

## POINCIANA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Dr. Larry Schmiegel, 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)

**Response:** Our mission is to educate the entire school community to be the best they can be and fulfill their potential in academic, personal, and social growth.

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**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:** Adequate

**Review Comments:**

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**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:** Poinciana parents will be invited to attend School Advisory Council (SAC) meetings as well as our Title I meetings. In addition to the opportunity to provide input at meetings, information will be shared through our weekly newsletter, The Pelican Post and our website. Parents will have the opportunity to provide feedback via email, writing or in person. Parents can access minutes from SAC on the school website or in the office. All input gathered in regards to the development of the School Improvement Plan and Parent Involvement Plan will be formally addressed at SAC meetings through discussion, reflection and decision making. The Title I meetings are held at the start and end of the year. The first meeting agenda includes information regarding the purpose and implementation of Title I in our school and what the program means to parents and students. The second meeting is designed to evaluate the program and to give the opportunity to parents to provide input that will be used in the next year's planning process.

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**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:** Adequate

**Review Comments:**

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**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	Title I	Parents will be informed about the guidelines, purposes, goals and expectations of the Title I program through formal Title 1 and SAC meetings, newsletters and the website. Discussion and the opportunity for input will be provided regarding the development, implementation and evaluation of our program on a yearly basis.
2	Title II	Professional development is provided to the staff to support parental involvement and communication.
3	VPK	Events to promote at-home learning are provided to VPK parents in the form of formal sessions and information sent home. Transition to Kindergarten is facilitated through Kindergarten Round-Up. Conferences between the instructor and parents is also used to share information and orient parents to student progress and ways to assist at home.
4	IDEA	During IEP meetings, information is shared on strategies that can assist in promoting student progress both at school and at home.
5	Open House/ Meet the Teacher	Open House and Meet the Teacher Day provide the opportunity for teachers to inform parents of grade level curriculum and expectations, school and classroom policies, homework policies, and share parent resources and communication methods.
6	Title I After School Program	Parents will be informed about the guidelines, purposes, goals and expectations of the Title I after School Program through newsletters, SAC meetings and the website. Discussion and the opportunity for input will be provided regarding the development, implementation and evaluation of our program on a yearly basis.
7	Title III	Parent Educators

#### 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
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1	Meeting Announcement in weekly newsletter	Dr. Larry Schmiegel, Principal	September 2016	Newsletter
2	BlackboardConnect Ed Call	Dr. Larry Schmiegel, Principal	September 2016	Phone message
3	Announcement and Information on Website	Betty Shapiro, Webmaster	September 2016	Website
4	Development of agenda, power point, informational items	Dr. Larry Schmiegel, Principal/ Sabrina Grassi, Title I coor	September 2016	Agenda and Power Point
5	First Annual Meeting	Dr. Larry Schmiegel, Principal/ Sabrina Grassi, Title I coor	September 14, 2016	Minutes/Sign-In Sheets
6	2nd meeting Announcement in weekly newsletter	Dr. Larry Schmiegel, Principal	Spring 2017	Newsletter
7	Blackboard Connect Ed Call	Dr. Larry Schmiegel, Principal	Spring 2017	Phone message
8	Announcement and Information on Website	Betty Shapiro, Webmaster	Spring 2016	Website
9	Development of agenda, power point, informational items	Dr. Larry Schmiegel, Principal/ Sabrina Grassi, Title I coor	Spring 2017	Agenda and Power Point
10	Second Annual Meeting	Dr. Larry Schmiegel, Principal/ Sabrina Grassi, Title I coor	Spring 2017	Minutes/Sign-In Sheets
11	Brochure Distribution at Meet the Teacher/Open House	Title 1 Chair/Principal	September 2016	Brochure

#### 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:** There are two formal meetings are held in the evenings as a result of survey information that indicates that the majority of parents prefer after work hours. Opportunities for parent involvement through workshops, curriculum events and student activities occur at various times throughout the year including before school, during school and after school. Our School Advisory Council (SAC) and our Parent Teacher Organization (PTO) meets monthly for a total of ten times throughout the year. We plan to offer a school wide parent curriculum activity quarterly to include Literacy Night, Science Fair, Food for Thought and Math Madness Night. Title I funds contribute to these events. We offer a Parent Resource library that includes materials available for

parent check out, our Academic Coaches are available to assist parents with at home strategies and our teachers promote a positive school-to-home connection through conferences, websites and class activities.

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**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:**

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**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	Parent University	Ebenson Michelin	Provides literacy to parents	3 times per week	Attendance Sheets
2	Title I Parent Meeting	Principal and Title I Contact	Provides information on school goals, Title I implementation and curriculum	2 times per week	Attendance, Agenda, Minutes
3	School Accountability Report	District Staff	Provides information on school accountability	On-going	SPAR
4	Parent Resource Library	Administration/ALT	Provides home materials to parents to support curriculum	3 times per week	Check Out List
5	Family Curriculum Events	Administration/Classroom Teachers	Increases the school to home connection	Quarterly	Attendance sheets/follow up surveys

6	Parent Conferences	Classroom Teachers	Informing parents about student progression and strategies to help at home	Minimum of twice a year	Conference Sheet
7	Tuesday Envelopes	Classroom Teachers	Informing parents of student progress, class and school information	Weekly	Parent Signatures/Climate Survey
8	FOCUS Gradebook/Progress Reports/Report Cards	Classroom Teachers and Gradebook Manager	Student mastery and progression on benchmarks	Gradebook Available daily; PR or RC every 4.5 weeks	Climate Surveys
9	Weekly Newsletters/Website	Principal and Webmaster	Information and strategies to help at home and inform of school events and information	Weekly	Newsletters/Website
10	SAC Meetings - decision making and input into SIP	Principal/Assistant Principal	Parent knowledge of curriculum, goals, and expectations	Monthly	Minutes
11	ELL Parent Meetings	ELL Contacts	Provides information on school goals, Title I implementation and curriculum	2 Times Per Year	Conference Sheet

#### 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:**

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## 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	Effective Conferencing with Parents	Sabrina Grassi, Title I Coordinator	Improve communication with parents and provide at home strategies to assist students	September	PD follow up form/ agenda
2	Family Friendly Schools	ESOL and Title I Contacts, Parent Educator	Improve communication with parents and provide at home strategies to assist students	3 times during the year	PD follow up form/ agenda
3	Tips to Get Families Involved	Administration	Improve communication with parents and provide at home strategies to assist students	On-going	Sign In Sheet

### Review Rubric:

- Content and type of activity including the following: Value following:
  - 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:

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## 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:** Poinciana provides an extensive parental lending library that allows parents to utilize educational tools at home with their children to help support the efforts of the teachers in the classroom. We have a parent center available for parents to utilize computers and resources are available in the center. The information is in multiple languages. This center is available to parents to utilize during the school day with a parent contact person, Marie Brevil, available two to three times per week on Wednesdays, Thursdays and every other Friday.

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**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:**

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**Communication**

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

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

**Response:** \*Parent-Student-School Compacts are given out at Meet the Teacher Day and Open House; Title I Meetings held twice a year; SAC meetings; Title I Brochure

\*Curriculum standards are available on district website, discussed at parent teacher conferences and shared through weekly newsletters/classroom newsletters; Information on Academic Assessments and Student Proficiency is provided in the Student Handbook, Pupil Progression Plan, FOCUS and through school-home communications;

\*Regular opportunities are available for parent input, discussion and decision making at monthly SAC meetings and the bi-yearly Title I meetings, in addition to the open-door policy administration has that provides an avenue for parent input; climate survey and BRAG box for suggestions

\*Other forms of communication to parents includes the utilization of Blackboard Connect Ed Phone calls, the school marquee and bulletin boards

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**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:**

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## Accessibility

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

**Response:** Poinciana School allows for many opportunities for participation such as forms, phone calls and information which are available in Spanish and Creole; staff is available to translate in Spanish and Haitian Creole; the school is ADA compliant so all parents may attend meetings; when possible, a translator is used at meetings and conferences; students and parents new to the school have an opportunity to tour the school and receive our handbook of information and there is Meet the Teacher Day prior to the start of school. Students that arrive to Poinciana after the first day of school receive a school brochure and handbook with information. The office staff includes bilingual personnel. Copies of forms in other languages are available in the office as much as possible. Monroe County Schools Parent Educator will assist with ESOL families as well as migratory student families. Parent University provides literacy class to ELL parents.

## 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:**

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## Discretionary Activities

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

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	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 Curriculum Night	Academic Coaches	Provide information/strategies to support the literacy program and enhance student reading skills.	Twice a year.
2	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)];	Conducting a minimum of two parent conferences per year; mid-term progress reports	Administration/Teachers	Content specific information and progress on curriculum mastery is provided, to include strategies to improve skills in focus areas	Bi-yearly; mid-reporting period
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Volunteer	Dr. Larry Schmiegel Principal; Leslie Holmes, Dean	School Support	On-going

#### 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:**

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## Upload Evidence of Input from Parents

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

[Uploaded Document](#)

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**Review Rubric:**

**Review Status:**

**Review Comments:**

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## 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](#)

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**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:**

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## **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](#)

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**Review Rubric:**

**Review Status:**

**Review Comments:**

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## **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
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**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:**

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### **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
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**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
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**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:**

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