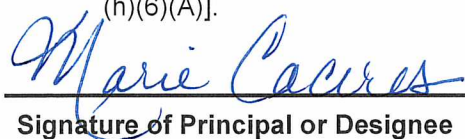


## ASPIRA EUGENIO MARIA DE HOSTOS CHARTER SCHOOL Title I, Part A Parental Involvement Plan

I, Marie Caceres, 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

9-23-16  
Date Signed

### Mission Statement

#### Parental Involvement Mission Statement (Optional)

**Response:** The ASPIRA Arts DECO Charter School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in all school activities.

#### 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:**

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## 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:** ASPIRA Arts DECO Charter School believes in involving parents in all aspects of its Title I programs. The EESAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent Involvement Plan (PIP). More than 50 percent of the members of the EESAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. For the PIP, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the EESAC to determine needed changes. During the EESAC meeting when the PIP and SIP are developed, the committee will decide, with the input from parents how the parental involvement funds will be used.

**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:**

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## 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	Individuals with Disabilities Education Act	Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP.

	(IDEA)	
2	Title II	Professional development modules will be provided to schools to support the professional development needs of the staff related to parental involvement. The parent liaisons will be trained by district Title I staff in methods to effectively use the modules. District staff will provide support and monitor the implementation to ensure that training is provided as required.
3	Title I	ASPIRA Arts DECO Charter School involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
4	Title I, Part C	Through other Title I schools in the district, Arts DECO Charter School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students and parents to ensure that the unique needs are met.
5	Title I	Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; ASPIRA Arts DECO Charter School's Title I Parental Involvement Plan; scheduling the Title I Annual Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

**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	Develop agenda, handouts, and/or presentation materials that address the required components	Principal	November	Copies of agendas, PowerPoint presentation and handouts.
2	Develop and disseminate invitations	Title I Specialist	November	Flyer with date of dissemination posting.
3	Advertise/publicize event	Title I Specialist	November	Announcement sent through ConnectEd message and Calendar of Events
4	Develop Sign-In Sheets	Title I Specialist	November	Sign-In Sheets for meeting and individual classrooms
5	Maintain documentation	Principal and Title I Specialist	November	Title I documentation filing system housed in Principal's office.

6	Maintain documentation	Principal and Title I Specialist	November	Documentation will be shared with LEA Title I Office for monitoring purposes.
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**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:**

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## 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:** The leadership and staff of ASPIRA Arts DECO Charter School have a strong belief in the importance of parental involvement and have put measures in place to offer parent meetings on a flexible schedule. Our annual Title I meeting for parents of participating children will be offered twice during the third week of school, once, during the school day and once in the evening. Many of the parents are employed by the local factories and work the 8:00 a.m.-4:00 p.m. shift; therefore, the school will schedule all parent meetings between 4:30 p.m. and at 6:30 p.m. with snacks provided at both times. In addition, our Parent Academy will offer parenting classes at varying times to include morning and evening sessions. The Parent Resource Center will be open every school day from 8:00 a.m. until 3:00 p.m. for parents to pick up materials and/or meet with the Title I Specialist. The Title I Specialist will maintain records of parent participation. The schedule may be modified as needed based on parents' participation.

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**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:**

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## 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	Small group conferences regarding Technology and access to the parent portal	Principal and Title I Specialist	Title I Specialist will provide individual help to parents in how to log-in and access the various online assistance as well as the parent portal.	Annual Meeting and then as needed	Sign-In Sheets, handouts, agendas, and presentation materials
2	Small group conferences regarding Academic Progress	Administrators and Teachers	Parents will gain knowledge of academic progress, information and availability of teachers for assistance	September through April	Sign-In Sheets, handouts, agendas, and presentation materials
3	Face-to-face meetings with Parents and Teachers	Assistant Principals & Title I Specialist	Content specific sessions will be provided for parent information will include grade level proficiency, strategies parents can use at home, and assessment methods.	September	Sign-In Sheets
4	Assessments discussed during individual conferences	Classroom Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the school year.	August through May	Conference Logs
5	Implementing Florida State Standards	Principal & Title I Specialist	Parents will be provided with grade specific brochures outlining and identifying the new Florida State Standards and strategies they can use to help their child at home. Information will also be posted on the school's website at <a href="http://www.aspiraf1.org">http://www.aspiraf1.org</a> .	August through December	Notices in newsletters and calendars; Principal will document date distributed through ConnectEd.

#### 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	Annual CIS Meeting	Principal, Assistant Principal, School Resource Specialist	Improvement in Academic Achievement	September	Increase in Parental Involvement

### 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:

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## 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:** -Our school will continue to provide access to the parent resource center where information pertaining to the organization, school, and community can be found by parents and visitors.

-The school administration and Community Involvement Specialist (CIS) will provide training on understanding academic support and/or help access grades online to parents who need it in order to better help their children.

-The school administration and CIS will invite parents to join the Title I Annual meetings, participate in the EESAC programs and get involved as volunteers in school activities.

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**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:**

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**Communication**

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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 the annual meeting of parents in November, ASPIRA Arts DECO Charter School will hold a general meeting where information will be presented about the Title I programs, the curriculum, and academic assessments. Parents will learn about the school-wide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Parents will be given a copy of the student/parent handbook, which includes more detailed information on these topics and a copy of the Parental Involvement Plan (PIP). Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet staff. During the classroom visits, teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents unable to attend. Teachers will maintain sign-in sheets and provide a copy to the assistant principal who will also maintain documentation on the dissemination of information, distribution methods, and timelines.

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**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:**

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## **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:** The Parental Involvement Plan (PIP) will be summarized into a brochure that will be printed in English, Spanish, and Haitian Creole and provided to all parents in the parent/student school handbook. The brochure will outline the major components of the policy and will offer to provide a hard copy upon request. In addition, hard copies will be available in the office and the parent resource center. The complete PIP will be posted on the district's website and linked from the school's website. Written communication will be provided for parents in English, Spanish, and Haitian Creole. Translators will be available at all parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. The school will ensure that an individual will be available to provide translation services in Spanish and Haitian Creole at the school. If other languages are needed, the school will send the material to the Title I office where local companies will be contracted to provide the translations. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. The district will run the Language Survey report at least monthly to determine any changes based on fluctuations in student populations.

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**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:**

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## **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

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**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:**

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**Upload Evidence of Input from Parents**

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

Uploaded Document

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**Review Rubric:****Review Status:****Review Comments:**

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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.

Uploaded Document

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**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:**

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### **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

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**Review Rubric:**

**Review Status:**

**Review Comments:**

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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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Monthly Teacher/Parent Conferences	25	75	Students whose parents attend Monthly teacher parent conferences are expected to improve in behavior and academics.
2	Training on how to access Parent Portal so that Parents can access the students grades online	3	150	Parents will have better communication to and from school and students will perform better knowing that the parent has immediate access to academic/behavior grades.

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#### **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:**

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### **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	Using the gradebook to communicate with parents	3	35	When teachers communicate with parents through online technology, the students behavior and academics is expected to improve.

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#### **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:**

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### **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	School hours vs. Parent work hours	Change times of school meetings to make it easier for parents to attend.
2	Language Barriers	Provide translated material and multiple language activities

**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:**

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**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
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**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:**

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