
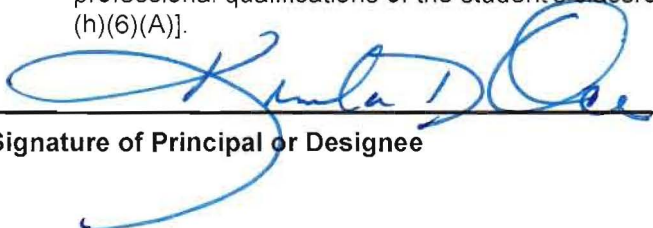


**DR. HENRY W. MACK/WEST LITTLE RIVER ELEM Title I, Part A Parental Involvement Plan**

I, Kimula D. Oce , 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 DesigneeDate Signed

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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

**Response:** The District and Title I Administration provide training to all schools in the Title I Program on ways to include parents in development of both the M-DCPS Parent Involvement Plan (PIP), the school's PIP, the school improvement process and the life of the school. The Title I District Advisory Council (DAC) and Title I Parent Advisory Councils (PAC) have elected parent members from Title I schools in their memberships that demonstrate the involvement of parents. Also the Title I PAC's (one per region in the District) meet twice during the school year, by Region, to get input from parents in their schools to support the development of required parent plans. The scope and sequence of these specific requirements for involving the parents of Title I students, are also included on the agenda, including: involving parents in the planning and implementation of the Title I program at the school site; utilizing a minimum of one percent of the school's Title I allocation to support the parental requirements of Section 1118; conducting the annual Title I Orientation Meeting at the beginning of the school year to inform parents of the school's participation in Title I; providing the M-DCPS Consultation and Complaint Procedures directions; developing, distributing and reviewing the District and school's PIP; distributing "What Parents Should Know About Title I" brochure, "Next Generation Sunshine State Standards" and Florida Standards Assessment, School Grades, Ways to be Involved at School, and developing, distributing, and reviewing the School-Parent-Compacts. The Title I PAC's (one per Region in the District) meet twice during the school year, by region, to get input from parents in their schools to support the development of required District plans including the LEA, PIP, District Improvement process, Title I DAC Meetings, and Title I PAC 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)].

count	Program	Coordination
1	Ready Schools Program	The Early Childhood Program's Administrative Director and staff supports the engagement and involvement of parents of young children with a variety of meaningful parental experiences.
2	Migrant Program	The Executive Director and staff provides supplemental instructional and support services to support parenting of migrant worker families through the many components, inclusive of the Migrant Early Childhood Learning Program.
3	Home Instruction Program for Pre-school Youngsters (HIPPY)	The HIPPY Program Coordinators and parent educators supports and provides parental training in the educational process of their three and four-year old children through parent/child tutoring, parenting skills and community service referrals. The programs are implemented through the entire school year and are coordinated through Title I.
4	Early Childhood Program	The Administrative Director and staff supports the engagement and involvement of parents of young children with a variety of meaningful parental experiences.
5	VPK	The Office of Early Childhood Programs, is committed to providing high-quality comprehensive services and programs to prepare young children for life-long learning. They provide curriculum leadership and instructional support that enables young children and their families to participate in high-quality, developmentally effective programs.

**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	Annual Title I Meeting	Principal	September 13, 2016	Sign-In Sheets
2	PIP Draft	Principal	August 22, 2016	DraftPIP
3	Title 1 Annual Meeting Flyers in English and Spanish	Principal	August 29, 2016	Flyers
4	Parent Compact in 3 Languages	Principal	August 22, 2016	Draft Parent Compact

### 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:** Parent meetings will be held in the Parent Resource Center. Parent meetings will be conducted in English and Spanish. Additional translators will be available if needed. Monthly meetings will be held at 9:00 a.m. Home visits will be conducted on an ongoing to parents that need assistance. The Community Involvement Specialist will be available, Monday - Friday, after 3:00 p.m. unless prior arrangements have been made. Methods of communication will include telephone, e-mail, flyers, calendar, Marquee and home visits. The Parent Resource Room is open to parents, Mondays through Fridays, 8:00 a.m. - 4:00 p.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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	The Title I Administration Parent Involvement Monthly School Report and Title I Parent Involvement Monthly Activities Report are used to coordinate and plan the year's parent involvement activities, and identify barriers to greater participation.	Principal, CIS	Provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.	On a monthly basis	As evidenced by increased parental involvement and/or achievement in standardized test scores
2	Parent Survey Compilation of Results is analyzed and used to amend the Title I Program and the Title I PIP at the school site for the current	Principal, CIS	Provides training, information, and support services that strengthen the relations between parents and	Throughout the school year	As evidenced by increased parental involvement and/or

	year.		the school in meaningful ways that improve academic achievement.		achievement in standardized test scores
3	The Title I CIS school-site ongoing meetings/workshops for parents.	Principal, CIS	Provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement	Throughout the school year	As evidenced by increased parental involvement and/or achievement in standardized test scores
4	Miami-Dade County Public Schools EESAC Training	District, Schools	The District provides trainings to assist schools in effectively managing their councils (EESAC) so that parents are fully involved in the development and review of the School Improvement Plan that links to improving academic achievement.	Throughout the school year	As evidenced by increased parental involvement and/or achievement in standardized test scores
5	School Site Parent Resource Center	District, Schools	Implements programs and activities that are linked to improving academic achievement.	Throughout the school year	As evidenced by increased parental involvement and/or achievement in standardized test scores

### 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	CIS' Training of Trainers	Principal, CIS	It assists with planning and implementation of effective parental involvement activities that are linked to improving academic achievement.	Throughout the school year	As evidenced by increased achievement in standardized test scores
2	Miami Dade County Public Schools	District, School	The District makes training available to assist schools in effectively managing their councils (EESAC) so that parents are fully involved in the development and review of the SIP that is linked to improving academic achievement.	Throughout the school year	As evidenced by increased achievement in standardized test scores

### 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:** The school currently has a Parent Resource Center available to all parents and community members. In the Parent Resource Center, parents will find information and literature in English and Spanish that will help support the educational program. Parents are invited to participate in EESAC meetings and District Advisory Council (DAC). In addition, monthly parent meetings are held to encourage parental participation and to support the educational program.

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## 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:** The school ensures that monthly calendars are sent home to inform parents about monthly events. (Open House, Title I Annual Parent Meetings, etc..) In addition, flyers are sent home as reminders about upcoming events and Connect Ed messages are delivered the night before to remind parents about the school sponsored events. In addition, parents will receive Progress Reports and Report Cards. Parent Portals workshops will be held to show parents how to access the curriculum, monitor assessments and communicate with teachers. In addition, the school will utilize Social Media and the school's Marquee to display and communicate information with parents.

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## 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:** Parents are provided monthly parent workshop meetings. Literature is sent home in the English, Spanish and Haitian Creole. Parents are offered Parent Academy courses, Connect Ed messages are sent in English and Spanish and bilingual services and interpreters are available as needed. Parents and school can communicate through emails, written communication, telephones, teacher websites, etc. In addition, Social Media will be utilized as a form of communication.

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## 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	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)];	There are scheduled monthly meetings.	Principal and CIS	It strengthens the relations between parents and schools in ways that improve academic achievement.	2016 - 2017 school year
2	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Activities will be scheduled throughout the school year to bring the Community, School and Parents together	Principal and CIS	Activities will have a positive impact on student achievement.	2016 - 2017 school year

**Upload Evidence of Input from Parents**

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

[Uploaded Document](#)

**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](#)

**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](#)

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	Parent Workshops	20	300	Provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic 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	Parent Workshops	20	300	Provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.
2	Faculty Meetings	10	32	Provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.
3	EESAC Meetings	10	80	Provides training, information, and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.

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	Working parents were not able to attend workshops on weekdays because of scheduling.	Parent workshops will be held on select Saturdays during the school year.
2	Some parents feel disenfranchised due to language barriers	Translators will be utilized to communicate information to parents
3	Lack males at parent events	Provide programs to attract male figures into the school

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)

count	Content/Purpose	Description of the Activity
1	Increasing Parent Participation	Recruitment of Volunteers
2	Increasing Parent Participation	Started a PTA