## WEST GATE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Dr. Patricia Ordonez-Feliciano , 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:**  |

**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:** A column on the parent sign in sheet at "Meet Your Teacher" asks if they are interested/available to volunteer at school. All "yes" or "maybe" are called personally by volunteer coordinator with information and invitation to come in to personally sign up on VIPS system and at that time are informed about the SAC and asked to participate.Flyers and brochures are sent home with all students in all languages describing the SAC and asking interested parents reply. All positive responses are called personally by the Principal to thank them and invite them to the first meeting.Parents are invited to participate in the School Advisory Council to help assess the needs of the school and have input on how to spend the 1% of federal funds allotted to the school. During the second SAC meeting, a copy of the budget is shared with parents and a discussion of how these funds can be used takes place. This discussion delineates the rules used to determine the appropriate project funds. In each subsequent meeting, parents and members receive updates on the budget and members discuss the spending of funds as needed.Parents give input to the SIP and Policy/Plan and School Compact at the School Advisory Council meeting. Parents are invited and encouraged to attend the Title I Annual Meeting. At the Annual meeting parents are informed of their Right to Know about the qualifications of their child's teachers and that they have input in the documents including SIP, PIP, and Compact. Additionally, the Principal explains to parents how the Title I funds are spent at West Gate Elementary. Updates about the use of Title I funds are also provided to parents at SAC meetings. |

**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 | Head Start | To assist with pre-k transition to kindergarten. |
| 2 | HMH Parent Involvement Training | Parents learn how they impact their child's academic success. Parents receive materials as well as strategies to help children with academics and social interactions at home.  |
| 3 | Summer Slide - PEW Grant | Parents are provided materials and strategies each week that they can use at home to reinforce reading skills during the summer. |
| 4 | Rotary Club | Supply resources and materials for parents to work effectively with their children to build community awareness and responsibility. |
| 5 | Kiwanis Club | Supply resources and materials for parents to work effectively with their children to build community awareness and responsibility. |

**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 | Calendar | Secretary | beginning of month | sign in sheets |
| 2 | Conduct Annual Meeting in all languages on different nights | Principal | September 7 and 14 | Agenda/sign in sheets/minutes/evaluations |
| 3 | Parent Link phone reminder | Principal/Secretary | 3 days prior to each event | meeting attendance sign in sheets |
| 4 | Right-to Know Letters sent to parents  | Principal/Secretary | August 23, 2016 | verification form |

**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:** SAC meetings are held in the mornings because the majority of parents requested this time as the most convenient when they drop the children at school. Programs, parent trainings and other events are held in the early evenings. Report Card Parent Conferences are held in mornings before school and afternoons after school. CLF's and teachers make home visits to parents who are unable to attend meetings.  |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Curriculum Night | Teachers | Parents will learn about standards and what is expected for their children to know to progress to the next grade level. They will learn ways to help thier children meet their academic goals | Sept 7, 2016 (K-2) Sept 14, 2016 (3-5) | sign in sheets/surveys |
| 2 | Literacy Night (refreshments approx $95 per meeting) | Literacy Leadership Team | Parents will learn strategies to help their children with reading/writing at home | Nov 2 (K-2) and Nov 9 (3-5),2016 | sign in sheets/surveys |
| 3 | Math Night | Math Resource Teacher | Parents will learn strategies and ideas to help their child with math at home | Dec 7, 2016 | sign in sheets/surveys |
| 4 | FSA Night | Principal/Administrators | Parents will learn strategies to help students with test taking skills and how they can support them during the testing period | Feb 15, 2017 | sign in sheets/surveys |
| 5 | HMH Family Engagement (refreshments approx $95 per meeting) | Principal and Teachers | Parents will learn strategies for partnering with the school to help students at home with academics and social interactions | Sept 22, 2016, Oct 26, 2016, Dec 7, 2016, Jan 25, 2017, Feb 22, 2017 | sign in sheets/surveys/feedback |

**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 | Parent Involvement Staff Development | Administration | Teachers will understand importance of parent involvement | Sept 21, 2016 | Teacher/Parent Conference Notes |
| 2 | Office Staff Customer Service Training | Administration | Parents will feel comfortable when visiting school | Aug 11, 2016 | Agenda/sign in/visitor logs |
| 3 | Parent Engagement HMH | Administration | Teachers learn why/how to engage parents | July 28, 2016 | Agenda/sign in/parent participation in programs |

**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:** A Parent Information Center is located in the main office. Notices, brochures and other information is posted in this information center. Monthly annotated calendars are placed in the Communication Folder and Newsletters are sent home for each trimester. Personal phone calls will be made to invite parents to activities. Teachers are encouraged to have students make invitations for their parents.Parents are requested to schedule a face-to-face conference with their child's teacher when the first report card is issued. The parent learns about the grading system, academic expectations, the school Compact as well as the PIP. This takes place in late Nov to Early Dec. |

**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:** ParentLink phone system is used as appropriate with messages in all three languages.Agendas are sent home dailyCommunication folders are sent home weeklyAn annoted monthly calendar is sent home prior to the beginning of each month.A formal newsletter is published once per trimester.Parents are invited to Breakfast with the Principal. This is designed as a small group forum for parents to discuss school issues.Parent/teacher conferences are required for distribution of the first report card.Communications to parents are translated into the home language to the extent possible. CLF's are available to explain information to parents with limited literacy skills.Parents are invited to Curriculum Nights in September where information is shared regarding the curriculum their child will be learning. They will be expected to come to school to receive the first report card in November when assessment data will be gone over and explained to parents. After the first report card, parents may request conferences to receive report cards or they may be sent home. Assessment results are sent home with students in their back packs.At the Title I Annual meeting parents were informed of the the Parent Involvement Policy plan (PIP) and the School Compact |

**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:** With a high hispanic population, the principal can communicate with parents in Spanish. All meetings/workshops are held in both Spanish and English as well as Creole when necessary. Parent Link callouts are in all 3 languages.CLFs are available for parent/teacher conferences and phone calls homeCalendars, newsletters and most communication is in all 3 languages.The school is fully ADA compliant and accessible to students and parents with disabilities. We encourage all parents to participate in all activities involving their child including IEP meetings, 504 meetings, and all after school programs.Migrant students and their parents are included in all aspects of the school and in all activities. |

**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)]; | Parent meetings are held at various time as well has home visits when needed | Principal/teachers/CLFs | Parents will learn how to help children at home | ongoing |

**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%3A%5CUsers%5Csharrod%5CDownloads%5CfileUploads%5C500481_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%3A%5CUsers%5Csharrod%5CDownloads%5CfileUploads%5C500481_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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| [Uploaded Document](file:///C%3A%5CUsers%5Csharrod%5CDownloads%5CfileUploads%5C500481_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 | Literacy Nights | 2 | 122 | Parents will help children at home |
| 2 | Math Night | 1 | 60 | Students can get help from parents who understand the math. |

**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 | Faculty Meeting presentations | 1 | 68 | Students do better when teachers and parents work together |
| 2 | PDD presentation | 1 | 68 | Students do better when teachers and parents work together |
| 3 | New Teacher Meetings | 2 | 14 | Teachers are more sensitive to the unique needs of the parents and the children. |

**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 | Diverse Population | Communication in all languages |
| 2 | Low literacy level of parents | face to face and/or phone meetings to explain to parents who have difficulty reading |
| 3 | Working parents | Flexible times for meetings/activities |
| 4 | High transient population | Welcome packet upon arrival and personal interaction with all new families |
| 5 | Non English speaking parents | CLFs will translate for parents |

**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** |