## A. PHILIP RANDOLPH ACADEMIES Title I, Part A Parental Involvement Plan

I, Cathy Barnes, 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)].

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

**Mission Statement**  
  
Parental Involvement Mission Statement (Optional)

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| **Response: A. Philip Randolph Career Academies, How Careers Move! Parents will be informed and solicited for their much needed help and support in our mission to ensure that all students are being given a high quality education and prepared for college or career in their designated field of study.** |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Meetings will be held with parents at various times and dates with the purpose being to inform parents about what is going on in the school and to receive feedback from parents on perceived needs and the dispersal of resources and funds. Notifications for these meetings will be sent out at least two weeks in advance through the school messenger and flier. An option for parents with difficulties traveling or that do not have transportation will be to access agendas and information online via the school’s website and to send feedback, questions or concerns to the school’s Title I designee. Minutes will be kept at all meetings and notes received via e-mail will be attached to those minutes. |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | IDEA | We will ensure that parents understand the different aspects, accommodations and limitations of their student’s IEP and also give them strategies to help support their students with whatever disability they face. |
| 2 | Parental Involvement room | We will have a parental involvement room that will allow parents to stay informed about what is going on at the school, as well as access to instructional resources and technology that will be able to be used on campus or checked out. |
| 3 | Parental Involvement Activities | We will design and schedule meetings and activities designed to inform parents of vital parts of their student’s education and to educate and assist them in helping to support their student is whatever way is needed. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Mass call out to all student homes | Jeff Tuccillo | 2 weeks prior to meeting which will take place during the 1st quarter | Attendance & workshop evaluation |
| 2 | Meeting date and time added to website | Mary Mackoul | 2 weeks prior to meeting which will take place during the 1st quarter | Attendance & workshop evaluation |
| 3 | Meeting date and time added to marquee | Corrina Crews | 2 weeks prior to meeting which will take place during the 1st quarter | Attendance & workshop evaluation |
| 4 | E-mail blast to all parents about meeting date and time | Jeff Tuccillo | 2 weeks prior to meeting which will take place during the 1st quarter | Attendance & workshop evaluation |
| 5 | Flier with meeting date and time sent home with students | Jeff Tuccillo | 2 weeks prior to meeting which will take place during the 1st quarter | Attendance & workshop evaluation |

**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)].

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| **Response:** Meetings and events will be as numerous as possible and will be held at various times and alternate days. Meetings will be held at either 9:00 in the morning or 4:00 in the afternoon to accommodate for different schedules. We will also look to hold at least one event on a Saturday to accommodate parents that are not able to come at any time during the week. Transportation and/or child care will be provided, with or without the use of Title I funds at the parent’s request. |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Testing (FSA, FCAT, ACT/SAT/PERT) Night | Bryan Chadwick | Educating parents on the FSA and rudimentary testing strategies to use with their children at home to prepare them for testing. The information presented and provided to parents and students at this event will directly align to the state ELA, Math, and Science Standards. The goal is to give parents a better understanding of the type of assessments students will face in the Spring and free resources that are available through FLDOE for home use. | The beginning of the 3rd quarter | Attendance & workshop evaluation |
| 2 | Dual enrollment information meeting | Sidell Kearns | Parents will have the opportunity to learn about Dual Enrollment and all of the accompanying rules and qualifications that their students must meet to in order to participate. Parents will also learn about the benefits and drawbacks to the program in order to make an informed decision about whether or not their student should participate and at what level they should participate. | One at the end of the 1st quarter and one at the end of the 3rd quarter | Attendance & workshop evaluation |
| 3 | Family Literacy Breakfast | Mary Buchanan | Parents will have the opportunity to learn about FSA reading standards and strategies to support instruction. Parents will also learn about testing dates, times and best practices and have the chance to learn about the instruction that is taking place in the classroom. Parents will also be notified of in school and after school tutoring opportunities. | At the beginning of the 2nd quarter | Attendance & workshop evaluation |
| 4 | Financial aid night | Sidell Kearns | Parents will have the opportunity to learn about the various forms of financial aid that is available and the methods by which they procure it. This will be open to parents with students of all ages as they begin to make preparations for funding postsecondary education. | At the beginning of the 3rd quarter. | Attendance & workshop evaluation |
| 5 | Academy Parent Night | Mary Mackoul | Parents will be informed of the mission, vision and protocols of their student’s designated academy. Parents will learn about daily routines and each programs overall goals as it relates to industry certification, college and career. Parents will be given advice on how to support their students in the program/academy. | At the end of the 1st quarter | Attendance & workshop evaluation |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Teachers will be trained on “Engagement in the Classroom and Beyond” | Mary Buchanan & Chip Leonard | Teachers will receive training on how to engage parents in academic and content related work and how to best support student success in their subject. Teachers will also be trained on how to teach students to think critically and have deeper discussions of the material they are being taught. Teachers will also help students work on a variety of activities instead of mundane bookwork. | September 13, 2016 | Evaluation Survey |
| 2 | Teachers will be trained on the use of Focus | Jeff Tuccillo | With teachers having a better working knowledge of Focus, parents will have better access to real time grades, more open avenues of communication and alternative methods of turning in assignments. | October 4, 2016 | Attendance & workshop evaluation |
| 3 | Teachers are invited to all PTSA/SAC/Title I meetings | Jeff Tuccillo | Teachers will have the opportunity to give feedback on needs of the students and resources needed and to hear parent concerns and interact with parents to gain beneficial insight and information on how to support instruction both in the classroom and in the home. | Every month | Attendance & workshop evaluation |

**Review Rubric:**

 Content and type of activity including the following:Valuefollowing:

* 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)].

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| **Response:** We will have a staffed parent resource center located at the front of our school, for ease of access, for parents to come and gather information about upcoming events, tests and meetings as well as sign up for our SIS (Focus) and utilize technology they would not otherwise have access to. Copies of the Parent Involvement Plan, School Improvement Plan and access to school calendars will be provided. Copies of any and all documents will also be provided in alternative languages such as Spanish. |

**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)].

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| **Response:** We will utilize various forms of communication including the parent call out and email system (school messenger), the school website, the school marquee, the school newsletter as well as fliers sent home and mail outs when determined that they are needed. We will use these forms of communication to inform parents of meeting dates and times, test dates and times, of their ability to go on our SIS (Focus) and look at class curriculum and student progress. Meetings notices will be posted, sent out or sent home at least 2 weeks in advance of any meeting. |

**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)].

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| **Response:** All presentations will be in laymen's terms, without unnecessary jargon. We have a very small ESOL population, but can and will provide interpreters (school counselor & foreign language teacher) if needed. We will have meeting on different days of the week and at different times of the day to accommodate those parents that may work hours that normally prohibit them from attending school events. We will also provide handouts to all parents so that they have information that they are able to take home with them. These handouts will be made available in any desired language. For our parents of students with disabilities, they can expect personal communication to come from our ESE department including personalized meeting notices and phone calls. ESE staff will also be present for any meetings involving ESE students. |

**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:

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| --- | --- | --- | --- | --- | --- |
| **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)]; | Plan ahead for different meeting dates and times monthly so that parents have a variety of options to choose from. | Jeff Tuccillo | More parent involvement should coincide with parent involvement with their student's academics. | Monthly |
| 2 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | These organizations will be invited to all SAC/PTSA/Title I meetings to receive information and give feedback on perceived needs. | Jeff Tuccillo | These organizations will be able to provide us with resources and/or mentors to encourage student achievement. | Monthly |

**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.

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| --- |
| [Uploaded Document](file:///C:\Users\tuccilloj\Downloads\fileUploads\162851_2016-2017_uploadEvidenceParentInput.pdf) |

**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.

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| [Uploaded Document](file:///C:\Users\tuccilloj\Downloads\fileUploads\162851_2016-2017_uploadCompact.pdf) |

**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.

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| [Uploaded Document](file:///C:\Users\tuccilloj\Downloads\fileUploads\162851_2016-2017_uploadCompactEvidence.pdf) |

**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.

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| N/A |  |  |  |  |

**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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| N/A |  |  |  |  |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Wrong or disconnected telephone numbers for economically disadvantaged | Request updated data |

**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 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** |

**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:**