## DOROTHY THOMAS CENTER Title I, Part A Parental Involvement Plan

I, Jamie Johnson , 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)].

Jamie S. Johnson 9/23/16

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Response: With the partnership of teachers, support personnel, business partners and family members, by working together, we will listen, learn, and lead, and reach each student. |

**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:** Response: Parent participation on the School Advisory Council (SAC) committee was solicited with take-home forms sent home with the students on the first day of school. Interested parents returned the signed forms back to the school. SAC is comprised of members of the school, community, families and student representatives. SAC meetings are guided by an agenda and minutes are recorded. The Parent Involvement section was written using responses from parent surveys.     School information is relayed to families primarily within our school Take-Home Tuesday folder. The information includes notifications of Title I meetings, parent workshops, and other special events.    Home notes are sent home with each student daily. These tailored home notes record student assignments, participation, and success throughout the school day, as well as any teacher notations. This is the primary method of parent/teacher communication. Our K-12 school wide home notes are signed by the parents and returned the following day. Parents are encouraged to contact the school whenever needed to schedule conferences with teachers, counselors, social workers, and behavior management specialists through newsletters, phone calls from teachers, and training offerings. Our school initiated a Dorothy Thomas School monthly newsletter that is customized sharing important insights about our school. As a school we have updated our school website to allow parents easy opportunities to capture information in a quick, relevant way. We have posted photographs to highlight wonderful learning occurring throughout our campus.    We encourage participation in our school uniform policy by using SAC funds to purchase uniform shirts for sale to parents. The first shirt is free to incoming students. We also use the Title 1 Funds to augment our reading program and provide additional materials for students to use at home. Each special event is planned with a parent training/support opportunity available immediately before or after that activity, such as offering help with accessing student grades and teacher notes online, or providing access to our Behavior Management Team for parent and school connections on behavior expectations, encouraging all participants to have meaningful, positive contact.     Since our student population is drawn from a large area of the county,we encourage parents to participate in phone conferences during teacher planning periods to facilitate communication. |

**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 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction support provided by the school will be discussed with parents during the development of the students IEP |
| 2 | English Language Learners (ELL) | InSync, a learning resource available through the Hillsborough County Public Schools website, is free to students, families and teachers, and provides options for materials to be viewed in English, Spanish and Haitian/Creole, as well as read aloud in those languages. Resources include information on gaining citizenship, financial planning, and job applications, as well as educational resources that can be used for homework or research. Parents have been notified about this resource with a newsletter, as well as training offerings in conjunction with other educational and sporting events at the school. |

**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, PPT, presentation materials that will address the required components. | Principal & Support Staff | October-November 2016 | Copies of meeting agenda, minutes & Title 1 information, with parent responses and additional needs collected. |
| 2 | Develop and disseminate invitations multiple times | Parent Liaison , Principal | October-November 2016 | Flyer with parent with dissemination date, ParentLink, teacher phone calls |
| 3 | Develop Sign-In Sheets | Parent Liaison, Principal | October -November 2016 | Sign-In Sheets for the meeting and individual classrooms |
| 4 | Maintain Documentation | Parent Liaison, Principal | August 2016 | Title I documentation box which will be shared with the LEA Title I person to back up communication records |
| 5 | Annual Meeting, and on Take Home Tuesday: What parents Should Know About Title 1 | Principal | October-November 2016 | Sign - Sheets, send home with students to double exposure |
| 6 | Collect Barrier Surveys and Discuss and Collect School-Parent-Student Compact | Parent Liason, Principal | March 2016 & August 2016 | Completed Barrier Surveys, Parent Surveys, and School-Parent-Student Compact forms at Annual Title 1 Meeting |

**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:** Response: Dorothy Thomas School conducted a Barrier survey in August 2016. Based on survey results, parent trainings will be offered according to the most equitable times available. Staff members will coordinate course offerings and make arrangements to offer them during parent training meetings on a flexible schedule, including during our community events, before and after school, or even over the phone.     August 2016 and September 2016 - Two Open House Events were planned presenting information on Title l Expectations, Grade Level Curriculum, school procedures, K-12 behavior management plan, assessments, EDSBY online and student academic progress monitoring. The August 2016 open house was offered during the day from 2:00-3"00p.m. and the September open house night provided an alternative time for working families from 5:00-7:00pm    October 2016 - Projected Home visits by DT faculty. This relieves parents from worrying about transportation issues. Family visits will be at times selected by the parents and staff.      October - November 2016 - Annual Title 1 Meeting will present results of school assessments and discuss in details the relevant portions of Title 1 to parents. 5 - 7 pm    October - November 2016 Conference Night, on-site meetings, phone conferences, or daytime conferences as requested. planned time 5:00 - 7:00 pm.        January 2017 - College Night at DT 4:30-6:30     March 2017 - Conference Night , Parent meeting on Safety with the Internet 5:00 - 8:00p.m. Phone conferences or daytime conferences will be available if a parent requests it.    May 2017 - DT World Tour with Q & A session for parents with counselors, social workers and behavior management staff before activities with their student 1:00 - 3:00p.m. |

**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 | Open House, Curriculum & Assessments/Title 1 Reading Strategies Parent Training | Principal, Support Staff, & Faculty | Improve/Increase Student Achievement Scores | September 13, 2016 | Family Participation |
| 2 | Conference Night- Share Student Progress and provide strategies to use at home. and Title 1 Annual Meeting | Principal, Support Staff, & Faculty | Improve/Increase Student Achievement Scores | October - November 2016 | Survey, Family Participation |
| 3 | Parent Conference Home Visits | Principal, Support Staff, & Faculty | Improve/Increase Student Achievement Scores | October 2016 | Family Participation, Survey |
| 4 | Giving Tree Family Event | Principal, Support Staff & Faculty | Improve Communication | December 2016 | Family Participation, Survey |
| 5 | Turkey Bowl and Parent Q & A Session on Technology/Edsby | Principal, Media Specialist, Parent Involvement Team, and Family Members | Improve/Increase Student Achievement ScoresImprove Communication and Student Achievement through Communication | November 2016 | Family Participation, Student and Family use of EDSBY site |
| 6 | Grill & Chill Family Event/Students creating their own book | Principal, Support Staff & Faculty | Immprove/Increase Student Achievement Scores through Communication | February 2017 | Survey, Family Participation |
| 7 | Science Fair @ Dorothy Thomas | rincipal, Support Staff, & Faculty | Improve/Increase Student Achievement Scores | January 2017 | Family Participation |
| 8 | College Spirit Week/Parent Informational Session | Principal, Support Staff, & Faculty | Student Achievement Scores | January 2017 | Survey, Family Participation |
| 9 | Student/Parent Internet Safety Session | Principal, Media Specialist, Faculty | mprove safety and communication | March 2017 | Survey, Family Participation |
| 10 | DT World Tour | Principal, Support Staff & Faculty | Improve/Increase Student Achievement Scores | May 2017 | Survey, Family Participation |

**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 | Data Analysis Training :Data AwarenessTraining : Stategies to communicate and share test score data with parents | Administration | Increased academic performance | September 20, 2016 | Student Achievement/Survey Results |
| 2 | EDSBY Training : Communication Tool Training to interface/comunicate with families | Administration | increase academic performance | November 2016 | Increased Parental communication log |
| 3 | FAIR Assessment Training and Data sharing strategies | Administration | Increased Assessment Scores | October-November 2016 | Student Achievement Scores |
| 4 | Parent Strategies/Techniques for Effective Anger Management | Administration - Behavior Team | Increased Parent Behavior Management Skills and Increased student academic performance | Ongoing | Decreased discipline referrals |
| 5 | Monthly Professional Development/Parent Support & Communication Component | Administration | Increased Student Achievement | Monthly Meetings | Student Achievement |
| 6 | Data Training | Administration | Increase Student Achievement | September 26, 2016 | Student Achievement |
| 7 | DDT Behavioral Training | Behavior Coach & District Staff | Increase Student Achievement | Monthly | Improve Classroom Behavior |
| 8 | Differentiated Instruction Training | Administration, ILT TEam and District staff | Increase Student Achievement | Monthly | Increase Student Achievement |

**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:** 1:1 \*We are planning to customize parent training session this year that meet the direct academic, social and behavioral needs of our students. These informational sessions will be held within the 2016-2017 school year between parents. school specialist which include;\* Behavior Coach Services, Psychological services, school social work agencies, Exceptional student education staff and our DT school team: Based upon student behavior and academic data trends- DDT Behavior Management Tool was developed and is shared monthly within the school year. |

**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:** Response:     September Open House: An overview of the Title 1 Program was available.    October-November Conference Night and the Annual Title 1 Meeting, Dorothy Thomas staff will present information about the Title I programs, the curriculum, and academic assessments. Parents will learn about the school wide program and opportunities for participation in decisions related to the education of their child.    Parents received program guides about Dorothy Thomas. Compacts, Barrier Surveys, EDSBY Information, and expectations were or will be discussed.     On-Going: Personal invitations are sent to parents through phone calls, flyers, newsletters, and Parentlink to encourage parent participation in academic, sporting, social events and trainings at least two weeks in advance, and the week of an event. In addition our monthly school wide newsletter publishes pertinent news to families. Our school website provides quick, easy access for families to keep up to date with events, programs and wonderful learning opportunities for our children and families.    The school will monitor the information that was provided to parents through surveys, attendance records and documentation of parent notifications.    We will also be developing a more consistent program of homework and enrichment activities for families to do with their students, as requested by parents in received surveys. We are incorporating the use of technology within instruction through new programs such as I-Station and Accelerated Reader. |

**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:** Response: Information (flyers, notices) and parent links will be sent in the native language of our secondary minority students. ELL translators are available during conferences and parent and family nights. District forms and publications are provided in English and Spanish to families as needed. Newsletters include a statement in student's native language stating that parents are invited to come to school for full translation of information if needed. Individual meetings are scheduled for students with disabilities to address progress and student needs through their Individual Education Plan.    Special activities planned throughout the year are designed for ease of access by parents, younger siblings, grandparents and friends. Seating is designed for family comfort and planned for each event to allow family members and their student to enjoy these activities together.     When events occur in the gym, chairs are set up to accommodate family members not wishing or able to sit on the bleachers there.   We always include a family training in our "Fun" activities to allow them to become more acquainted with services such as InSync, which is a free academic resource for learning provided in English, Spanish, and Creole.  Activities are tailored for varying age levels and provide snacks and kid-friendly toys or books are available at all events for younger children. We will assign staff to keep them in a designated area to provide safe supervision for all children on campus.  Many of our parents indicated that our campus is where their student has met with the most success and that they look forward to coming to visit us. |

**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

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\johnja4\AppData\Local\Temp\fcctemp\fileUploads\294321_2016-2017_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\johnja4\AppData\Local\Temp\fcctemp\fileUploads\294321_2016-2017_uploadCompact.pdf) |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\johnja4\AppData\Local\Temp\fcctemp\fileUploads\294321_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 | Open House Title 1 Annual Meeting 9/21/15 | 1 | 18 | Increase parent awareness of Title 1 program and services leading to increase in student academic performance |
| 2 | Conference Nights- 11/10/15 & 2/4/16 | 2 | 23 | Increase student achievement with family support |
| 3 | Parent Barriers Survey, Home note training, DT Family Guide | 1 | 60 | Increase academic performance |
| 4 | Parent Involvement Survey, Parent Handbook, 11/13/15 | 1 | 60 | Increase academic performance |
| 5 | Face to Face QA on Behavior Mgmt 4 events | 4 | 24 | Increase academic skills |
| 6 | Transition Workshop, Spring Conference Night, Graduation Requirements, Voc. Rehab. Services, Trans. | 1 | 8 | Increase in academic success |

**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 | IEP and Working with Families training 8/18/15 | 1 | 18 | set goals, increase academic achievement with family support |
| 2 | Teacher Training on working with Families/impact of poverty on achievement 9/28/15, 10/2/15 | 2 | 18 | increase communication/partnership with parents and increase academic performance |
| 3 | Sharing Data with Families, online resoureces | 1 | 18 | increase in academic performance |

**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 | Economically Disadvataged/Transportation | Conference Calls with academic teams and parents for conference "nights" to avoid transportation needs |
| 2 | Economically Disadvataged/TransportationText messaging | Communicate as requested with Parents through texting |
| 3 | Economically Disadvataged/Transportation Communication for events | Provide more and wider variety of communication earlier, including newsletter, phone call, and homenote notations |
| 4 | Economically Disadvataged/Transportation, Parents | Provide activities for entire family and support with parenting skills workshops |
| 5 | Economically Disadvataged/Work Schedule and meal cost,distance from school etc to attend activity nights | Light supper, such as hot dogs or speghetti, to allow families to attend AND feed children in convenient way |
| 6 | Extended YearEconomically DisadvatagedTransportation Summer School | Students will be encouraged to attend through planned reinforcing activities advertised prior to summer, Jaguar Bingo incentive, and special events during the summer to combat students' negativity for attending this IEP driven requirement |

**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** |