## RICHARD MILBURN ACADEMY Title I, Part A Parental Involvement Plan

I, Art Sands , 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:** The staff and administration of Richard Milburn Academy believe that all students can learn; therefore, we accept the challenge to teach all students so they may attain their maximum educational potential. It is in this spirit that we would like to align ourselves as full partners with the parents of our students. It is the purpose of both RMA faculty and the parents of our school to provide our students with an excellent education that maintains the highest academic standards. We want to educate all students to live and work with all people, to think critically, and to function in the world in which they live; preparing them to value a democratic society in which they become responsible, productive citizens. Richard Milburn Academy Stingrays are lifelong learners who achieve! |

**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:** Ricahrd Milburn Academy believe in involving parents in all aspects of its Title I programs. The SAC/Board has the responsibility for providing input into the development, implementation and evaluation of the various school level plans, including the SIP and PIP. All parents are give the opportunity to review the plans and to offer their input prior to approval. For the PIP, a Spring survey was sent seeking their input and feedback on activities and materials they felt were needed to help their child. The survey also gauged parent sentiment about the school and how they were meeting students' needs. Parent meetings will be held periodically throughout the year to plan and review before final decisions are made in regards to school improvement and the parent involvement plan. SAC and Title I meetings will e promoted at school events to promote interest and to inform parents. These meetings will be announced in the newsletter (2x yearly), through ConnectEd calls, notices and email.  |

**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 | Tutor and testing help | Lists of sites provided by Guidance Counselor - After school as well  |
| 2 | Children's Home Society and Impower | In/Out Patient Therapy |
| 3 | Online links | Parents are able to access help for homework and testing help - Title I, Title III |
| 4 | Title X | District funds provide support to students identified as homeless. The district works in conjunction with homeless shelters to provide services to families. Homeless Staff are provided through Title X that offer homeless families contacts to services/agencies and resources that can be accessed. These staff members are also a vital source of communication between schools and families that otherwise may not exist in many situations.  |
| 5 | Title III | Translation services are available. a certified teacher/liaison that helps with Spanish speaking parents and students, Parent Involvement, parent workshops, translating of written communication, and other areas where an interpreter is needed.  |
| 6 | Title I Part D/Homeless and At-Risk Students | Supports to students in the form of additional materials. The Jewish Council of Volusia and Flagler counties provided extra school supplies in backpacks for homeless and at risk students during last year's school term. |
| 7 | Title I Migrant | Services to eligible students and families through contacts, resources and agency/service referrals. |
| 8 | Homeless Education  | Agencies will be invited to provide information to both teachers and parents as appropriate throughout the school year. Parent Resource area will provide information for parents/families.  |
| 9 | Exceptional Student Education | ESE, at the district level, provides parent workshops and newsletters to assist parents in working with their children both at home and within the school system. We provide supplemental instructional support provided which is discussed with parents during the development of IEP’s. |
| 10 | Title I Part A | Materials, Professional and staff development, Math and Science resources/manipulatives, parent involvement workshops, STEM night  |
| 11 | Daytona State COllege | College prep and dual enrollment, financial aid workshop |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts and/or presentation materials to address required components | Title I Liaison  | August/ September/October and February/march/April | Copies of agenda, handouts, PowerPoint presentation |
| 2 | Develop and disseminate invitations to Annual Meeting | Title I Liaison  | August/ September/October and February/March/April | Copies of flyer/invitation with date of dissemination |
| 3 | Advertise/publicize annual meeting | Secretary/Principal | August/ September/October and February/March/April | Copies of publicity (flyers, newsletter, announcement sent to district office, etc.) |
| 4 | Develop sign-in sheets and parent evaluation forms for annual meeting | Secretary | August/ September/October and February/March/April | Sign-in sheets for meeting  |
| 5 | Maintain documentation | Secretary/Title I Liaison  | Year round  | Title I documentation kept in front office with a copy given to District Title I contact (Kerri Thompson) |
| 6 | Conduct 3 meetings- one in a.m. one in p.m. and one in p.m. for Spanish speakers) | Liaison/Spanish Interpreter (teacher) | Fall, Spring  | Title I documentation kept |
| 7 | As part of Title I meetings input for Parent Involvement Plan, Compact and budget gained | Title I Liaison  | September, February, April | Title I documentation kept |
| 8 | Interpreters are present at Title I Annual Meeting | ESOL Contact/Spanish Interpreter (teacher) | September, February, April | Copy of PowerPoint |
| 9 | Annual Meeting Powerpoint Translated into Spanish | School Spanish Interpreter (Certified Teacher) | August/September/Octobe | Copy of PowerPoint  |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** The leadership and staff of Richard Milbrn Academy have a strongbelief in the importance of parental involvement and so offer meetings at a variety of times to accommodate the schedules of parents. Parent survey data indicated this was a need and survey data was used to help determine the most convenient times for parents to attend meetings. Spring Survey data indicated no particular day to stand out among the rest as being the best day to hold events. An array of choices were selected when it came to time of day. The top three best forms of communication were flyers, email and ConnectEd (5). SAC and PTO meetings will be held beginning at 2:00 on early release days, accommodating for those that can not come in the evening; meeting 2 will be in the evening. For any parent unable to attend but desiring the information, we will hold mini meetings in the Parent Center the day after. Workshops and other parentmeetings will be scheduled during the evening hours or during school hours at parent request. In an effort to offer access to information to parents who cannot attend any of these meetings, Richard Milburn is using their school website to include information and handouts from these meetings. Additionally, the school Facebook page will contain information about how to access meeting information, and hard copies of handouts will be availablein the school front office in the Title I notebook. The Parent Center is open during regular school hours so that parents may access resources. We will work this year toward building an email bank to notify parents through email. This could possibly include text addresses.  |

**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 | Parent Center | Guidance Counselor | Increase student performance through increased parent involvement (grades) | Throughout the year | Sign in sheet |
| 2 | Tutoring for students, parents invited | Teacher/Tutor | Increase in pass rate for students and ability for parents to help at home (grades | Throughout the year | Attendance/pre and post testing |
| 3 | Calls Home | Teachers and Admin | Increase in attendance and performance because parents are receiving communication about progress | Throughout the year | Call/email log |
| 4 | Open House/Annual Title I Meeting  | Teachers and Admin | Parent knowledge improves student accountability and thus increased achievement  | September 2016 | Increase in parent-teacher conferences |
| 5 | Parent Night | Teachers and Admin | Communication with parents increases parent and student accountability, increasing effort and grades | Second Semester | Parent survey on school improvement in communication  |
| 6 | STEAM Night | Teachers and Admin | Student connection to content and parent involvement to increase student achivement | Second Semester | Student survey and EOC scores |
| 7 | Title I Annual Meeting – State developed PowerPoint presentation (Florida Standards, Parents’ Rights, etc. | Principal and/or Title I Liaison  | Informed parents contribute to student success | September/October | Sign-in sheets and evaluation data, minutes of meetings, handouts of how to help children at home and parent comments |
| 8 | Open House – Each teacher provides expectations of student achievement and how parents can support at home | Classroom Teachers | Provide information to parents on expectations and how they can help their children at home | August/September | Syllabus, Sign-in sheets |
| 9 | Publish Newsletterprovide information to parents regarding strategies for success, assessment information, Title I information, etc. | Principal and/or Title I Liaison | Informed parents contribute to student success | Quarterly or more often | Copies of newsletters |
| 10 | Distribute Florida state assessment and other assessment results and report cards. Progress reports available through the District's PARENT PORTAL. Parents may contact the school if no internet access and a hard copy will be provided. | Principal/Testing Coordinator  | Provide information on their child’s current level of achievement | Florida State Assessments annually, progress and report cards quarterly | District calendar noting assessment and grade notice dates |

**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 - Parent communication log, data chats and using gradeBook to communicate with parents | Curriculum and Instruction Admin | Constant communication makes students more accountable and produces better grades | Preplanning | Agenda/Teacher reflection/Sign in sheet  |
| 2 | Professional Development - Cultural Sensitivity  | Curriculum and Instruction Admin | Connection to content and improvement on assessments | Throughout year | Student behavior, Sign in sheet/Agenda |
| 3 | Updates and discussions in PLCs or through emails | Curriculum and Instruction Admin | Increase in student achievement as follow through from initial activity | Throughout year | Plans, activities held and PLC notes |
| 4 | Workshop B - Research Based Instructional Delivery Model | Change LLC | Increase in student achievement as follow through from initial activity | October 2016 | Teacher feedback |
| 5 | Workshop C - Explicit Vocabulary Instruction | Change LLC | Increased knowledge of acadmic language and content vocabulary | November 2016 | Teacher feedback |
| 6 | Workshop D - Evidenced Based Best Practices and Effective Instructional Strategies | Change LLC | Increased use of strategies with high effect size | January 2017 | Teacher feedback |
| 7 | Workshop E - Data Drive Instruction  | Change LLC | Increase in student achievement as follow through from initial activity | February 2017 | Teacher feedback |
| 8 | Workshop F - Formative Assessments and ongoing progress monitoring  | Change LLC | Increase in student achievement as follow through from initial activity | March 2017 | Teacher feedback |

**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:** Each campus has a parent resource center. Guidance and front office staff will be responsible for maintaining it and ensuring that everything parents need (computer, letters, pinnacle access) is available. There is a sign in sheet in the front and location can be accessed from there. The resource room is available during school hours. |

**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:** Title I information will be shared through letter home to parents, ConnectEd calls to ensure the information reached home and quarterly newsletter and Webpage updates. At the annual meeting of parents in September and October (3 per year),Richard Milburn Academy will hold a general meeting where information will be presented about the Title I program, curriculum and academic assessment. Parents will learn about the school-wide program and about opportunities to participate in decisions related to the education of their child. Parents will be given an over view of the PIP and other information including websites and ways to assist their child at home. Duringclassroom visits, teachers will provide additional information relating to their classroom and subject matter. Teachers will maintain sign-in sheets and provide a copy to the school administration for documentation. The notebook log in the front office will be maintained to document when parents requested and received information. Informational packets for parents who were unable to attend the annual meeting will be available in theschool office. Additionally, throughout the year, parents receive information through a variety of media such as the school newsletter; school and district websites; teacher communication; distribution of report cards, progress reports and other assessment data; and through a variety of parent workshops and parent conferences. Many individual conferences are held for students of subgroups and struggling students. Title I, curriculum, assessment and other important pieces of information are given to students at Individualized EducationPlan meetings. The Title I Parent Liaison oversees, maintain and monitor the communication process and documentation. School-parent communication is also achieved through ConnectEd (schoolwide parent notification system), email, phone calls, and meetings such as School Advisory Council and Board Meetings. |

**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:** Ricahrd Milburn will take the necessary steps to ensure thatcommunications for all parents are in a format and, to the extent practical, in a language parents can understand. Materials will be translated when feasible and/or requested by parents to ensure all parents have the opportunity to participate in the education of their child. Should interpreters be needed at workshops or meetings for Spanish translation, a translator will be available. RMA staff includes a Spanish speaking teacher on each campus who is available to translate and act as parent liaison to Spanishspeaking students and other ESOL students. Spanish is the predominant request for translations, although other languages are available (French, Haitian Kreyol). Sign language is also available. All buildings are handicap accessible. Additionally, parents can request services on any workshopevaluation form. All requests for services will be kept by the school for documentation purposes. Being that we have a Spanish teacher and others that are proficient we will be able to provide letters in both English and Spanish. Copies will be available at the front desk in case letters aren't being taken home. ConnectEd calls are great for reaching parents that can't come in due to disabilities or students not taking home letters. They can also check updates on our webpage. Resource Room is always open for them to come in and check.  |

**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)]; | Saturday meetings, home visit | School Director | Increased interaction and accountability will improve student achievement  | Throughout the year |

**Upload Evidence of Input from Parents**

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

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**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C%3A%5CUsers%5CAdministrator%5CDownloads%5CfileUploads%5C647891_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** |

**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** |

**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** |

**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** |