**RENAISSANCE CHARTER SCHOOL AT TAPESTRY Title I, Part A Parental Involvement Plan**

I, **Jodi Evans**, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];

Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b) (1)];

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];

If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h) (6)(B)(i)];

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

**Signature of Principal or Designee**

Date Signed

# Mission Statement

Parental Involvement Mission Statement (Optional)

**Response:** In order to improve academic achievement, every student attending Renaissance Charter School at Tapestry will have a parent or a caregiver who is empowered to participate actively in his or her education. Renaissance Charter School at Tapestry welcomes all parental participation and advocacy in all aspects of the educational process. Parents are involved in the Title I program through many different activities that are held throughout the year. The school will recruit parents to become part of the school's decision-making process. Some of the actions to involve parents are to include parent representation from the onset of the development through membership on the School Advisory Council, as well as PTO/PTC. These events will continue to be successful in providing parents a forum for participation in an organized, ongoing, and timely manner.

# 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)].

**Response:** All parents are invited to participate in the development of the school PIP. Upon completion of the PIP, it will be presented to SAC parents for approval. The parents in SAC will oversee the Title 1 parent involvement. The SAC will oversee implementation and evaluation. Parents have been and will continue to be part of the decision making process of family events that reflect the PIP, they will be part of sub-committees that assist in the development of evening events, SAC budget, and various Title 1 activities. Input from parents will be documented through the use of sign in sheets at each 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 | Title II (Staff Development) | The professional development activities are facilitated and monitored by the Leadership Team, in relation to parent involvement. |
| 2 | Title III (ESOL) | The school and district ELL representatives will provide information and resources to parents at various evening events, and parent events. |
| 3 | IDEA (ESE) | Discuss parent activities and instructional support during IEP meetings with 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 | Create flyer, power point, agenda | Maxine Chambers Title I Liaison, Jodi Evans Principal | October | Copies of flyer, agenda, handouts, Copy of Power Point |
| 2 | Advertise in school newsletter | Maxine Chambers Title I Liaison | October | Copy of newsletter |
| 3 | Advertise on the school website | Jodi Evans Principal | October | website page |
| 4 | Sign in sheets | Maxine Chambers, Title I Liaison | October | Collection of sign in sheets |
| 5 | Compile Documents | Maxine Chambers, Title I Liaison | October | Scan documents and send to Regina Clancy |

# 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:** Parent conferences are scheduled in the morning and afternoon hours and offer flexibility in time slots. ESE Parent meetings are conducted not only in the morning, but also throughout the day to provide convenience for parents. PTC/SAC/Title I Parent meetings are conducted once a month on the same evening so parents have an opportunity to participate in all or selected events.

# 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 | Florida State Standards Family Night | Curriculum Resource Teachers | Students and parents will be given information about the Florida State standards and an information packet | November | Flyers sign in sheets |
| 2 | Personalized Learning Plans | All teachers parents and students | Teachers will train students and parents on how to create a PLP based on data and classroom performance. | November | PLPs and data |
| 3 | Monthly SAC Meetings | SAC Chair, Jodi Evans, Principal, Tracey Saxon, Assistant Principal | Providing curricular and assessment information, as well as training on data analysis. Will train SAC members on shared decision making. Get input from parents on planning and implementing of action plans for the School Improvement Plan and Parental Involvement Plans | August to May | SAC agendas minutes sign ins |
| 4 | State and Local Assessments | Classroom teachers | Teachers will conduct individual conferences to discuss assessment results. | Throughout the year | Conference forms |
| 5 | FSA Family Night | Teachers grades 3-7 Jodi Evans, Principal | Families will attend a workshop on FSA strategies and learn how they can help their child succeed on the FSA | February | Flyers Agenda Sign in Newsletter |
| 6 | Science Nights | All teachers parents and students Jodi Evans Principal | Families will have the chance to take part in hands on activities with their child. | March | Flyers, agenda, sign in, newsletter |
| 7 | Technology Nights | All teachers parents and students Jodi Evans Principal | Families will learn how they can help their child succeed in school through the use of accessible technology. Parents can also learn easy ways to monitor their child's progress both in the classroom and at home standardized assessments. | January | Flyers, agenda, sign in, newsletter |
| 8 | Math Nights | All teachers parents and students Jodi Evans Principal | Families will be given strategies on how to help their child master the math standards for their grade level | January | Flyers, agenda, sign in, newsletter |
| 9 | Parent Volunteer Solicitation and Involvement | Principal, Asst. Principal, Teachers | Parents will be given information on how to get involved and be an effective volunteer with his/her child’s school and classroom | On-going | Flyers, news letter |
| 10 | Literacy and Writing Family Nights/Book Fair | All teachers parents and students | Students and parents will be given the chance to learn strategies to make their child a more effective reader | Throughout the year | Flyers, agenda, sign in, newsletter |

# 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 | Different levels of parental involvement and requirements Section  1118 | Maxine Chambers Title I Liaison | Provide information about the 5 levels of parent involvement and parents' rights. | September through November | sign-in sheets, agendas and | |
|  |  |  |  |  | | PowerPoint presentation | |
| 2 | Value of parental involvement ,during grade level meetings teachers will be given information on materials for parent involvement | Jodi Evans Principal, Maxine Chambers Title I Liaison, Curriculum Resource Teachers | Faculty and staff will learn the value of parents as stakeholders and utilize resources to help improve their ability to work with parents. Involved parents help to increase student achievement. | November/December | | sign in sheets agenda | |
| 3 | Communication and working with parents | Jodi Evans Principal, Maxine Chambers Title I Liaison | Focus on different components of the Compact as well as how to communicate academic terms so that parents and students can be more engaged. | October/November | | sign-in sheets, agenda | |
| 4 | Cultural proficiency | Jodi Evans, Principal  Maxine Chambers Title I Liaison | Focus on helping staff to become more culturally aware so that they can understand how to make all students feel comfortable in engaging in school activities which has been shown to increase student achievement. | June | | sign-in sheets, agenda | |

# 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:** Parent flyers and brochures will be available for parents in the front office. The Parent Resource Center will be available to parents on the 2nd and 4th Thursday of the month from 1:30-3:30. Parents will be able to choose and check out additional material for two week time periods in order to help their students in areas where they might be struggling. FSA prep nights will be held in order to give parents in 3rd through 7th grades a better understanding of how to help their students succeed on the FSA. The Title I Liaison will make sure all materials are given out and collected in a timely manner. Grade level teachers will make any assessment results available to parents, along with an explanation of how to read assessment results and what the results mean for their students achievement. Sign in sheets will be used at meetings to demonstrate the effectiveness of the activity.

# Communication

Describe how the school will provide parents of participating children the following [Section 1118(c) (4)]:

Timely information about the Title I programs [Section 1118(c) (4) (A)];

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and

If the schoolwide program plan under Section 1114 (b) (2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c) (5)].

**Response:** Open House allows parents to visit the school and view its resources. Presentations are given in the cafeteria in regards to the Title I Compact and its reasoning. In addition, throughout the school year, parents are provided information on how to communicate with the various departments at **Renaissance Charter School at Tapestry** as well as the homeroom teachers. This includes e-mails, newsletters, and flyers that would be sent home with their students.

During weekly department and grade level meetings facility and staff are directed to continue updating stakeholders and complete proper forms when scheduling events or activities.

Title 1 booklets and the District PIP were sent home in the Welcome Packets. Every new student that is registered receives a copy.

A Title I PowerPoint is presented at each annual Title I meeting and discussed with parents.

Students in Grades K-6 have a school agenda. Teachers use these to communicate daily with parents in regards to both student work and behaviors.

SAC Committee for both parents and teachers to work together in helping to evaluate the School Improvement Plan and to help generate other ideas for programs to help achieve our school plan. It also allows monthly updates on the administrative side of school issues from curriculum to testing to behaviors and even great achievements by students and staff.

ESE, ESOL, RTI, and 504 parent meetings are held at least annually in order to update and document student learning goals and gains in their specified work area.

End of year Survey is open for parents to take, and results are presented to SAC committees.

# 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:** Renaissance Charter School at Tapestry has monthly newsletters that are sent home with the students via their backpacks. Regular updates are sent to teachers and staff via e-mail to ensure all information is sent to students on a regular basis.

The school will ensure that parents with disabilities have access to activities and services by making the elevator accessible to parents and having wheelchair accessible entrances open during hours of school operation and during any after school activities.

Translated materials for all Title I information is available as well. The school PIP will be summarized and a copy of the summery will be sent home to all parents. The PIP will be available in the front office in its entirety.

The school will ensure that information is available to migratory children and families by making welcome packets with important information available year round for any new families that enroll in the school.

# 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 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | SAC Meetings | SAC Chair, Jodi Evans Principal | Will develop skills of educators | September 2016 -  June 2017 |
| 2 | 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)]; | SAC Meetings | SAC Chair, Jodi Evans Principal | Will help meet the needs of the parents and keep them in touch with the school | September 2016 -  June 2017 |
| 3 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | SAC & PTO | SAC Chair | Will help get parents involved | September 2016 -  June 2017 |
| 4 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities Section | Developing community Partnership  Assistant Principal  Tracey Saxon | Jodi Evans, Principal  Tracey Saxon  Assistant Principal | Will help students and parents  connect with community | September 2016 –  June 2017 |

# Upload Evidence of Input from Parents

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

# 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

# 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

## 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 | Monthly SAC meetings | 10 | 12 | Allows parents to know when testing is taking place as well as tutoring and other activities to increase student achievement. |
| 2 | State and local assessments | 1 | 1210 | Let parents and students track academic progress through the year with teacher conferences to go over testing results. |
| 3 | SAT family nights | 2 | 100 | Give parents strategies to help their child increase their proficiency on the FSA/SAT |
| 4 | Science nights | 2 | 75 | Increase parents understanding of how to help their child master science standards |
| 5 | Title I annual meeting | 3 | 75 | Let parents know of the resources that are available to them and their student throughout the school year. |

# 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 | Different levels of parental involvement and requirements of Section 1118 | 1 | 52 | Provide information about the 5 levels of parent involvement and parents' rights and how staff can help parents to be more involved. |
| 3 | Communication and working with parents | 1 | 52 | Focus on different components of the Compact as well as how to communicate academic terms |

# 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 | Work schedule (White, ESOL) | Schedule activities on different dates and times to try and accommodate parents' work schedules |
| 2 | Language (ESOL) | Make sure that school announcements are sent home in native languages |
| 3 | Feeling involved in processes | Make sure that parents are consistent and updated on school events. |

# 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)

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