## Blake Academy Title I, Part A Parental Involvement Plan

I, Sybille Oldham-Jackson, 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:** Blake Academy Mission Statement:We will ensure learning takes place for all through high expectations, family involvement, and instruction rich in communication and technology. District Parent Involvement Mission Statement:District and school-based Title I Parent Involvement Programs in Polk County will strive to build RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day. |

**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:** Election of our SAC team occurs in September. Each member will be elected by the stake holder group he/she represents. Fifty-one percent of SAC team members are parents and/or community members. During a thorough review of a SIP draft, our SAC team will make activity recommendations that will then be added prior to final approval. Parent suggestions will be documented in the SAC minutes. We will maintain a Parent Suggestion Box in the front office, which will be monitored regularly to obtain additional recommendations. The Academic Coaches will work together to develop parent workshops to assist parents in helping their students with reading, writing, math and science. The SAC team will make suggestions to aim significant portions of PI funds toward providing support materials for selected activities. Delivery and participation in the selected activities will be monitored by the SAC team during the year. During upcoming meetings, the SAC team will specifically examine the results of the School Climate Perception Survey for Parents. Documentation will be stored in the e-TASK box.  |

**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 | Public Preschool (VPK) and ESE Pre-K | Under the guidance of the district Pre-K program, parents will be provided with information on how to assist their child’s transition to Kindergarten. Kindergarten Roundup will also be held in Spring, 2017. |
| 2 | ESOL Paraprofessionals | Under the guidance of the district ESOL program, parents will receive assistance with parent-teacher conferences and translation services at Blake Academy. |
| 3 | Title 1 | Funds school wide services to Blake Academy. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title 1, Part A supports after school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff and resources for parents.  |
| 4 | Title II | The district coordinates with the school to ensure that staff development needs are addressed accordingly. School Technology Services provide technical support, technology training and licenses for software programs and web-based access. |
| 5 | Title 1, Part C | Migrant students enrolled at Blake Academy will be assisted by the school and by the district Migrant Education Program. Students will receive supplemental services based on need and migrant status. MEP teacher advocates monitor the progress of high need migrant students and their families. Support to both students and their parents is provided in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves. |
| 6 | Title III | Provides supplemental resources for English Language Learners (ELL) and their teachers in Title 1 schools, as well as professional learning opportunities for school staff. |
| 7 | Title X | The Hearth program provides support for identified homeless students. Many programs implemented by Hearth are carried out in cooperation with the Migrant Education Program. |

**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 | Develop agenda, handouts, and power point presentation that address Title 1 requirements | Administration, ELA Coach | September 2017 | Copies of agenda, handouts, sign in sheets |
| 2 | Develop and disseminate invitations to parents | ELA Coach, Title 1 Para | September 2017 | Flyers, post on school marquee, website and social media |
| 3 | Develop sign in sheets | ELA Coach, Title 1 Para | September 2017 | Sign in sheets for individual classrooms |
| 4 | Distribute Title 1 brochure and District Parent Involvement Plan | Administration, ELA Coach, Title 1 Para | September 2017 | Copies of comment portion of District PIP that are returned to school and District PI office |
| 5 | Discuss grade level curriculum and state assessments | ELA Coach and classroom teachers | September 2017 | Parent comments on evaluations |
| 6 | Maintain Documentation | Administration, ELA Coach, Title 1 Para | September 2017 | Title 1 documentation (eTASK) housed in Title 1 office for monitoring purposes |

**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 leadership team, SAC and PTA board have collaborated to make arrangements that will provide alternative meeting schedules for planned activities. Parent feedback was reviewed to determine the best times to hold meetings and events. Flexible meetings will be scheduled and held at various times and days throughout the school year. Most of the meetings will be in the evenings. Some meetings will be offered in the mornings and information will be sent home to those families unable to attend. Translation services will be offered at all meetings, and parent-teacher conferences, as needed. Teachers are available to conference with parents throughout the school day, based on parental needs. Our social worker is also available throughout the day to conduct home visits and work with parents as needed.  |

**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 1 Annual Meeting and Parent Information Nights, Curriculum and other information for parents | Administration, Academic Coaches, classroom teachers | Increase parent involvement and understanding of the curriculum | September 2017 | Parent evaluations |
| 2 | Thursday Night Education Nights | Academic Coaches, classroom teachers | Increase parent involvement and provide parents with strategies to increase reading comprehension and fluency | ongoing | Parent evaluations |
| 3 |  |  |  |  |  |
| 4 | School Messenger phone calls | Administration | Increase parental involvement by providing reminders and announcements to parents for upcoming events  | Ongoing | Parent Survey |
| 5 | Blake Academy newsletter | Administration | Provides school related information for parents | monthly | Parent Survey |
| 6 | Parent Portal | District personnel | Provides academic information for parents | Ongoing | Parent Usage Reports |

**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 | Effective Parent-Teacher Conferencing | Academic Coaches | Provides teachers with strategies to facilitate more effective parent-teacher conferences to increase student achievement | Fall 2016 | Parent evaluations and participation in conferences |

**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:** The school website, Facebook and School Messenger will be utilized to keep families informed of current school initiatives via monthly E-mail newsletters and regular emails and phone calls. We will also offer parent trainings throughout the school day. Parents may offer suggestions and other input through a Suggestion Box in the main office. The school will also advertise and encourage families to utilize the district Parent Involvement Resource Center (PIRC). A Parent Resource board will be located in the main office, highlighting the PIRC's monthly schedule and upcoming classes. |

**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:** We will send out letters, flyers and invitations to our parents encouraging them to attend all informational meetings. Our technology teacher will also maintain social media websites that will advertise information about upcoming activities as well as informational meetings that may be of interest to parents. Teachers will also utilize conferences and email to inform parents about special services such as tutoring. The office will also keep updated information, including a calendar of upcoming events. All written information will be sent home in both English and Spanish no later than 7-10 days prior to a meeting or activity. The coaches will work with the SAC and PTO Board to create activities and information to share with parents. We will hold a Thursday Night Live event in October to provide information on the FSA and Standards to the parents. Parent surveys will be issued at the end of many activities and meetings to allow parents to give feedback on how well we are working to make our school a Family Friendly School. A more accessible informational center will be organized in our office to welcome parents and offer information about our school and services in the surrounding community. Parents will be informed through informational meetings about all assessments that our students will take. Translators will be available to assist parents who speak little or no English. School Messenger will be used to remind parents about upcoming meetings and activities. The school marquee and website will continuously display information about important dates, information and announcements. Information will be sent home to make our parents aware of the District Title 1 Parent Resource Center, along with a monthly schedule of the classes offered.  |

**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:** Our school is wheelchair and stroller accessible and will provide full opportunities for participation using multiple facets of communication. All information will also be available in Spanish. Monthly newsletters will be sent out with information for each content area and much more. School Messenger (in English and Spanish) will be used for each parent involvement event and to share any other important, time sensitive information that needs to be delivered. Also, fliers will be sent home with students one week prior to an event. Important school information about uniforms, behavior plans, conference structures, and communicating with teachers will be discussed. Spanish information will be provided and translators will be available for conferences regularly.  |

**Discretionary Activities**

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

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| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Provide parent workshops at a variety of times | Academic Coaches, Administration | Increase parental involvement and student achievement. | October 2016 - May 2017 |
| 2 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Provide a variety of events for parents to attend | Academic Coaches and support staff | Increase parental involvement and student achievement. | October 2016 - May 2017 |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Community members, businesses and other organizations will be invited to become involved in the implementation of school improvement strategies through membership on our SAC | SAC, Administration | Foster and build positive relationships with community based organizations to increase student achievement  | October 2016 - May 2017 |

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C%3A%5CUsers%5Ckimberlee.mayes%5CDownloads%5CfileUploads%5C530191_2015-2016_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%3A%5CUsers%5Ckimberlee.mayes%5CDownloads%5CfileUploads%5C530191_2015-2016_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%3A%5CUsers%5Ckimberlee.mayes%5CDownloads%5CfileUploads%5C530191_2015-2016_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.

Due to Blake Academy becoming a Title 1 school for the 2016-2017 school year, we do not have any past year’s data. We will evaluate the program and effective use of the funds from the surveys, evaluations, and data collected.

**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 | Effective Parent-Teacher Conferencing | 1 | 60 | Provides teachers with strategies to facilitate more effective parent-teacher conferences to increase 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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Language | Spanish translation will be provided, as needed |
| 2 | Work schedules | Family events will be scheduled at various times and presentations will be recorded and sent home, when possible |
| 3 | Meals | Light refreshments will be offered  |