

FLORIDA INTL ACADEMY CHARTER Title I, Part A Parental Involvement Plan

I, Sonia C. Mitchell, 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)].

Sonia Mitchell

9/30/16

Signature of Principal or Designee

Date Signed

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Individuals with Disabilities Education Act(IDEA)	Supplemental instruction support provided by Title I will be discussed with parents during the development of the students IEP.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agenda, handouts, and/or presentation materials that address the required documents	Principal / AP/ CIS	September through March	Copies of agenda/handouts
2	Develop and disseminate invitations	Principal / AP/ CIS	September	Flyers with date of dissemination posting on school Website
3	Advertise/publicize event	CIS and Teachers	September	Posting on school website
4	Develop sign-in sheets	CIS	September through March	Sign-in sheets for meeting and individual classrooms
5	Maintain documentation	Assistant Principal / CIS	September through March	Title I document box housed in Assistant principal's Office

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: CIS will contact parent throuout year to advise of parent workshops and planned parent activities. CIS also makes home visits to parents when a need arise.

Building Capacity

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Common Core materials	Curriculum Specialist	Parents will be provided with grade specific brochures outlining and identifying the SSS and strategies they can use to help their child at home.	September through March	Notices in newsletters; principals will document date distributed
2	Assessments discussed during individual conferences	Classroom Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the school year.	Through the year	Conference Logs
3	Report Card/Reading Night Activities; face-to-face meetings	Assistant principal/Curriculum Specialist	Content specific sessions will be provided for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment methods.	September through May	Sign-in Sheets, handouts, agendas, and materials
	Individual Conferences			Initiate in	Sign-n sheets, handouts,

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

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: Part of our commitment at Florida International Academy Charter School, includes providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children through ensuring that all school correspondence and communication are in both English and Spanish, as well as by providing translation services as needed and assistance upon request for those parents with disabilities. In addition, the school will host parent meetings on an array of subject areas through the Bilingual Parent Outreach Program and the PIRC. The school will disseminate information through various sources such as parent letters, flyers, Connect Ed messages, posting on the school's Webpage, progress report and report cards, informational letters that go along with instructional software and how to implement it at home, I-ready reports, Florida Standards Assessment results and data interpretations provided by the State's Department of Education, and last but not least, parents and teachers meet to speak to discuss their child's academic progress so that the student's strengths and weaknesses can be addressed. The same information will be provided the following day for all parents unable to attend. Teachers will conference with students who have Progress Monitoring Plans and contact parents regarding strategies either in person or over the phone. Parents will be encouraged to discuss their child's performance with the teacher any time during the school year. Resources and additional information will be found at the school's Parent Resource Center.

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:

☒ Not Applicable

Upload Evidence of Input from Parents

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

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parents will be provided with grade specific brochures outlining and identifying the Common core sta	5	125	Positive Behavior and better student achievement
2	Assessments discussed during individual conferences	10	18	Positive Behavior and better student achievement

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Value of parental involvement: A monthly newsletter will be distributed to teachers that includes in	3	30	Positive Behavior and better student achievement
2	Communicating and working with parents; Train the Trainer	2	10	Positive Behavior and better student achievement
3	Implementation and coordination of parental involvement program; Train the Trainer	2	5	Positive Behavior and better student achievement
4	Building ties between home and school; Train the Trainer	3	9	Positive Behavior and better student achievement
5	Cultural sensitivity; Train the Trainer	1	5	None

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parents with small children may not have baby sitting at home. They may want to attend but are unable to do so.	School will offer a flexible number of meetings, such as meetings in the morning and evening.
2	Parents aren't fluent in English	Make available a translator

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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