

BEL-AIRE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Ms. Prudence Mingo, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].


Signature of Principal or Designee

9/20/16
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: We are committed to safety and excellence.

Review Rubric:

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

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

Review Status:

Review Comments:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Parents were invited to the Title I Orientation Meeting on September 14, 2016. They were apprised of Bel-Aire's Title I status via letters, flyers and Connect-Ed messages. In addition, they have been invited to EESAC meetings and PTA meetings to learn more about Bel-Aire and our Title I Programs.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Review Status:

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	PTA	PTA will host activities and events to make a home to school connection with families.
2	VPK Pre-K	Pre-K works with students and families to prepare students with Kindergarten readiness skills.
3	EESAC	Teachers, staff, administrators and other stakeholders meet monthly to help make decisions about the needs of the school's academic programs.
4	Parent Academy	The Parent Academy presents trainings and workshops to assist parents become actively involved in their childrens' educational success
5	Title I	Title I Program will allow the Community Involvement Specialist to communicate with parents regarding special programs, educational opportunities, attendance and behavior issues.
6	South Florida All Stars	South Florida All Stars will be providing an after school care program that will assist students with standardized testing skills and homelearning assignments.

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Title I Notification Letter	P. Mingo, Principal	September 14, 2016	Informed Parents
2	Title I Orientation/Annual Meeting	P. Mingo, Principal	September 14, 2016	Sign In Sheet
3	Title I Flyer	M. Maza, Assistant Principal	September 14, 2016	Informed Parents
4	Title I Parent Compacts	P. Mingo, Principal	September 14, 2016	Informed Parents
5	Title I Information - School Website	P. Mingo, Principal	September 14, 2016	Informed Parents
6	Open House	Administration	September 14, 2016	Sign-In Sheet

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or

evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Bel-Aire Elementary will provide Volunteer Orientation meetings, PTA Meetings, Parent Academy, EESAC and Title I meetings as well as home visits to assist parents in becoming active stakeholders in their child's education. These meetings will be held in the morning, during school hours and in the evenings to afford parents an opportunity to attend and become involved.

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Open House	Administration	Overview of educational programs	September 14, 2016	Parent Attendance
2	Title I Orientation/Annual Meeting	Administration	Home-to-School Connection	September 10, 2015	Parent, teacher and staff attendance
3	Parent Academy Workshops	Dr. Nwosu, Counselor	Informational meeting sessions for parents	October 2015-May 2016	Parent Attendance
4	Reading Family Night	Sonia Yanes, Reading Coach	Strategies to help children read/Test Taking Strategies	January 2017	Student and Parent Attendance
5	Math and Science Night	Fiona Adshead, Math Coach	Strategies to help children with math skills and scientific method	December 2016	Student and Parent Attendance
6	Third Grade Mandatory Retention Parent Meeting	Monica Maza, A.P.	Strategies and Information on mandatory third grade retention	January 2017	Parent Attendance
7	SAT Success Night for Parents	Monica Maza, A.P.	Tips and Strategies on grade 1 and 2 standardized testing	January 2017	Parent Attendance

8	Principal's Breakfast	P. Mingo, Principal	Tips and Strategies to help children	October 2016 - May 2017	Agenda and Sign- in Sheets
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Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Response to Intervention	Monica Maza, AP	Gather and Analyze data to assist student academic performance	Ongoing	Rtl Process
2	Attendance Plan	Allen Sosa, Success Coach	Information on the importance of Student Attendance	Ongoing	Increase of student attendance
3	Discipline Plan	Prudence Mingo, Principal	Decrease in suspensions and positive behavior	Ongoing	Decrease of Student Suspensions
4	EESAC Training	Denise Franklyn, EESAC Chair	Decision Making Process for the best interest of the school	October 2016	Educate stakeholders on EESAC members' roles and responsibilities

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)].

Response: Through the Title I Program, home visits will be made weekly to increase student attendance and improve student behavior. Trainings will be offered through the Parent Academy. A Parent Resource Center has been established so that parents may access instructional and informational resources to build a bridge between home and school.

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Newsletters, flyers, parent calendar, Data Chats, parent links on the school website and Connect-Ed Messages will be utilized to inform parents of academic activities, social events and assessments that will take place at Bel-Aire. Teachers teach

the Florida Standards in Mathematics, Reading, Language Arts, Science and Social Science through district-adopted textbooks, supplemental resources and technology. Wonderworks, Reflex Math and I-Ready are used as a tutorial programs to assist students who are not working on grade level. Differentiated instruction takes place on a daily basis to assist students who did not master benchmarks. 39% of students in grades 3-5 are expected to achieve proficiency in Reading. 65% of students in grades 3-5 are expected to achieve proficiency in Math. Parents have the opportunity to meet with teachers and/or administrators if their children are not succeeding academically or are having behavioral difficulties and attendance issues.

Review Rubric:

Strong responses include:

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

Review Status:**Review Comments:**

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The school will provide the parents with the following forms of communication in order to inform them of schoolwide activities: Flyers, Connect-Ed Messages, Monthly Newsletters, Monthly Calendars and letters that will be translated in the students' and parents' home language. During meetings, a translator will be available to translate and communicate between the teacher and the parent(s).

Review Rubric:

Strong responses include:

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

Review Status:**Review Comments:**

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parent Academy	Dr. Nwosu	Increase student achievement	ongoing
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	PTA; Parent Volunteer Orientations	Mingo, Maza, Nwosu	Parent Involvement	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)];	Home Visits; Title I Meetings	Mingo, Maza, Nwosu	Parental Involvement; Improvement in students' grades; success in standardized testing	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.

Uploaded Document

Review Rubric:

Review Status:

Review Comments:

Upload Parent-School Compact

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

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

Upload Evidence of Parent Involvement in Development of Parent-School Compact

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

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

Uploaded Document

Review Rubric:

Review Status:

Review Comments:

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	The Importance of School Attendance	1	35	Increase student attendance
2	Reading Family Night	1	200	Increase student achievement and Parent knowledge of the Reading standards
3	Math and Science Night	1	200	Increase student achievement and Parent knowledge of the Math standards
4	Third Grade Parent Informational meeting	1	25	Increase student achievement and Parent knowledge of the Reading standards
5	SAT-10 Parent Night	1	35	Increase student achievement and Parent knowledge of the Reading and Math standards

Review Rubric:

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

Review Status:

Review Comments:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Response to Intervention-Reading	4	21	Increase student achievement through Intervention activities
2	Attendance Intervention	3	21	Increase student attendance
3	Florida Standards Training Reading and Math	2	21	Increase student achievement
4	Gradual Release	2	21	Increase 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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Bad-disconnected phone numbers	CIS will do home visits to get a working number form the parent or guardian
2	Language barrier-unable to read in English	Provide information in different languages
3	Language barrier-speaking and understanding language	Provide meeting in different languages
4	Lack of Transportation	Meetings at different times (am and pm)
5	Babysitting	Provide free childcare
6	Working late	Have meetings at different times (am and pm)

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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Review Rubric:

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

Review Status:

Review Comments: