**SOUTH AREA SECONDARY INTENSIVE TRANSITION Title I, Part A Parental Involvement Plan**

I, Mr. Reginald Jeudy , 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:** Parents are encouraged to be actively involved in assisting South Intensive School administration and staff in providing a safe learning environment, and developing strategies tailored to meeting the unique needs of at-risk students. Our goal is to raise the academic achievement of all children, and propel students to become productive, self-sufficient, and socially responsible citizens, as stated in the School Improvement Plan (SIP) and school goals. |

**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:** Parents are invited to attend the Annual Title I meeting via flyers, parent invitations and telephone calls, in which school-wide programs are organized and planned with meaningful consultation from all parents/guardians. Parents give feedback by completing the Title I School-Parent Compact Feedback forms during the Annual Meeting. A Discussion on how Title 1 funds are used for tutorials, Compass course recovery, Edgenuity course recovery, Drop Everything and Read using Nooks, instructional resources for students, parent trainings, Parent Resource Center and professional development will ensue. Also, during this meeting, information is given regarding the School Advisory Council which is involved in school improvement concerns, and parents' input on the use of the parent involvement set-aside will be continually sought through School Advisory Council (SAC) meetings. South Intensive's Parent involvement/Plan Summary (PIP) includes the Title 1 School-Parent Compact. Staff members who speak Haitian-Creole and Spanish are available for translation of pertinent information, and the Title 1 School-Parent Compact and Title 1 Parent involvement/Plan Summary (PIP) is explained in an easy-to-understand language that is parent-friendly. |

**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 | Title 1 Parent Training on Graduation Requirements | All parents are encouraged to attend meetings that outline graduation requirements such as Grade Point Average (GPA), community service hours, credits of required courses, English Language Arts, Mathematics, Science, Social Studies, Fine/Performing Arts, Physical Education and Electives. Parents will be given strategies to help their child at home. |
| 2 | Title 1 Parent Training and Technology Night with NVPUSA Healthcare | Parents will be encouraged to attend a technology workshop designed to provide them with information on various online programs to support their child's educational growth throughout the school, district and state. Parents will be given online resources (websites/apps) and access to Edline to monitor their child's academic success at home. NVPUSA Healthcare, which works alongside families of students who are at-risk of absenteeism, academic failure, suspensions, alcohol/drug dependency, suicide, and special education needs. NVPUSA maintains one of the highest compliance ratings with the Department of Children and Families in FL, and is accredited as a National Health Care Provider by the U.S. Department of Health and Human Services. |
| 3 | Title 1 Parent Training on FCAT 2.0/End-of-Course Exams | All parents are encouraged to attend meetings that outline the FCAT 2.0/End-of-Course Exams in Algebra 1, Geometry, Biology 1 and US History. Parents will be given strategies to help their child at home. |
| 4 | Title 1 Parent Training on Florida Standards Assessments (FSA) in Mathematics/English Language Arts | All parents are encouraged to attend meetings that outline the Florida Standards Assessments (FSA) in Mathematics/English Language Arts. Parents will be given strategies to help their child at home and accessing the FSA portal "parent" tab. |
| 5 | Title 1 Parent Training on Alegbra 1 End-of-Course Retake Academy | All parents are encouraged to attend the Algebra 1 EOC for Parents/Guardians training that covers Algebra 1 EOC graduation requirements by cohort and building parent capacity through Algebra 1 skills. Parents will be given strategies to help their child at home. |
| 6 | Title 1 Parent Training on Supporting Student Achievement Using ePAT | All parents are encouraged to attend the Algebra 1 EOC supporting student achievement in Algebra 1 using ePAT and a practice session with the parents and students as well as a breakout session on accessing student tutorials. Parents will be given strategies to help their child at home. |
| 7 | Title 1 Parent Training on Using Supplemental Learning Tools for Algebra 1 with Students at Home | All parents are encouraged to attend the Algebra 1 EOC on how to use supplemental learning tools with students at home. All parents and students will get a free Algebra Nation book and the teacher will model sample items for the parent/guardian and student to practice at home. |

**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 | Invitation to Parents | Administration | August 22, 2016 | Parent Participation |
| 2 | Calls to Parents | Teachers / Behavioral Intervention Associates | August 29, 2016 | Parent Participation |
| 3 | Letters home to students | Secretarial Staff | August 30, 2016 | Parent Participation |
| 4 | Conduct the Annual Meeting | Administration | August 31, 2016 | Minutes/Agenda/Sign-in Sheet |
| 5 | Overview of Title I Program/Annual Progress | Administration | August 31, 2016 | Parent Participation/Minutes |
| 6 | Parents Right to Know/Highly Qualified Staff | Administration | August 19, 2016 | Parent Participation/Minutes |
| 7 | Budget | Administration | August 31, 2016 | Parent Participation/Minutes |
| 8 | Parent Involvement Policy Plan/ School Compact | Administration | August 31, 2016 | Parent Participation/Minutes |
| 9 | Discussion/Review of FY16 Data | Administration | August 31, 2016 | Sign-in sheets and minutes |

**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:** Parent meetings are scheduled at flexible times throughout the school year.  The following meetings are scheduled:   Annual Title I Meeting - scheduled as an evening meeting (6p - 7p).   SAC meetings are scheduled as afternoon meetings. Students and parents are encouraged to attend and present their views/concerns.  Open House/Curriculum Night is scheduled as an evening meeting designed to give parents an overview of academic/behavioral expectations.  Parent/Teacher conferences are ongoing and strongly encouraged. |

**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 | Annual Title I Meeting | Administration/Staff | Provides an overview of the Title I Program and services that are focused on building parent capacity to help their children at home. | August 31, 2016 | Parental Involvement/sign in sheets |
| 2 | Literacy/Writing Workshop | Administration/Staff | Provides strategies for enhancing academic literacy skills through the explicit model of instruction (I Do, We Do, You Do) model with parents, school staff model an activity parents will use at home with their children, parent practice the activity during training, and the parents track progress of the students on the impacted skill using data chats. | February 21, 2017 | Evaluations/sign in sheets |
| 3 | Green Schools Workshop | Administration/Staff | Provides strategies for enhancing Science academic skills through the explicit model of instruction (I Do, We Do, You Do) model with parents, school staff model an activity parents will use at home with their children, parent practice the activity during training, and the parents track progress of the students on the impacted skill using data chats. | April 21, 2017 | Evaluations/sign in sheets |
| 4 | Florida Standards Assessments (FSA) in Mathematics and English Language Arts | Administration/Staff | Provides strategies for enhancing FSA English Language Arts and Mathematics academic skills through the explicit model of instruction (I Do, We Do, You Do) model with parents, school staff model an activity parents will use at home with their children, parent practice the activity during training, and the parents track progress of the students on the impacted skill using data chats. | March 27, 2017 | Evaluations/sign in sheets |

**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 | Title I Staff Presentation | Administration | Provided an understanding of how all stake holders work together to enhance student achievement and is designed to meet the needs of the individual school. | August 9, 2016 | Evaluations/sign in sheets |
| 2 | Opening Staff Meeting | Administration | Provided an overview of the Title I Program, and utilization of Title I funds to improve the academic achievement of disadvantaged children. | August 9, 2016 | Evaluations/sign in sheets |
| 3 | Effective Conferencing and Improving Communication with Parents/Guardians | Administration | Provided an understanding of setting the climate tone, and opportunities for meaningful participation and communication with parents/guardians. | August 9, 2016 | Evaluations/sign in sheets |
| 4 | Unpacking the Florida Standards Assessment (FSA) for Mathematics and English Language Arts with Parent Involvement Strategies and Resources | Title 1 Parent involvement Coordinator/Administration | Provided an understanding of how all stakeholders work together to enhance student achievement in the Florida Standards Assessment (FSA) for Mathematics and English Language Arts. The Title 1 Parent Involvement Coordinator presents strategies and resources to staff to enhance parental involvement, parent communication, cultural sensitivity and coordinating ties between the home and school through the Parent Resource Center. | February 20, 2017 | Professional Development Team Evaluations/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:** Intensive Transition South will offer Open House for parents in order to acquaint them with the school. Additionally, parents are invited to Honor Roll Breakfasts where we celebrate students' academic successes. The "Tips Calendar" will be used during parent/teacher conferences to encourage parents to work with their children at home. The Parent Resource Room is located in the Media Center and the Parent University is available online through Edline. The Green Schools initiative and Science Fair are activities that encourage and support parents participating in the education of their children. |

**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:** Intensive Transition South provides parents with the opportunity to attend an Annual Title I meeting to find out about the Title 1 programs for the school year. The School-Parent Compact is documented in the PIP and expeditiously sent home to all parents in major languages.    Communication with parents/guardians is crucial, timely and multifaceted. Oral and written communication is translated in major languages, and delivered via U.S. mail, student backpack, Edline, or Parent Link. This is monitored by Administration and evidence of completion include completed requests to the Multicultural Department for translated documents, uploaded documents to Edline, and Parent Link completion reports showing the percentage of answered phone calls.     South Intensive encompasses students from Grades 6-12. The middle school curriculum includes Math, English, Science and Social Science, plus electives such as Intensive Reading and Intensive Math. The curriculum used for Math is the Go Math series, the HMH Collections is used for language arts, and Read 180 is used for reading intervention. Science uses the Pearson middle school science curriculum and Social Science uses the Gateway to Success (Civics) and additional resources on Blender. The high school math curriculum uses Algebra Nation, Khan Academy, and Larson series for Algebra 1, 2 and Geometry. High School language arts uses the HMH Collections and Reading Plus for reading intervention. High school Science uses Pearson and Social Science uses the Bridges to Success (U.S. History). The state assessments that students take are based on their grade level and includes Florida Standards Assessments in Mathematics, English Language Arts, Civics, U.S. History and Algebra 1, 2, Geometry, and Biology 1. Students also take formative assessments within Performance Matters. Students are expected to score a level 3 or higher on state assessments.     Every parent receives daily/weekly telephone calls in major languages related to attendance, behavior, grades, and school events. Parent/teacher conferences in major languages are used to discuss the students' academic progress and next steps for academic improvement.     Open House, Parent Trainings, and Technology Night are used to discuss grade level expectations. Newsletters and Parent Link phone calls are used to highlight school events and celebrate student/staff successes. The School-Parent Compact is used to coordinate agreement between the school, parent, and student on behavior and academic issues.    Edline introduces and offers an overview of the school. In addition, Edline provides a link for parent/teacher communication and academic monitoring. The School's Edline webpage offers detailed information about the staff and functionality of the school.    The School Advisory Council (SAC) offers a venue for staff, parents, business partners, and other stakeholders to assist with school improvement and formulate suggestions and to participate, as appropriate, in decisions relating to the education of students. |

**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:** Parents are invited to attend all school meetings including, but not limited to, SAC, Title I meetings, and teacher/parent conferences. Intake/orientation and exit/staffing meetings assist with services for migrant students and families. Information is offered in multiple languages and translators (language facilitators) are available to assist with meetings. Parents with disabilities are accommodated. Additionally, home visits are made for truancy purposes which also include an offer to encourage parents to participate in school activities for the benefit of the students' academic and behavioral success. |

**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 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | FSA Parent Meetings | Administration | Providing materials and resources are provided to increase literacy skills at home. | On-going |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Parent Training and Technology Night | Administration | Providing materials and resources are provided to promote parental peer collaboration and involvement through the use of the computer and online tools for effective progress monitoring of student achievement. | On-going |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Business Partners | Administration | Providing materials and resources students against drug use, provide skills and strategies to resist drugs and establish new non-use attitudes and beliefs. | On-going |

**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\grosse\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\UCEDWYXJ\fileUploads\503046_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\grosse\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\UCEDWYXJ\fileUploads\503046_2016-2017_uploadCompact.doc) |

**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\grosse\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\UCEDWYXJ\fileUploads\503046_2016-2017_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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Involvement of Parents - SAC Meetings and Parent Trainings | 10 | 50 | 7% increase on FSA ELA school-wide. |
| 2 | Coordination and Integration - Annual Meeting | 2 | 30 | 7% increase on FSA ELA school-wide. |
| 3 | Building Capacity - Literacy/Writing Workshops and a Mathematics/Science Fair Workshops | 5 | 50 | 7% increase in FSA Math & FCAT Science school-wide. |
| 4 | Communication - Accessing Edline for academic monitoring, Parent Link, Parent Notification Letters | 10 | 50 | 7% increase in FSA ELA school-wide. |

**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 | Title I Faculty Presentation on Building Relationships with Parents | 2 | 30 | 7% increase in FCAT 2.0 Reading school-wide. |
| 2 | Effective Communication with Parents and Using the Parent Log | 2 | 30 | 7% increase in FCAT 2.0 Reading school-wide. |

**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 | Flexible times for trainings. | Parent trainings will occur at various times: morning, afternoon and evening. |

**Best Practices (Optional)**

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

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| **count** | **Content/Purpose** | **Description of the Activity** |