## HIALEAH SENIOR HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, Heriberto Sanchez , 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)].

Heriberto Sanchez 9/21/2016

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** It is the mission of Hialeah Senior High to increase parental involvement through the development of our school's Title 1 Parental Involvement Plan, parent meetings, and parent academy trainings. |

**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:** Hialeah Senior High will continue to organize and include parents in the review of Title 1 programs through the use of the schools monthly EESAC meetings as well as the monthly PTSA meetings. The school will offer parents additional trainings through the use of The Parent Academy, so that parents can monitor student progress on line. Also the school's parent resource center will be made available for the use of parents. Along with the support of our Community Involvement Specialist and variety of school resources provided to help increase parental involvement school-wide. |

**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 | The Parent Academy | Mr. Sardinas (CIS) |
| 2 | EESAC | Mr. Heriberto Sanchez (Principal) & Mr. Roberto Sarmiento (Assistant Principal) |
| 3 | PTSA | Ms. Martinez (PTSA President) Mr. Williams (Assistant Principal) |
| 4 | Title 1 Orientation Meeting | Heriberto Sanchez (Principal), Ms. Rodriguez (Assistant Principal) & Mr. Sardinas(CIS) |

**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 | Title 1 Orientation Meeting | Aileen Rodriguez | September 27, 2016 | Agenda, Minutes and survey |
| 2 | PTSA Meeting | Kenneth Williams | September 2016 - May 2017 | Agenda |
| 3 | Parent Academy Meetings | Adan Sardinas | October 13, 2016- May 2017 | Agenda & Handouts |

**Flexible Parent Meetings**

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

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| **Response:** The school will offer parent training to those parents who cannot attend nightly parent academy meeting in the parent resource center. These trainings will be conducted by Adan Sardinas, the community involvement specialist. The community involvement specialist will make home visits to make parents aware of attendance and it's impact on students. |

**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 | Senior Parent Night | R. Chacon, G.Graff & K. Williams | Informing Parents of Senior Students about their requirements and obligations, in order to graduate on time | September 21, 2016 | Increase of graduation rate |
| 2 | Parent nights for students in the lowest 25% | A. Sardinas | Computer and Parent Portal access to monitor | Ongoing | Portal registration & improved dialog between parents and teachers about grades and attendance |
| 3 | Parent academy training on parent portal | Assistant Principals, Reading Coaches & M. Chavez | Orientation to the needs of low performing student to increase academic performance | January 2017 | Increase in Interim Assessment and FSA / EOC data |
| 4 | Parent night for potential failure, attendance/truancy & retention | Assistant Principals | Informational meeting address the pupil progression plan, academic reports, and requirements for grade promotion | October 2016-April 2017 | Increase of GPA & on-time graduates |

**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 | The Three Legged Stool of ELA Literacy Success | Instructional Coaches | Promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, and positively impacts student achievement | August 30, 2016 | Common planning, PLC, and departmental meetings and minutes, teacher lesson plans, student portfolios, coaching cycles, and classroom walk throughs |
| 2 | Promoting Digital Fluency: Racing Towards the Redefinition Stage of Technology | Instructional Coaches | Promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, and positively impacts student achievement | October 27, 2016 | Common planning, PLC, and departmental meetings and minutes, teacher lesson plans, student portfolios, coaching cycles, and classroom walk throughs |
| 3 | Two Heads Think More Efficiently than One: Developing Standards-Based Critical Thinking Activities Collaboratively | Instructional Coaches | Promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, and positively impacts student achievement | November 8, 2016 | Common planning, PLC, and departmental meetings and minutes, teacher lesson plans, student portfolios, coaching cycles, and classroom walk throughs |
| 4 | Rocking the Data: Providing Formative and Summative Data Feedback Throughout the Year | Instructional Coaches | Promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, and positively impacts student achievement | February 16, 2016 | Common planning, PLC, and departmental meetings and minutes, teacher lesson plans, student portfolios, coaching cycles, and classroom walk throughs |
| 5 | Engendering T-Bred Pride- Promoting Student-Centered Coalitions for a Cleaner, Safer HHS | Instructional Coaches | Promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, and positively impacts student achievement | March 16, 2017 | Common planning, PLC, and departmental meetings and minutes, teacher lesson plans, student portfolios, coaching cycles, and classroom walk throughs |

**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:** Parent academy trainings in the media center and trainings in the parent resource center will allow parents to register and gain access to the parent portal. This will allow them to access the online gradebook to further monitor their child's progress. |

**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:** Timely notification will be provided to parents about Hialeah Senior High Schools participation in the Title 1 program through a letter sent at the opening of school. Parents will also be informed about the Title 1 Program at the annual Title 1 Orientation Meeting held on September 27, 2016. Information about the schools participation in Title 1 will also be provided at the first EESAC and PTSA meeting of the school year. EESAC and PTSA meeting are regular monthly meetings where parents can voice concerns. The Parent Resource Center is available |

**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:** Hialeah High will include activities for students and parents of English and non-English speaking backgrounds. Hialeah Senior High, being in a mostly Hispanic community, provides information largely in English and Spanish. Staff members are fluent in the major languages including Haitian Creole. All documents shared from the Title 1 administration Office comes in English, Spanish and Creole. If was are made aware of a student that needs special assistance due to a disability, the district will be made aware and interpreters and staff will be provided for sign language assistance. |

**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\265662\Downloads\fileUploads\137111_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\265662\Downloads\fileUploads\137111_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\265662\Downloads\fileUploads\137111_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 | Senior Parent Night | 1 | 500 | Informing Parents of Senior Student about their requirements and obligations, in order to graduate on time |
| 2 | Parent nights for students in the lowest 25% | 1 | 80 | Orientation to the needs of low performing student to increase academic performance |
| 3 | Parent academy training on parent portal | 1 | 45 | Computer access to monitor portal registration & improved dialog between parents and teachers about grades and attendance |

**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 | Raising Proficiency through Literacy | 1 | 130 | Increase of academic rigor & proficiency in all content areas |
| 2 | Promoting Literacy & Writing Across the Curriculum | 1 | 130 | Increase of academic rigor & proficiency in all content areas |
| 3 | Using Technology to Foster Active Learning | 1 | 130 | Increase of academic rigor & proficiency in all content areas |
| 4 | Writing Across the Curriculum | 1 | 130 | Increase of academic rigor & proficiency in all content areas |
| 5 | Sharing Best Practices Across Content Areas | 1 | 130 | Increase of academic rigor & proficiency in all content areas |
| 6 | Using Technology to Increase Rigor and Differentiate Instruction | 1 | 130 | Increase of academic rigor & proficiency in all content areas |

**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 | ELL | Increase notices for parent meetings and parental engagement for students in our lowest 25% |
| 2 | SPED | Increase notices of IEP Meeting and discussion on parental engagement |

**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** |