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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Our mission is to provide a supportive environment to help parents understand procedures, expectations, reports, and how to help their child at home so that each student can attain their highest level of proficiency. |

**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:** Involving parents is a priority. Our parents are invited to our SAC (School Advisory Council) meetings where we plan out Title I Program and receive periodic updates. We provide Community Language Facilitators at every meeting to make sure parents can have input. We stress using parent friendly language, free from educational jargon, to encourage conversation and understanding. We discuss the spending of Title I funds at our SAC meetings and through on-going discussions with parents. We rely heavily on feedback from our Language Facilitators and our ESOL Guidance Counselor to give us feedback from parents who may be reluctant to speak up in a meeting. |

**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 | Primary Project | We have the Primary Project from Boys Town Program at our school to offer guidance services to our younger students and their families. |
| 2 | All Pro Dad | monthly program which highlights parenting skills |
| 3 | Kindergarten tutoring for students and parents | We brought in our new Kindergarten students and parents two weeks before school started to teach them how to work with their parents |
| 4 | Parent Resource Room | We have a Parent Resource Room with a computer and academic resources which parents can check out to use at home with their child. |
| 5 | ESOL Parent Workshops | Monthly program coordinated by the ESOL Certified School Counselor that focuses on providing community resources, parenting skills, and academic resources for ELL parents. |

**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 | Flier invitation | Secretary and CLF | Week of September 12, 2016 | attendance sign-in sheets |
| 2 | marquee invitation | Custodian | September 12, 2016 | attendance sign-in sheets |
| 3 | Annual Meeting | Assistant Principal and CLF | September 21, 2016 @ 8:30 a.m. | attendance sign-in sheets |
| 4 | Edline Calendar | Principal | September 7, 2016 | attendance sign-in sheets |
| 5 | notice on SAC Agenda | Principal | September 7, 2016 | attendance sign-in sheets |

**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:** Meetings and Trainings will be held at different times throughout the year to accommodate parents schedule.  We will hold our Title I Annual Meeting on September 21, 2016, at  8:30 am. Our SAC and PTO meetings are held on the first Wednesday of each month at 6:30 p.m.  Parent Teacher Conferences are held at times convenient to parents- before school, during the school day, after school, and early evening hours. Our ESOL Certified School Counselor offers our ELL parents trainings every second Wednesday of each month at 8:00 a.m. Our Reading Coach and Dual Language Coordinator will be assisting with the parent meetings to create academic support for parents. We offer incoming K parents academic trainings to help at home during last 2 weeks of summer in the morning. |

**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 | Curriculum Night | Classroom Teachers | to discuss Florida Standards, standards based report card, assessments, and what parents can do at home to increase their children's academic success | September 7, 2016 | sign-in sheets and evaluations |
| 2 | STEM Family Night | South Florida Science Museum | hands-on activities for students and families to stimulate and enrich their understanding of science, technology, engineering, and math | October 2016 | sign-in sheets and evaluations |
| 3 | Fun with MATH Night | South Florida Science Museum | hands-on activities for students and families to stimulate and enrich their understanding of math | January 2017 | sign-in sheets and evaluations |
| 4 | Kindergarten Parent tutoring | Assistant Principal | Incoming Kindergarten parents were taught how to help their children in school and then practiced with their children. | July 25, 2016 - July 28, 2016 | sign-in sheets and evaluations |
| 5 | Reading Cafe | Reading Coach | Providing parents with reading strategies to help promote literacy at home in order to increase student achivement. | November 2016 | sign-in sheets and evaluations |
| 6 | ESOL Parent Workshops | ESOL Certified School Counselor | Providng ELL parents with community resources, parenting skills, and academic resources. | September 2016 - May 2017 | sign-in sheets and evaluations |

**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 | Professional Development Family Involvement for Academic Success - how to teach parents to work with their children | Assistant Principal | increase student achievement | July 25 - July 28, 2016 | attendance and sign-in sheets |
| 2 | Soluciones Professional Development | Assistant Principal, ELL Coordinator, Dual Language Teacher | increase oral language and vocabulary instructional strategies for our ELL students in order to increase student achievement. | July 25 - July 27, 2016 | PD agenda sign in sheets |
| 3 | Literacy Cohorts | Literacy Cohort Trainers | increase reading and writing proficiency and how to connect home and school with the reading log | August 2016 - May 2017 | attendance and sign-in sheets |
| 4 | Professional Development on how to work with parents | Kalinowski/LaCombe, Pena | increase student achievement | October 2016 | attendance and sign-in sheets |
| 5 | Math Cadres | Math Department K-12 | increase math proficiency | August 2016 - May 2017 | agenda |
| 6 | Professional Learning Communities | Single School Culture Coordinator | Teachers plan for standards based instruction in order to increase student achievement | August 2016 - May 2017 | agenda and sign in sheets |
| 7 | ELL Strategies | ELL Coordinator | Teachers will use instructional strategies based on the WIDA standards to address the needs of ELL students in order to increase student achievement. | September 15, 2016 | agenda and sign in sheets |

**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:** Parent volunteers are encouraged to work as classroom aides, media center assistants, helpers at Field Day, chaperones on Field Trips, clerks at the Book Fair, cafeteria helpers and guest readers in the classrooms.   We have a Parent Resource Room which provides computer access and informational print resources for parents. We hold trainings for our parent volunteers in September and celebration meetings for our volunteer/business partners in October and May. |

**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:** Timely information about Title I Programs is reviewed, discussed, and revised at our SAC (School Advisory Council) Meeting.   Description and explanation of the curriculum, standards based report card, assessments, and suggestions for ways to help at home are provided at Curriculum Night.   Teachers communicate with parents by writing in the agenda daily, notes, emails, conferences and phone calls as necessary. The school communicates by monthly newsletters, fliers for special events, marquee, white boards in the car loops, One Voice automated telephone calling system, Edline, report cards, mid-term progress reports, diagnostic scores, and state assessment scores. |

**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:** Community Language Facilitators are available for parent conferences. Written information is provided in Spanish and English. Community Language Facilitators are provided for SAC(School Advisory Council)and PTO (Parent Teacher Organization) Meetings. Parent Advocates are invited to attend IEP Meetings. Guidance Counselors make home visits when parents are unable to come to school. At this time, we have one migrant student. Our ESOL Guidance counselor is responsible for reaching out to our migrant families by calling home for school events and making house visit when necessary. |

**Discretionary Activities**

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

X Not Applicable

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\longde\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\8E7MM8NJ\fileUploads\500071_2016-2017_uploadEvidenceParentInput.doc) |

**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\longde\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\8E7MM8NJ\fileUploads\500071_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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## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I Annual Meeting | 1 | 75 | increased student achievement |
| 2 | Curriculum Night | 3 | 200 | increased student achievement |
| 3 | Meet the Teacher (morning) | 1 | 500 | increased student achievement |
| 4 | Boo Hoo Tea | 1 | 7 | building home-school community |
| 5 | Afternoon Reading Cafe | 1 | 50 | increased student achievement |
| 6 | Math/Science Night | 2 | 150 | increased student achievement |
| 7 | Pre-school Kindergarten parent training | 1 | 30 | increased student achievement/building home-school community |

**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 | Involving Parents in Academic Achievement | 1 | 71 | Building a school-home relationship in order 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 | child care | offer child care |
| 2 | time of day | offer different time choices |
| 3 | limited english proficiency | translators and head phone sets at school wide events |