## REAL ACADEMY (REACHING EVERY ADOLESCENT LEARNER) Title I, Part A Parental Involvement Plan

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** The mission of REAL Academy of Polk County Public Schools, Florida, whose design is purposed to equip students with an accelerated and intensive Alternative Education Program to complete 2 academic years in one. Selected students who have failed 2 grade levels between 4-10th grade are enrolled. At the end of the one year participation and passage of 2 years in one, students may achieve promotion to the grade level of kindergarten cohorts. District and school-based Title I Parent Involvement Programs missions in Polk County will strive to build relationships to create positive engagements for every child, every family, every teacher, every day. We are working for all student success. |

**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:** The results of the School Parent Survey for REAL Academy are to generate parental committees, ideas and strategies to discuss, and create an implementation plan, as well as seek county/state resources conjointly for improving relationships between the two entities. REAL Academy staff and parent committees (SAC) along with parent/teacher conference setups, will schedule an Annual Parent Meeting, while conducting quarterly Parent Training/Workshops for ongoing discussions of budgeting, activities for families, and mentoring ideas. A portion of the Title 1 funds will be used to purchase food/goods for entertaining and fostering an atmosphere, producing more fruitful and collaborative relations with all stakeholders. These goals are needed to motivate students to better achieve academically, as well as bring parents and staff together as a community. |

**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 | Parent Annual Meeting | Title 1 will conduct an Annual Meeting in September 2016. Parents will be notified through school communications of the following items: volunteer opportunities, strategies to implement collaborative events for parent involvement, enrolling in Parent Portal, and understanding the curriculum and guidelines for REAL Academy. A discussion of the Parent-School Compact will play a viable role in all decisions. |
| 2 | SAC Meeting | Title 1 will conduct 3 additional Meetings to be held in Dec, Feb, and Apr of the 2016-17 school year. Parents will be notified through school communications and the goal is to disperse and communicate all information pertaining to SAC, Mentorship and education. Review of the Parent-School Compact Syllabus to play a viable role in all decisions |
| 3 | Title I Part A - Extended Learning Program (ELP) | The ELP Program will work with the mentors of diversity, and educational uplifting programs within the Polk County Schools area. |
| 4 | School Improvement Plan (SIP) and Title 1 Part C | Regular meetings for parent input into SIP. Surveys given to all stakeholders for purpose of gathering data for direction of REAL Academy. Data will be generated for conjecture, directing to relevant proposals for utilizations in school improvement. |
| 5 | Title II | Will provide supplementary support within staff development conveniences in all academic areas, such as: Reading, Effective Reading Instructional Techniques, and Writing. |
| 6 | Parent Meetings | Communicating to parents of all Parental Meetings/Gatherings throughout academic year. Conferencing with parents when needed or requested during or after school hours. Endeavor to resolve all learners improved academic performance, increased understanding of district curriculum and pertinent information in Polk County Schools. |
| 7 | ESE/ESOL/Migrant | Our ESE Facilitator will provide support to all ESE students and parents to assure ccuracy of the IEP's and 504 plans. Using the District support staff in the ESOL department, needs will be meet for our ELL students. Outside programs, including district sponsored events will be included as resources available to the parents. |

**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 | Compact Participation | Watford | August 2016 | Parent survey/response |
| 2 | PIP Participation | Watford | September 2016 | SAC Mtg |
| 3 | Design menu, lesson, and venue ideas | Watford/Porter/Wilson | September 2016 | Parent Attendance |
| 4 | Present Agenda, PowerPoint, and Family Helper Ideas | Watford/Porter/Wilson | October 2016 | Parent Attendance |
| 5 | Parent Workshops, Testing Information | Watford | Ongoing | Surveys, Attendance |

**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:** REAL Academy will schedule meetings, scattered throughout the school day and offer periodical evening times to better accommodate parents, and guardians. Teachers will hold conferences during planning periods, or after school hours. Website is being constructed and to be completed by the end of the first semester to update parents of all school-wide and district activities, especially targeting those parents who are unable to attend meetings due to transportation issues. Such meetings will provide child-care, language translations (Spanish and/or Haitian Creole) for all parents, to understand all academic information, and training literacy, if necessary. Active as well, is the Parent Corner, which is available every school day from 7:00 - 2:30 pm on the Parent Portal. To access the portal, administration will provide all parents their students' individual PIN number. Some parent/teacher conferences will be conducted over phone or email, due to parents work shedules and transportation issues. |

**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 | Building Capacity - Literacy | Watford/Porter | Literacy and strategies for achieve. | Ongoing, quarterly | Agenda, Sign-in sheets, evaluations |
| 2 | Quarterly Newsletter | Watford | Ideas, Tips, and Tricks to help parents help their students with learning life skills. | Quarterly | Newsletters |
| 3 | Annual Parent Meeting | Watford/Porter/Wilson | At least 1.5% letter/grade improvement in all academics by the end of the year. | October 2016 | Sign in Sheets |
| 4 | Parent Workshops | Watford/Porter/Wilson | Increasing parent communication between educators, students, and parents. | Ongoing | Sign in Sheets |
| 5 | Parent Portal Usage | Educators | Increased parental communication of students needs and academic status. | Ongoing | Parent Portal Login |
| 6 | Testing Information | Watford/Porter/Wilson | 75% of students present on days of testing, parent awareness of test scores and reviews. | February 2017 | Sign in sheets |
| 7 | Dad's take to School Day | Watford | Increased male presence in a students achievement. | September 2016 | Sign in Sheets |
| 8 | Parent/Teacher Conferences | All | At least 1.5% letter/grade improvement in all academics by the end of the year. | Ongoing | Conference Logs |

**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 | Quarterly meetings parents/students/educators | SAC/Watford | As students view schools and families bond relationships, students will achieve a more purposeful education realizing school and parents are committed to work cohesively for their success. | Ongoing, quarterly | Reduced student poor behaviors |
| 2 | In-service Meetings with inclusiveness of parent/teacher successful engagements | Wilson/Watford | Inform educators of the necessity of understanding their attitudes and behaviors and the impact they have on student success. | Staff Development Days | Reduced teacher/student infractions. |
| 3 | Parent/Teacher Conference Training | Educators | At least 1.5% letter/grade improvement in all academics by the end of the year. | Ongoing | Increasing parental financial plans at home, homework helper, and grade understanding. |

**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:** REAL Academy will provide the school's parents with information by posting on the school-wide website (completed by December 2016), mailings, and student carrying letters home. A Title 1 Parent University is available to further provide literacy training for parents, and student tutoring for improved scholastic achievement. Dinners organized and coordinated with staff and SAC members for gender friendly breakfasts: Moms and Muffins/Dads and Donuts. For further information parents prefer, survey will be given to all parents so results may guide for other activities of importance. As part of the district's Multiple Pathways Program, designed to introduce students to careers requiring less than college degrees - it is called WE 3. We are informing them of its existence and purpose. The students are taking part in community activities which are designed to teach moral and responsible character. The PIRC is a tool used, also. |

**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:** REAL Academy will provide parents and other legal participants of all Title 1 Programs approved within our district. The Title 1 School Coordinator will provide varied education entities for families to learn of websites directed to tutoring outside classrooms, health improvement information for student/family, and the use of the district's Parent Portal - which is a valuable tool for all parents to obtain a student PIN number from home, enabling them to view students' academic performance in every class. This enables the parents to email teachers questions and teachers may communicate back. We are sending home letters to all enrolled Title 1 students whose homes do not have computers with information on how to rent/purchase computer technology for home use. This gives the parents an even bigger tool for empowerment over their child's academics. As well, students will have an equal opportunity at achieving academically, as well as those who come from homes who have technology privately. A common part of our program will be sending out agendas, calendars and school surveys to all families. Each item is given as an opportunity to encourage communication between school and home. The Parent University information from the district will be shared via our school website (once created and published). Each PIRC's will be advertised and used for various resources for our parents. Each parent will be encouraged to attend one or more sessions of either the University or the PIRC for assistance with helping their students achieve higher academic goals in their course studies while attending the REAL Academy. |

**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:** REAL Academy will communicate among all ethnicities of children and parents through translations by district/community level individuals of varied language cultures (Spanish and Haitian Creole). Forming a close relation with the districts' ESOL Department, translations of Parent Compact in all languages of all student ethnic backgrounds. As well, we supply any unforeseen needs students' may encounter, which may be of benefit to their education. The funding of a school-based ESOL instructor would be a critical component needed in our educational community so we may further serve all cultures of students enrolled.Creating a school website and providing translation services through the site will also help parents and family members keep informed of all events and future activities. The website will include for parents a staff directory with email connections (Parent Portal will also have access to emails for each teacher), Title I information, and district activities. Report cards will be attached to various communications for students to take home informing them of SAC meetings, Students with Disabilities Information, district home education policies and requirements, as well as Parent University opportunities.  |

**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 | 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 | REAL Academy will communicate among all ethnicities of children through translations  | All Staff | Create and enhance all ethnicities for increased parent involvement. | ongoing |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Forming a close relation with the districts’ ESOL Department, may be used for translations, and supply any unforeseen needs students encounter which may be of benefit to | SAC/Watford/ESOL | Feel part of child's educational process. | ongoing |
| 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)]; | Quareterly gatherings with parents to socialize after school hours at education facility. | SAC/Watford | Enhancing students' self-esteem for knowing parents care of their goals.  | ongoing |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Discussing and researching other similar institutions' activities which are successful. | SAC/Staff/Watford | Various activities can add variety for parents. | Bi-annually |

**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%3A%5CUsers%5Ccheryl.watford%5CAppData%5CLocal%5CTemp%5C1%5CfileUploads%5C530921_2016-2017_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C%3A%5CUsers%5Ccheryl.watford%5CAppData%5CLocal%5CTemp%5C1%5CfileUploads%5C530921_2016-2017_uploadCompact.docx) |

**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%3A%5CUsers%5Ccheryl.watford%5CAppData%5CLocal%5CTemp%5C1%5CfileUploads%5C530921_2016-2017_uploadCompactEvidence.docx) |