**CENTRAL ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Melissa Carter , 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:**Our mission is to continuously improve upon high academic excellence, by encouraging all parents to participate as informed partners and inspiring each student to reach their potential in a safe learning environment. |

**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:**At the beginning of each year we have an informational meeting for parents at each grade level. During this meeting teachers and administration explain that we are a Title I school, we give a description of what Title I means, parents' rights, and how this benefits our students, as well as budget information. At this time we also invite parents to be part of our PTO and our School Improvement Committee, both of which helps make decisions on goals for school improvement, parental involvement plans and activities, and on how we use our funds. Parents are notified by notes home, school website, social media(facebook), school marquee, and connect-ed (school call out system) of meeting times and dates, in order to give them as many opportunities as possible to attend parental involvement activities hosted by Central. We encourage parental feedback through evaluation input and this information is summarized for use during SAC meetings and other parental committees. |

**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 | Parent Involvement Policy | Parents meet to discuss data in order to review and update the policy on a yearly basis. |
| 2 | Grade Group Meetings | At the beginning of each year parents are invited to attend a grade level meeting that explains the curriculum to the parents, the expectations of the teachers, and student assessments. |
| 3 | Parent/Teacher Conferences | Conferences are scheduled in the middle of each grading period (after progress reports) so that the teacher can meet with the parents one on one to review their child's grades and discipline in class. These meetings provide a forum for discussing ways parents can help at home. Parents become active participants in the learning process. |
| 4 | Daily Planners | Students are required to write down their daily assignments. This planner also serves as a means of communication between the parents and the teacher and may contain tips for family engagement.. |
| 5 | School Advisory Council | All parents are invited to be part of this meeting. The committee is comprised of parents teachers, administration, as well as community members. This committee reviews school data and assists in making descions about school improvement. |
| 6 | Parent Liason | This is an excellent program that provides parents with several different needs. The liason helps with communication to parents, attends meetings to translate, and provides any type of support needed by students, or parents. |
| 7 | School Compacts | Parents help review and update the compact each year. The compact is then sent home with all students to help explain the expectations of everyone involved (parents, students, administration, teachers). |
| 8 | Phone Call Out System | This program is designed to make parents aware of upcoming events and communication between the school and the parents. |
| 9 | Letters Home to Parents | All letters that are sent home are written in English and Spanish to help with the communication between the parents and the school. |
| 10 | Family Fun Nights | There are at least two family fun nights planned for each year. This involves literacy which promotes the family and the school working together. |
| 11 | VPK | Central houses a voluntary summer program available to all students who will be attending Kindergarten in the fall. Central also maintains 3 VPK classrooms throughout the school year funded by Title 1, part A and C and VPK funds. This reduces the barrier and makes the transition into Kindergarten smoother. VPK parent meetings take place each quarter to assist parents with best practices for academic practice at home. |
| 12 | Migrant extended day/year | This program continues to help migrant students with improving their academics after school, the transition to English over the summer as well as maintain skills learned in the school year and to expand on those through STEM activities. |
| 13 | School Volunteer Program | Parents are encouraged to volunteer in different areas thoughout the schoool and for various school events. |
| 14 | School Website | This beneficial website provides the parents with an additional venue to communicate with the teacher, and keeps parents updated on policies and current events at the school. |
| 15 | School Connections | This is a program that gives ideas for parents to help their child. These ideas are sent home through flyers and also posted on the website. |
| 16 | State Assessment Information | Parents will be given printed reports explaining their child's performance on state testing. |
| 17 | Pre-School Visitation | Local preschools will be invited to attend a school and classroom visitation day. |
| 18 | Social Media (Facebook Page) | This social media sight will be used to provide parents with an additional venue to communicate with the school after school hours and keeps parents updated on current events at the school. |

**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 | School Improvement/Title 1 overview Meeting | administration | September, 2016 | Parents are given copies of agenda, and minutes |
| 2 | Open House | administration | August, 2016 | Greeted parents when they came into school. Answered any and all questions that they might have. |
| 3 | 5th grade Parewnt Meeting | 5th grade lead teacher | September, 2016 | Explanation of programs, question and answer session |
| 4 | 4th Grade Parent Meeting | 4th grade lead teacher | September, 2016 | Explantion of programs, and a question and answer session |
| 5 | 3rd Grade Parent Meeting | 3rd grade lead teacher | September, 2016 | Explanation of programs, question and answer session |
| 6 | 2nd Grade Parent Meeting | 2nd grade lead teacher | September, 2016 | Explanation of programs, question and answer session |
| 7 | 1st Grade Parent Meeting | 1st grade lead teacher | September, 2016 | Explanation of programs, question and answer session |
| 8 | Kindergarten Parent Meeting | kindergarten lead teacher | September, 2016 | Explanation of programs, question and answer session |
| 9 | Pre-K Parent Meeting | Pre-K lead teacher | September, 2016 | Explanation of programs, question and answer session |

**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:**We have an open door policy at Central Elementary where parents are welcome and encouraged to come throughout the day to meet with administration. Teachers are able to meet with parents during their planning time, after school, or a designated time agreed upon by both parties.  All School Improvement Meetings,and Grade Group Meetings, are conducted in the evening hours after 5:30 so that more parents can be involved. This year we will hold two Title 1 parent information nights. For example Pre-K, Kindergarten, First, and Second grade will all meet on Tuesday night and Third, Forth, and Fifth grade will meet on Thursday night. Each grade group will meet for 30 minutes so our parents with multiple students in different grade levels can rotate from grade to grade to be properly informed. Translators are available. We will also be hosting an Ice-cream Social on both nights that families can attend before or after their informational meetings.   The Parent/Teacher Conference times vary in order to accommodate the parents. Parents may also request a conference time other than the designated progress report conferences. |

**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 | Student Planners | Classroom Teachers | Student will complete daily assignments, and assessment scores | Ongoing | Completed assignments and passing assessments |
| 2 | Phone Call Outs | Keri Alford | Parent will be aware of current events | Ongoing | Parent attendance and parent response |
| 3 | Parent/Teacher Conferences | Meredith Kane | Cooperation between the teacher and parents | Ongoing | Continued academic achievement |
| 4 | Open House | Melissa Carter | Communication between teacher and parents | August | Completion of student information and attendance |
| 5 | Kindergarten Grade level Meeting | Monica Crawford | Parent Awareness of curriculum, expectations, and how to help your child be successful | September | Student achievement |
| 6 | 1st Grade Level Meetings | Tracy Owens | Parent Awareness of curriculum, expectations, and how to help your child be successful | September | Student achievement |
| 7 | 2nd Grade Parent Meeting | Lindsey Paige | Parent Awareness of curriculum, expectations, and how to help your child be successful | September | Student achievement |
| 8 | 3rd Grade Parent Meeting | Allison Shelton | Parent Awareness of curriculum, expectations, and how to help your child be successful | September | Student achievement |
| 9 | 4th Grade Parent Meeting | Cathy Jesson | Parent Awareness of curriculum, expectations, and how to help your child be successful | September | Student achievement |
| 10 | 5th Grade Parent Meeting | Sofia Kirstein | Parent Awareness of curriculum, expectations, and how to help your child be successful | September | Student achievement |
| 11 | PreK meetings | Ingrid Guttierez | Build rapport with parents and assist with how to impact student achievement from the start of school life. | September, December, May | Student achievement |

**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 | Parent Involvment 101 | Administration | Teachers will learn how to effectively involve parents to assist with academic help at home in order to improve student achievement. They will also see the importance and the research available for effective parent involvement | September - October | Evaluations |
| 2 | I-Ready | District Administration | This is a program where research has shown its effectiveness. Teachers will be trained on how to explain this program and its reports to parents. Parents will be given information on how to use this at home. | September - May | Student outcomes |
| 3 | Unpacking the Standards | Administration | Show teachers the importance of the standards building on one another and how to better explain this to students parents. | September - May | Evaluations |
| 4 | Google Training | District Administration | Show teachers how to use components of Google; Google Docs, Google Sheets, Google Classroom, etc. | September- May | Evaluations |
| 5 | Book Study "The Excellent 11" | Administration | Open book study to discuss the qualities teachers and parents use to motivate, inspire, and educate children. | September- May | Evaluations |

**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 regular classroom teachers meet with parents throughout the year to look at the data of their child and to make suggestions on how they can help their child at home. Academic on-line resources, sites, and Aps, that can be used at home to reinforce their learning, will be sent home, posted on the school website, and on the school Facebook page. |

**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:**-Parents are informed about the Title I programs during grade level parent meetings, PTO, and SAC meetings.  -A detailed description is given to parents explaining the Title I programs provided to their students.  -Parent/ Teacher meetings occur throughout the year to provide parents the opportunity to participate in a question and answer session related to decisions in their child's education. |

**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:**All written communication to parents will be in both English and Spanish. The Home School Liaison will translate all flyers, meeting notices, newsletters, and school plans that are sent home.   Translators will be provided to all parents who request it during meetings, phone calls, or any other needed communication.  Transportation will be provided for migrant families through the federal programs office. Advocates are also available to provide assistance when necessary.   Home-school Liaison will be available to assist with parent concerns. |

**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)]; | Parental Meetings | Keri Alford | Increased parental involvement. | September- May |
| 2 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | PTO | Keri Alford | Parent, teacher communication | September- May |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Extra Curricular Events | Keri Alford | Involve positive role models from within the community to show students and parents their support. | Septmeber- May |

**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\carterm.HENDRYK12\Downloads\fileUploads\260171_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\carterm.HENDRYK12\Downloads\fileUploads\260171_2016-2017_uploadCompact.docx) |

**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\carterm.HENDRYK12\Downloads\fileUploads\260171_2016-2017_uploadCompactEvidence.pdf) |