federal Programs | Provides home visits, school supplies, transportation, translating services, medical care assistance, etc. to students who qualify as homeless |
| 5 | Title III | District provides advocates for LEP and migrant students |

**Annual Parent Meeting**

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

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Annual Meeting/Open House for kindergarten through sixth grade. Requirements addressed. | Administration | September 1, 2016 | Sign in sheets, agenda, Title I School flyer. |
| 2 | Title I bifold explained and sent home | Administration | September 1, 2016 | Distributed/discussed at Open House |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** The Melrose School Advisory Council meets during the school year at 8:00a.m. Parent nights are usually 6:00-7:00p.m. Most parent nights are family oriented enabling the whole family to participate. The school is prepared to offer childcare for parent nights if the activity warrants it. Individual Education Plans and MTSS meetings are scheduled during school hours and parents are welcome to bring younger children with them. Administrators and the guidance counselor are more than willing to transport parents if there is a need. The Title I Annual Meeting has a start time of 6:00 p.m. to ensure parents who typically work day hours can attend. Fifth grade safety patrol parents are given opportunities to meet on weeknights and Saturdays. Likewise, parent-teacher conferences can be scheduled during morning or afternoon hours as well as during any convenient planning time during the day. |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Annual Meeting | Administration | Parents will be more informed and aware of the services Title I offers and will become more involved with their child's education (through SAC, for example) which will improve student success. | 9-1-16 | Sign In Sheet; PowerPoint notes; Title I brochure |
| 2 | Accelerated Reader Night | CRT, Administration, Media Specialist | More students will be reading on grade level, will have better iReady reading scores, and better standardized test scores. Parents will become more aware of the AR program so that they can support reading at home by receiving training on how to support their child's reading. | 9-8-16 | Accelerated Reader Points and Averages |
| 3 | Bingo For Books and Strategies for helping with reading homework | Administration, CRT | More students will be reading on grade level, will have better iReady reading scores, and better standardized test scores as a result of participating and receiving free books. Parents will become more aware of the importance of nightly reading and support the reading practice at home. | 11-3-16 | Engaged parents=academically motivated students |
| 4 | Make and Take Art Projects | Administration, Classroom Teachers | Following multi-step directions, parents will work with their child(ren) to read the directions and make holiday-oriented projects with their child(ren) and school staff members. This will foster better parent-school relations and in turn improve student success in school. | 12-15-16 | Engaged parents=academically motivated students |

**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 | Beginning of the Year Faculty Meeting where 2-way parent/teacher communication is discussed | Montez Wynn | With parent/teacher communication, students should have increased positive behavior and better academic success. Likewise, parents should feel well-informed as noted through the district parent surveys. | 8-4-2016 | Sign in sheets; behavior intervention forms, call logs, conference forms/planner notes yielding 100% 2-way parent communication |
| 2 | School Advisory Council Meetings | SAC Chair | With parents assisting in making decisions and voting on important school-related issues, they should feel more involved and therefore will take more of an active role in their child's education which should in turn improve academic success and behavioral success for students at school. | 9-9-16 and monthly thereafter | Sign in sheets; meeting minutes showing parent input and grades/scores of students whose parents partake in SAC |
| 3 | MTSS Training | Sarah Wylie | Teachers will provide interventions to students working below grade level to close academic learning gaps that have been identified and monitored through the MTSS process. Throughout the process, teachers will assure that parents are involved and aware of established interventions and progress regarding it. | 8-4-16 and weekly beginning in September | Sign in sheets for initial PD; MTSS records per student showing increased progress academically and behaviorally as student needs dictate |
| 4 | Mastery Connect training | Tammie Driggers | Teachers will receive training in the implementation of Mastery Connect so they can assess students by specific standards and track student progress related to those standards while keeping parents informed of student progress. | 8-2-2016 | Sign in sheets; call logs, planner notes, progress reports and report card notes informing parents about student progress on assessments taking through Mastery Connect |

**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:** There is a parent resource center at the Federal Programs building in Palatka that parents are made aware of at the first Title I Annual Meeting. Throughout the year, parents have the option to take advantage of the resources provided there.    A small group of our Melrose parents attend PIDAC meetings on a regular basis at the Federal Programs building, and in turn bring back the information learned there to our school-based SAC.     Parents are also active members of our school-based SAC and offer input and suggestions related to decision-making for school function(s).    Parents are encouraged to use our media center internet stations to read the Putnam County Schools web site and browse for school related information, sign up students for Kids Care health insurance, and access Parent Portal.     Additionally, we have a "pamphlet center" to offer information to help parents deal with various issues their children may be facing. This center is updated throughout the year as needed. |

**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:** Information about the Title I program is shared with parents the first week of school and more specifically at the Title I Annual Meeting in September.     Also, Melrose Elementary sends home a monthly newsletter informing parents about assessments and parent activities that are coming up.     Every four and a half weeks a progress report or report card is sent home informing parents on the academic progress of their children.     Traditionally, a parent conference was set up with each parent/guardian of a child receiving a Standard-Based report card to explain the changes between those and traditional report cards.     Every Thursday a team is set up to meet with parents to discuss individual education plans, and on Mondays a MTSS team is set up to discuss strategies for students having difficulty with academics and/or behavior. Parent input and attendance is welcome in both IEP and MTSS meetings.     Finally, Melrose will use the Messenger call-out program to inform families about school-wide events or pertinent and emergency information via phone or text message. |

**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:** Melrose will have a translator available for LEP meetings. A translater will also be available to help with translated documents, home/school communication and phone conversations.     Likewise, many district forms are available in the home language of parents. Migrant advocates are available for students and parents which can be accessed at the district level as well.     Finally, Melrose campus is wheelchair accessible for students, parents, and staff. |

**Discretionary Activities**

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

X Not Applicable

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\tdriggers\Downloads\fileUploads\540121_2016-2017_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\tdriggers\Downloads\fileUploads\540121_2016-2017_uploadCompact.pdf) |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\tdriggers\Downloads\fileUploads\540121_2016-2017_uploadCompactEvidence.pdf) |

## 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 | Accelerated Reader Night | 1 | 75 | More students reading on grae level, Inproved SRI and standardized test scores |
| 2 | Bingo for Books and strategies for helping with reading homework | 1 | 50 | More students reading on grade level |
| 3 | Make It Take It art projects | 1 | 98 | Student learn to follow step by step instructions |
| 4 | Terrif Kid -Quarterly | 4 | 115 | Good Character development enhances academic progress |
| 5 | Pre-K Orientation | 1 | 25 | Informing parents of Pre-k expectations |
| 6 | Kindergarten Orientation | 1 | 75 | Informing parents of Kindergarten expectations |
| 7 | Annual Title I meeting | 1 | 253 | Parents recieve information about Title I and are informed of their rights to be involved at the school |
| 8 | School Advisory Counsel Meetings | 2 | 21 | Improving Academics through group plannning |
| 9 | Book Fair Family Night | 1 | 75 | Improved reading skills. |

**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 | PLC meetings | 50 | 21 | Provides teachers with the most current educational information to share with Students and parents |
| 2 | Standards Based report card training | 1 | 13 | Teachers were trained in the implementation of the standards based report so they could better share student progress with parents |
| 3 | Class Dojo | 1 | 5 | Teachers recieved training on the use of Class Dojo so they could better maintain discipline in the classroom and share observations with parents. |

**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 | Filling out Volunteer forms | Newsletter information |
| 2 | Parents do not have childcare for school erlated meetings | Childcare provided or children included in activities. |

**Best Practices (Optional)**

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

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