

GRATIGNY ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, BisleixisTejeiro, 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:

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status:**Review Comments:**

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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Gratigny Elementary School and Title I involves parents in the planning, reviewing and improving the School Parental Involvement Plan through parent representation on the Educational Excellence School Advisory Council (EESAC). The parent representatives receive meeting notification letters with time and date of EESAC meetings to provide input into the successful implementation of school programs.

The Title I Orientation meeting at the beginning of the school year is conducted to inform the parents of the school's participation in Title I and is comprised of the following: providing the M-DCPS consultation and complaint procedures and directions, developing, distributing, and reviewing the District's and school's Parent Involvement Plan (PIP), distributing "What Parents Should Know About Title I" brochure, reviewing the school-parent compacts, and also the Title I PAC's for our region that meets twice during the school year to get input from parents at Gratigny to support the development of required parent plans.

The Title I program at Gratigny utilizes a minimum of one percent of the school's Title I allocation to support the parental requirements of Section 1118. Gratigny employs a part-time Community Involvement Specialist (CIS) who works with parents on a daily basis. The on-site Parent Resource Center allows parents to peruse educational materials and to attend meetings which enhance their knowledge of sound parenting techniques.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- 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)].

Review Status:**Review Comments:**

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)].

count	Program	Coordination
1	Title I	The title I personnel at Gratigny will provide an Annual Title I Parent Meeting and provide materials and support for the school-based Title I Parent Resource Center.
2	Title III	English Language Learners will receive extra tutoring and support through funds from the Title III Program.
3	Bilingual Parent Outreach Program (BPOP)	Gratigny will coordinate and conduct in conjunction with M-DCPS Bilingual Department, parent workshops on a variety of topics in English, Creole and Spanish. These workshops will be given at various times during the day.
4	Grade Level Parent Workshops	Specific grade level teachers will schedule a variety of parent workshops geared to their grade level and focusing on student achievement.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status:

Review Comments:

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	ConnectEd	Principal, Assistant Principal	On-Going	Parent Attendance
2	Backpack Flyers	CIS, Assistant Principal	On-Going	Parent Attendance
3	Gratigny's Marquee	Security, Custodial	On-Going	Parent Attendance
4	Notification of Meetings etc. posted throughout the school	CIS, Assistant Principal	On-Going	Parent Attendance

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:**Review Comments:**

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: Gratigny Elementary School and Title I offer a flexible schedule of meetings during the school day and evenings. Some examples of these meetings are the Bilingual Parent Workshops, PTA Meetings, and CIS informal get-togethers.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status:**Review Comments:**

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	EESAC Meetings	EESAC Chairperson	Provides information that strengthens the relationship between parents and the school to enhance student achievement.	On-Going	Parent input at EESAC meetings
2	Home Visits	CIS and Social Worker	Provides information and materials that strengthen the relationship between the school and home to enhance student achievement.	On-Going	Monthly Report
3	Title I PAC Meetings	CIS	Provides training, information and support services that strengthen the relationship to enhance student achievement.	Twice a Year	Parent Input
4	Bilingual Parent Workshops (BPOP)	CIS, Bilingual Representative	Provides training, information and support services that strengthen	On-Going	Parent Input

			the relationship to enhance student achievement.		
5	Grade Level Workshops	Teachers	Provides training, information and support services that strengthen the relationship to enhance student achievement.	On-Going	Parent Input
6	M-DCPS Parent Portal	CIS, Office Clerk	Allows parents to monitor student attendance and academic performance.	On-Going	Parent Input
7	PTA Meetings	PTA President	Provides training, information and support services that strengthen the relationship to enhance student achievement.	On-Going	Sign-In Sheet

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status:

Review Comments:

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Grade Level Meetings	Principal, Asst. Principal	Information to conduct effective parent conferences.	On-Going	Communication Log
2	CIS Training	District Personnel	To assist with the planning and implementation of effective parental involvement activities that are linked too improve academic achievement.	On-Going	Sign-In Logs
3	Monthly Faculty Meeting with teachers	Principal, CIS	To promote positive communication between home, school and the community.	On-Going	Communication Log

4	District/ Schools professional Development	Principal ASST. Principal, Instructional Coaches	To assist with the planning and implementation of effective parental involvement activities that are linked too improve academic achievement.	On-Going	Sign-In Logs
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Review Rubric:

- Content and type of activity including the following:
 - Valuing of parental involvement,
 - Communicating and working with parents,
 - Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

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: Gragny Elementary School's Parent Resource Center, Media Center, and Computer Lab provide access and training using computers, children's books, and community resources.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

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: Gratigny's parents are notified in a timely manner regarding the different programs and activities hosted by the school.

Parents are informed about the curriculum and assessments used through a variety of parent workshops and the parent handbook. The parent handbook is provided at the beginning of the school year and is available in the main office. Parents are notified of their children's academic progress a minimum of eight times during the school year consisting of four progress reports and four report cards. Parent conferences are conducted by teachers to clarify any concerns and to provide strategies for parents to help their children.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status:

Review Comments:

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: Gragny Elementary School and the Title I Program makes many attempts to get meeting information to parents for their participation via: ConnectEd, Flyers in three languages, Monthly Calendars, and the Title I Parent Newsletter.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status:

Review Comments:

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:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	BPOP	Bilingual Department	Providing information to parents	On-Going
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Gragny's Parent Resource Center	CIS	Involve parents in their child's education.	On-Going
3	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)];	Grade Level Teachers	Principal	Providing information to parents.	On-Going
4	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Participation of Community and Parents in EESAC meetings	Principal, EESAC Chairperson	Involve community and parents in children's education.	On-Going

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:**Review Comments:**

Upload Evidence of Input from Parents

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

Uploaded Document

Review Rubric:**Review Status:****Review Comments:**

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

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and

- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

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

Review Rubric:

Review Status:

Review Comments:

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	Connect Ed Telephone messages	30	525	Provides information and support services that strengthen the relationship to enhance student achievement.
2	Parent Resource Center	30	100	Provides information and support services that strengthen the relationship to enhance student achievement.
3	EESAC Meetings	8	20	Provides information and support services that strengthen the relationship to enhance student achievement.
4	Home Visits	10	2	Provides information and support services that strengthen the relationship to enhance student achievement.
5	Title 1 PAC Meetings	1	3	Provides information and support services that strengthen the relationship to enhance student achievement.
6	Bilingual Parent Workshops	6	50	Provides information and support services that strengthen the relationship to enhance student achievement.
7	PTA Meetings	8	25	Provides information and support services that strengthen the relationship to enhance student achievement.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

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	Grade Level Meetings/Collaborative Planning	80	42	Information to conduct effective parent conferences and to monitor and improve student achievement
2	CIS Training	4	1	To assist with the planning and implementation of effective parental involvement activities that are linked to improved academic achievement.

3	Monthly Faculty Meeting with Teachers	16	33	To promote positive communication between home, school and the community.
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Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

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	Economically Disadvantaged Parents working multiple jobs	Parent activities are scheduled during various times
2	English Language Learners, not fluent in English	Flyers are sent home in three languages. also, Connect Ed messages are sent in three languages.
3	Lack of parental education and parenting skills	Offer a variety of parent workshops .

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

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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Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status:

Review Comments:
