## PINE VILLA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Elianeys Basulto , 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:** The staff and administration of Pine Villa Elementary School believe that all students can learn; therefore, we accept the challenge to teach all students so they may attain their maximum educational potential. A positive parent/family partnership is essential to student achievement. Pine Villa Elementary will actively involve parents, teachers, staff and the community to prepare students to be responsible and productive citizens. The Parent Involvement Plan will be developed to strengthen the partnership between the District, school, family and community. The plan and mission statement will be reviewed annually by the School Advisory Council(EESAC) to make any necessary revisions for the following school year. |

**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:** Pine Villa Elementary School's Title I Program is dedicated to encouraging parental involvement as required in the Title 1 Part A (Section 1118 (c)(3); Section 114(b)(2) and (Section 118(a)(2)(B). In order to accomplish this goal, many activities will be supported at the school site with the involvement of parents in the development of the Parental Involvement Plan, the Compact and the process of the school review and improvement. The people responsible for the planning, review and the improvement of the Title I program are the Administration, Transformation Coaches, and the Community Involvement Specialist. Parent representatives of the Parent Advisory Council (PAC) and the PTA will be engaged in the planning and review of the improvements of this Parental Involvement Plan through workshops at the school, meetings, flyers sent to parents informing them of meeting dates and times, parent discussions with the principal, assistant principal and the EESAC meeting invitations. |

**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 | Parent Academy Workshops | The District plans Parent Academy workshops throughout the school year. A representative from the District is dispatched to the school site monthly to present at the workshops. Parents are notified of the workshops via ConnectEd messages, flyers and the monthly calendar. The Community Involvement Specialist, with the assistance of the Assistant Principal, will prepare the school site for the workshop. |
| 2 | Volunteer Program | Parents are informed of the opportunity to volunteer at the school site during the opening of school's "Meet and Greet" session. Through the assistance of the Community Involvement Specialist, the parents are provided with the necessary information to become an approved volunteer. Once the approval has been given, each volunteer is provided with a volunteer number. The administration will meet with the volunteer and an assignment will be provided. Each volunteer is directed to sign in and out in the Main Office on a daily basis. |
| 3 | Community Activities | During several times of the year, the leadership team will develop activties to promote community involvememt. Advance notice will be provided to the parents of these activities via ConnectEd messages, flyers and the monthly school calendar. |
| 4 | VPK Program | The Title I office and VPK office work together to coordinate transition programs for students entering the school program. Meetings with parents, VPK teachers, and Kindergarten teachers are coordinated to discuss the specific learning needs of students and the transitioning process. |
| 5 | Nutrition Program | The District promotes healthy eating through the dissemination of information to the parents. Free and reduced lunch is provided to all that qualify for the program |
| 6 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support is provided through Title I. These service are discussed with parents during the development of the students Individualed Education Program (IEP). |
| 7 | Head Start | The Head Start pre-kindergarten teachers will conduct at least two home-visits. |

**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 | Flyer Invitation | Assistant Principal | Ongoing | Copy of Flyer Invitation |
| 2 | ConnectED Messages | Assistant Principal | Ongoing | Recorded Messages |
| 3 | Title 1 Brochure | Assistant Principal | Ongoing | Copy of Brochure |
| 4 | Parent Center | Community Involvement Specialist | Ongoing | Parent Center |
| 5 | Parent Academy | Community Involvement Specialist | Monthly | Copy of sign in sheets/Agenda |
| 6 | Annual Title 1 Meeting | Assistant Principal | September 14, 2016 | Sign in sheets |

**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:** Pine Villa Elementary believes in the importance of parental involvement. Parental Involvement information is distributed at the beginning of the 2016-2017 school year. This information will be utilized to develop Title I meeting objectives, projects, and workshops. The school will create a calendar to inform parents of activities with a variety of meeting times that fit their schedule needs. The Family Resource Center will maintain information pamphlets for those parents unable to attend meetings. This is way to keep all parents informed. The CIS will also have brochures and materials available through home visits. |

**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 | Common Core State Standards/Workshop | Transformation Coaches and Administration | Increased student achievement | January | Website, Flyers, Monthly Calendar |
| 2 | Curriculum Night | Transformation Coaches, Instructional Staff and Administration | Increased student achievenet | December | Agendas, Sign in sheets |
| 3 | Parent Academy Workshops | Asst. Principal, Community Involvement Specialist | Increased student achievement | Monthly | Website, Flyers, Monthly Calendar, ConnectEd |
| 4 | Community Events | Administration, School Support Services, Community Involvement Specialist | Increased student achievement | On going | Agendas, Sign in sheets |
| 5 | Parent Conferences | Classroom Teachers, Administration | Increase in student achievement | Quarterly | Sign in sheets |

**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 | Value of Parental Involvement/Articles | Admnistration | Increase student achievement in Reading/Language Arts/Mathematics | Monthly | Sign in sheets |
| 2 | Effective Communition Between Parents and Teachers/Powerpoint | Administration | Increased student achievenet due to the goal setting | January | Agenda/Sign-in Sheet |
| 3 | i-Ready | Helen Garcia Tunon | Increased student achievement through data analysis | September | Sign-in Sheets |
| 4 | Instructional Best Practices | Administration | Increase student achievement through capacity building of the instructional staff | September | Agenda/Sign-in Sheets |

**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:** The Parent Resource Center is available for parents to gather resources to use at home. The Community Involvement Specialist and the Assistant Principal will ensure that all pertinent information is available. A log will be kept of the parents that visit the Resource Center. The hours of the Parent Resource Center will coincide with school hours. Parent Academy workshops are conducted in the Media Center by Title I District Office Staff. Flyers and Notices are sent home regarding these activities as well as ConnectED phone messages. |

**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:** Timely information will be provided to the parents in the following ways: sent home with students, flyers, monthly school calendar connectED messages, parent center.    During parent/teacher conferences academic progress with suggestions to help students at home and school will be shared. Parents can schedule teacher conferences as needed throughout the school year.    The Reading and Math Curriculum is available for students and parents on line via the student portal. Student work folders are maintained within the classroom in individual folders.    Communication of school level test results with parents is done via phone, conference, and parent letters . Information on what the school is doing to meet higher standards is also provided during parent meetings.    Conversations with parents regarding the school's strengths and weaknesses to make improvements are conducted during the Educational Excellence School Advisory Council (EESAC)meetings.    Parents are invited to serve on the Educational Excellence School Advisory Council(EESAC) which also serves as the Title I Parent Committee. The EESAC reviews and may make suggestions for changes to the School Improvement Plan. Parents are also invited to join the Parent Teacher Association (PTA). At the annual meeting, information is presented about the Title I programs, the curriculum and academic assessments.    Climate surveys are conducted annually and parents may submit comments. |

**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:** Parents complete the Home language Survey during the registration process. All ESE, ELL and migratory students are identified and all parental involvement activities are made available in varying methods to meet the needs of the individual student. In the development of documents consideration is given to the literacy levels of the parents in the community. When parents are speakers of other languages, ESOL teachers, the World Languages Office and Title I office is contacted for interpreters or document translators. All pertinent information will be presented in English, Spanish and Creole. |

**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 | 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)]; | Various meeting times and home visits | Principal, Counselor, Social Worker, CIS, Teachers | SIP Goals/Academic progress | Ongoing |

**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\Wood\AppData\Local\Microsoft\Windows\INetCache\IE\T2HMCV0R\fileUploads\134461_2016-2017_uploadEvidenceParentInput.docx) |

**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\Wood\AppData\Local\Microsoft\Windows\INetCache\IE\T2HMCV0R\fileUploads\134461_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\Wood\AppData\Local\Microsoft\Windows\INetCache\IE\T2HMCV0R\fileUploads\134461_2016-2017_uploadCompactEvidence.docx) |

**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** |
| 1 | Title I Annual Parent Meeting | 1 | 49 | Increased student achievement |
| 2 | Open House | 1 | 95 | Increased student achievement |
| 3 | The Parent Academy | 8 | 12 | Increased student achievement due to involvement/Participation |
| 4 | Curriculum Night | 1 | 11 | Increased student achievement |
| 5 | Mentors/Literacy | 1 | 7 | Increased 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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Effective Planning | 1 | 21 | Increased student achievenet due to an understanding of the best practices in planning |
| 2 | Deliberate Practice Growth Target | 1 | 25 | Increased student achievenet through goal setting |
| 3 | Instructional Resources | 1 | 19 | Increased student achievement due to an understanding of instructional resources |
| 4 | FSA Training | 1 | 20 | Increased student achievement |
| 5 | SAT 10 Training | 1 | 21 | Increased student achievement |
| 6 | Transition to Kindergarten Training | 1 | 4 | Increased 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:**

**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 | Parental involvement by all subgroups. | We will develop personal contact with parents and families through the parent resource center, parent-teacher conferences, home visits, phone calls, Connect-Ed messages and information on the school's website. |

**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:**