

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

Assurances

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

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Lenora Braynon Smith Elementary will involve parents throughout the year during monthly parent meeting. These meetings provide parents with information on Title I, how parents can help their children at home, succeed in school and prepare for the State Assessments as well as being life-long learners. Parents will also be invited and involved un EESAC to make decisions on how school funds are distributed across the school for various initiatives throughout the year. In the opening of the school year, we held our last Annual Parent Orientation meeting on Saturday, August 20, 2016.

Our school will increase parental engagements/involvement by developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Lenora Braynon Smith Elementary school will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy courses with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

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

Response: Building The schools' capacity for involvement, we will provide a variety of parent workshops with flexible times in the morning, afternoon and in the evening. This programming is entitled 2nd Cup of Tea/ Parent Workshop. The 2nd Cup of Tea is held on the 2nd Tuesday of every month. Primary parent workshops are held on the 2nd Tuesday, Thursday and Friday of every month at 1:50 pm. On the 4th Tuesday of each month the parent Academy Workshop is held. Parents are also invited to attend their child's Educational Excellence School Advisory Council (EESAC) meetings, attendance meetings, parent teacher conferences, award assemblies and holiday programming. Parents are informed of the upcoming parent workshop during the CIS's home visits, at the monthly meetings, via ConnectEd messaging and flyers are sent home for each parent workshop.

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)].

Count Program

Coordination

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| 1 | Title I, | Lenora B. Smith Elementary School strives to ensure students requiring additional remediation are assisted through extended learning opportunities through the extended learning opportunities. District coordinates with Title III in ensuring staff development needs are provided. Support services are provided to students. Instructional coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with Education Transformation office (ETO) personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provided early intervening services for children to be considered “at risk” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional |
| 2 | Title III
Title X | Development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include and extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless migrant, and neglected and delinquent students. |
| 3 | Preschool
transition | Lenora Braynon Smith Elementary School Communicates with pre-kindergarten parents throughout the school year to discuss academic, social and behavioral goals. In the springs, the school host individual transition meetings with all parents to discuss overall progress and review classroom assessment in order to determine placement and services for the following school year. We will utilize assessments three times a year to determine the readiness for pre-kindergarten students entering kindergarten. This information will be reported to administration, instructional coaches, teachers and parents to effectively implement strategies based on data. We will continue to collaborate with feeder early childhood to improve kindergarten readiness by providing them with professional development for teachers, materials, parent workshops, and curricula for the centers. Assistance to |

provide readiness for kindergarten will come from the Early Learning Coalition and Miami Dade public Schools.

- 4 **Preschool Transition** And donated funds. We will evaluate the process once the students enroll in school the following year and evaluate their letter and sound recognition.

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)].

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Title I Orientation	Administration/CIS Involvement Specialist	August 20, 2016	Agenda/Sign-In Log
2	Opening of School	Administration	August 20, 2016	Sign-In Log

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)].

Response: During Monthly workshops, parents are given grade level, content specific materials and strategies for parents in order for parents to help facilitate learning at home. Instructional coaches model best practices and strategies for parents in order for parents to begin/continue implementing strategies at home. These strategies encourage parents to participate in order to increase student achievement.

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)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	In-services	CIS/Instructional Coaches	Home Learning Assistance	Monthly	Parent Participation
2	2nd Cup Title 1 Orientation	Mr. Everett	Parent information	Monthly	Parent Participation
3	2nd Cup Building Strategies	Ms. Rivera	Home Learning	Monthly	Parent Participation
4	FDLERS	Mr. Everett	Parent Information	Monthly	Parent Participation
5	Surviving the Science Project	Ms. Guerra	Home Learning	Monthly	Parent Participation
6	Florida Standards Assessment	All Instructional Coaches	Home Learning	Monthly	Parent Participation

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)].

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Staff meetings	Administration	Parental Strategies	Monthly	Parent Involvement Strategies
2	PTA Meetings	CIS/Teachers/Parents	Improve Student Achievement	Monthly	Sign-In Log

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)].

Response: The Parent Resource Center has computers for parents' use and other resource material for parents to take home. Parents are encouraged on a daily basis to visit the resource center and log on to the parent portal site to view their children's grades, attendance, teachers comments and sign up to be a volunteer.

The Parent Resource Center and its many activities encourage parents to be full participants in their child's education.

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)].

Response: The overall Title 1 program was addressed during the Title I Orientation. Title I information will continue to be addressed through the school year during parental meeting such as the 2nd Cup of Tea and monthly workshops. Parents will also be informed will also be informed of the school's curriculum and student's achievement during EESAC meetings. In addition, parents will receive communication from the school via progress reports, report cards and the Parent Portal, the school's website. Parent-Student Handbooks were provided to ensure that parents are aware of the school-parent compact which outlines the responsibility of all parents, students and the entire school staff. The school parent compact will guide all stake holders to ensure that each student attain academic achievement. Here at Lenora B Smith we utilize the core programs purchased by the district, with additional supplemental resources. To establish a

baseline, all students were tested with district/school-site developed assessment and state's FAIR assessments. We will continue to monitor the progress of our students with school site developed bi-weekly/tri-weekly assessments and quarterly interim district assessment. In addition, we will administer the FAIR to all struggling students. The district's assessments will monitor the progress for students with school site developed bi-weekly/tri-weekly assessments and quarterly interim district assessments and school site developed assessments will monitor the progress of all taught skills and benchmarks. Proficiency is met when students achieve mastery of skills and benchmarks taught and tested. Proficiency is met on FAIR when students achieve 85% or higher under the probability of Reading Success. During EESAC meeting parents have the opportunity to formulate suggestions and to participate in decisions relating to the education of their children. If the needs of our parents are not met, their suggestions or comments will be submitted to the appropriate education agency.

The school will inform parents of all Title 1 program through ConnectEd messages, posted flyers/distribution, at the monthly 2nd Cup of Tea and Parent Academy workshops, and at the beginning of all schedules parent/ student activities. The will also be informed during our October/February interim Assessment, and at the monthly Math & Science assessments.

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 will be provided information in their native language for all families whose home language is not English. In addition, staff members are available to translate to parents in their native language is an effort to assist with student achievement. Parent workshops have and will continue throughout the year to address issues and assist parents with bridging the gap between home and school. All materials will be provided verbally and in writing. During each parent workshop all parents will be assisted with the development and implementation of student centered activities. The topics/presentations and hand on activities align to endure that all parents have a clear understanding of the material. All materials and presentation will be in practical understanding language.

All parents, including those with limited English proficiency, disabilities, and migratory children will be able to participate through District Offices, multilingual flyers, ConnetED ESOL migrant and SPED.

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:

☒ Not Applicable

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7);	A monthly Cup of Coffee meeting is held to provide parental trainings on a variety of curriculum based issues. Additionally, training the is also provided through the District's Parent academy to ensure parents receive the literacy training needed to children at home successfully assist them	Community Involvement Specialist	Training activities are aligned to state standards to ensure parents are familiar with the curriculum students are tackling in the classroom	11/2016-2017
2	Maximizing parenting involvement and participation in thir children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educator, who work directly with	Monthly morning meetings are held. Additionally, parent meetings are also held in the afternoon for parents whose children participate in the afterschool tutoring program	Community Involvement Specialist	Lenora Braynon Smith Elementary School communicates with parents throughout the school year to discuss academic social and behavioral goals and progress towards meeting the goals	11/2016-5/2017

participating children , with parents who are Unable to attend conferences at school [Section 1118(e)(10)];

<p>3 Developing appropriate roles for community-based organization and business including faith-based organization, In parental involvement activities [Section 1118(e)(13)].</p>	<p>Lenora Braynon Smith Elementary School communicates with pre-kindergarten parents throughout the school year to discuss overall progress and review classroom assessment in order to determine placement and services for the following school year. We will utilize the Houghton Mifflin assessment three times a year to determine the kindergarten readiness of students</p>	<p>Community Involvement Specialist Teachers and Counselors</p> <p>Lenora Braynon Smith Elementary School communicates with pre-kindergarten parents throughout the school year to discuss academic, social and behavioral goals. In the spring, the school hosts individual transition meetings with all parents to discuss academic behavioral and social progress</p>	<p>11/2016-05/2017</p>
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Upload Evidence of Input from Parents

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

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.

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.

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.

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Spooky Literacy Night	1	109	Increased love of reading and achievement
2	Math and Science Night	1	115	Increased love of math and science; overall achievement
3	2 nd Cup of Tea Academic Academy	6	23	Increased student achievement
4	Chat & Chew – 3 rd Grade Parents	3	29	Increased effort on 3 rd grade FSA; increased passing rate
5	Primary Information Meetings	15	63	Increased student achievement on SAT
6	Parent Academy Meeting	2	19	Increased support for parents so they can better support students

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)].

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Faculty Meetings	5	30	Increased student Achievement

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)].

Count	Barrier (Including the Specific Subgroup)	Steps the School will take to Overcome
1	Parents with small children may not attend because they do not have babysitters	Scheduled meeting in the morning and evening. With Title 1 funds, provide child care at all meetings
2	Language barrier	Provide Spanish & Creole translations at every meeting. All material sent home will be translated in Spanish & Creole
3	Accessibility	The school is set up to accommodate parents with special needs
4	Time and/or dates of meeting did not work with my schedule	We will provide a number of flexible meeting dates and time to accommodate all parents. Title I Schoolwide Plan Summary will be sent home and on sight in the Parent Resource Room

Best Practices (Optional)

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

count Content/Purpose Description of the Activity

In the previous year the school implemented activities that involved parental coordination, we allowed parents to coordinate and execute events for students, staff and the community that were successful and effective. Parents were also a part of the PTA and EESAC committee which they were able to express their concerns.