

INLET GROVE COMMUNITY HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, Jon Myszkoski , 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)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Inlet Grove Community High School is dedicated to building strong parent-school relationships to ensure the success of all students. Parents, school personnel, and community members need to work together to accomplish the mission of Inlet Grove Community High School to graduate students with the skills and knowledge to be lifelong learners and responsible citizens through a technology rich and innovative learning environment that integrates rigorous academic and career preparations and develops internationally minded students who make contributions to a better and more peaceful world. Students will be prepared to enter college and the workforce upon graduation and

will be able to successfully compete in today's global society.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status:**Review Comments:**

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: Inlet Grove Community High School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Inlet Grove Community High school welcomes input from parents and community members in decision making and encourages them to join us in the activities outlined in this plan. We work with parents as equal partners in the educational process. Parents and community members are asked to become members of our SAC committee to have direct input on how we develop our School Improvement Plan, our School-Parent Compact, our Parent Involvement Plan, as well as how we spend our Title I funds. We have a stakeholders input meeting at the beginning of the school year to ensure their input is recorded and analyzed. We provide meetings once a month. They are on the third Thursday of the month. It is at 6:30 PM. This will hopefully afford every parent the time frame to be able to attend.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- 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)].

Review Status:**Review Comments:**

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
1	Palm Beach County Health Department	Training on how to talk to your children about STD'S and Sex
2	ASVAB	Career Program and Counseling
3	Title I Parent Trainings	Stakeholders Input Meeting, Senior Night, Junior Night, Reading and Writing Strategies for the Family, Career Night, Scripps Family Science Night, Math Parent Night, Antibullying Night, Read and Have Fun during the summer, Family night

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status:

Review Comments:

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	Flyers	Francisco Lopez/Clotee Banks	Week September 15th, 2016	Attendance at Mtg and Parent Evaluation
2	School Marquee	Francisco Lopez/Clotee Banks	Month September, 2016	Attendance at Mtg and Parent Evaluation
3	Mass Email	Francisco Lopez/Clotee Banks	Week of September 6th, 2016	Attendance at Mtg and Parent Evaluation
4	Mass phone call	Francisco Lopez/Clotee Banks	September 12th & 15th, 2016	Attendance at Mtg and Parent Evaluation
5	Annual Mtg Powerpoint	Francisco Lopez/Clotee Banks	September 15, 2016	Attendance at Mtg and Parent Evaluation
6	Title I Brochure	Francisco Lopez/Clotee Banks	Week of September 7th, 2016	Attendance at Mtg and Parent Evaluation
7	School/Parent Compact	Francisco Lopez/Clotee Banks	Week of September 7, 2016	Attendance at Mtg and Parent Evaluation
8	Title I Annual Mtg	Francisco Lopez/Clotee Banks	September 15, 2016	Attendance at Mtg and Parent Evaluation
9	Topics:Highly Qualified	Francisco Lopez/Clotee Banks	September 15, 2016	Attendance at Mtg and Parent Evaluation
10	Topics:Parents Right To Know	Francisco Lopez/Clotee Banks	September 15, 2016	Attendance at Mtg and Parent Evaluation
11	Topics:Overview of Policy Pla	Francisco Lopez/Clotee Banks	September 15, 2016	Attendance at Mtg and Parent Evaluation

12	Topics: Title I Budget	Francisco Lopez/Clottee Banks	September 15, 2016	Attendance at Mtg and Parent Evaluation
----	------------------------	-------------------------------	--------------------	---

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

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: Inlet Grove Community High School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Inlet Grove Community High school welcomes input from parents and community members in decision making and encourages them to join us in the activities outlined in this plan. We work with parents as equal partners in the educational process. We provide meetings once a month and offer a variety of training for parents to be able to attend that meets the needs of their students. They are on the third Thursday of the month at 6:30 PM. This will hopefully afford every parent the time frame to be able to attend. However, if the parent cannot make the meeting and requests the information and/or training, our parent liaison holds informal meetings in the morning or when the parent's schedule permits. Additionally, our grade administrators hold individual parent meetings with all our student population. We promote these meetings by email and parent link. This gives availability to parents that are not available in the evening.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status:

Review Comments:

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	Stakeholders Input Meeting	Francisco Lopez/Clotee Banks	Increasing proficiency in reading and math	Sept. 8, 2016	School Grade
2	Senior Night	Francisco Lopez/Clotee Banks	Graduation Requirements	Oct. 20, 2016	Graduation Rate
3	Reading and Writing Family Night	Deanna Pientka/Clotee Banks	Reading; Writing and Math	November 17, 2016	FSA Reading/Diagnostic
4	Junior Night	Francisco Lopez/Clotee Banks	Graduation Requirements	December 15, 2016	Graduation Rate
5	Career Night/Edline	Francisco Lopez/Clotee Banks	Increase Industry Certifications	January 19, 2017	Acceleration Success proficiency
6	Scripps Family Science Night	Francisco Lopez/Clotee Banks	Increase Science Proficiency	February 16, 2017	Biology EOC results
7	Math Family Night	Francisco Lopez/Clotee Banks	Increase math proficiency	March 16, 2017	Algebra 1, Algebra 2 and Geometry EOC Results
8	Antibullying Family Night	Francisco Lopez/Clotee Banks	Decrease bullying incidents	April 20, 2017	Reduction of discipline referrals
9	Read & Have fun during the summer	Francisco Lopez/Clotee Banks	Increase reading proficiency	May 18, 2017	Reading/Math Assessments & Diagnostics

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status:

Review Comments:

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	Effective Parent Communications	Francisco Lopez/Deanna Pientka	Parents involved in Academics	October 13, 2016	Increase in Student achievement
2	Parent and Partner Outreach	Francisco Lopez/Deanna Pientka	Parents involved in Academics	November 3, 2016	Increase in Student achievement
3	Edline and Effective Parent Conferences	Francisco Lopez/Clotee Banks	Parents involved in Academics	October 13, 2016	Increase in Student achievement

Review Rubric:

- Content and type of activity including the following: Valuefollowing:
 - Valuing of parental involvement,
 - Communicating and working with parents,
 - Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

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: We provide a parent resource center where parents are encouraged to take resources that will benefit their children academically but also to strengthen family ties. Our parent liaison actively assists parents and students communicate effectively with the school personnel.

Volunteer and Business Partnership Breakfast

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

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: At Inlet Grove Community High School parents are provided information in a language and format which is easy to understand. IGHS communicates with parents by:

- Flyers (Mailed Monthly)
- Emails (Monthly)
- Assignment Notebooks (Weekly Agenda available for each student to allow parents and teachers to communicate)
- School website provides important information to parents and is updated frequently
- Parent Link - To inform parents, phone calls are made to every home prior to important meetings and school activities.
- Remind 101- Text alert to inform parents of relevant and important information

Open House and Registration Nights: Required to be attended by all incoming and returning students and their parents/guardians. Curriculum descriptions are provided; assessments are discussed (formal/informal; portfolio); Graduation requirements; and all proficiency levels of State required tests.

Visits by the Parent Involvement Coordinator (Based on need)

Parent Advisory Council- parents are invited to participate on this council. (Monthly Meetings)

Family Involvement Surveys will be distributed to parents for parent input. (August; January; April)

Family Involvement Surveys will be reviewed by SAC.

We disseminate all information in multiple languages and provide a bi-lingual translator at all meetings.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status:**Review Comments:**

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: Accessibility for all families

We will accommodate all families by providing the following:

- Choices of meeting dates and times based on input from parents
- Translated documents are provided for parents with limited English skills.
- Childcare at the school is provided for all parents with younger children during our parent programs and meetings.
- Refreshments are provided for parents who participate in our parental programs and

meetings.

- Transportation is provided for parents by the school upon request for those with disabilities or limited resources
- Bi-Lingual Translator
- Our guidance counselors and our migrant contacts will develop a plan based on the needs of our migrant students and their families to ensure access to parental programs and meetings.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status:**Review Comments:**

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

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:

Review Comments:

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Review Rubric:

Review Status:

Review Comments:

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.

[Uploaded Document](#)

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

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.

[Uploaded Document](#)

Review Rubric:

Review Status:

Review Comments:

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	Student Athlete Parent Night	3	50	Increase AP/Standardized Test scores
2	Senior Night	3	45	Increase Graduation Rate
3	Writing and Certification Night	3	25	Increase Writing Scores and certifications
4	Math Night	3	25	Increase Standardized Math scores
5	Reading	3	40	Increase Standardized Reading Scores
6	Science	3	45	Increase Standardized Science Scores
7	Bullying Prevention	3	20	Decrease bullying incidents on and off campus
8	Summer Read & Have Fun	3	24	Increase reading proficiency

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

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	Family Friendly School	3	57	Increase family involvement
2	Best Practices in Parent Conferences	3	57	Improve communication with parents, students and teachers

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

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	Child Care	Will provide child care
2	Topics of Interest	Survey parents and provide relevant topics for High School
3	Language Barriers	Translators at all meetings
4	Transportation	Find community services or provide transportation
5	Parental Schedule	Offer 2 Saturdays a Semester

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

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
1	Increasing Parent Participation	Parent Trainings
2	Professional Development	Family Friendly Schools

Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status:

Review Comments:
