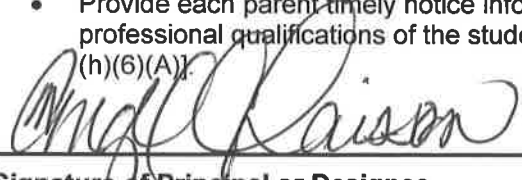


Stellar Leadership Academy Title I, Part A Parental Involvement Plan

I, Angel Chaisson, 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 1111(h)(6)(A)].


Signature of Principal or Designee

10-3-14
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Stellar Leadership Academy strives to be a model school that provides a personalized education for students in grades 9-12. Stellar Leadership Academy will inspire students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive blended model program. Students will be prepared as educated, responsible, and contributing citizens, who can communicate, and calculate with accuracy using current technologies and resources. Stellar Leadership Academy will empower students to cultivate respect for self and others by offering opportunities for life-long development. Through the provision of various learning environments and the blended model, students will achieve educational,

personal and career goals within and beyond the classroom.

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: Stellar Leadership Academy believes in involving parents in its Title I programs. The School Advisory Council has the responsibility for developing, implementing, and evaluating the school level plans, including the School Improvement Plan and the Parent Involvement Plan. The School Advisory Council members are parents, staff members, and community members who have volunteered and have been approved by the parents of Stellar Leadership Academy. Input from parents will be documented in the meeting minutes for the School Advisory Council meetings.. Parents are given the opportunity to review the PIP and offer their input during the Title I Annual Parent Meeting. We will continue to encourage parents at every activity planned.

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	IEP Meeting	ESE Department
2	ELL Meetings	ELL Department

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 1 Orientation	Leadership Team	October 2014	Log and Feedback
2	Annual Open House	Leadership Team	October 2014	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)].

Response: Flexible scheduled meetings are and will continue to held at various days and times such as mornings and afternoons.

October- Open House for all students and parents (Evening)

Title I Annual Meeting (Evening)

Workshop-Understanding Your Child's FCAT Score- English

Workshop-Understand Your Child's EOC Scores - English

September - Conference Day

December- Conference Day

February - Conference Day

Preparing for the FCAT

April - Conference Day

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	Title I Annual Meeting	Leadership Team	Pending	September	Parent Sign in sheets
2	The Title I Administration Parent Involvement Monthly School Report and Activities Report	Leadership Team	Pending	Monthly	It provides information and guidance on how to improve parent participation through the analysis of data.
3	EESAC Meeting	Leadership Team	Pending	Monthly	In response, strategies are developed for more effective parental involvement, through the revision of existing parental plan and programs, practices and activities that are linked to improving academic achievement
4	Parent Activities	School Wide	Pending	Monthly	It provides training, information,

					and support services that strengthen the relations between parents and the school in meaningful ways that improve academic achievement.
5	Parent Informational Breakfast	Leadership Team	Pending	Quarterly	Parent Sign in sheets
6	Annual Open House	Leadership Team	Pending	October	Parent 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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Faculty Meetings	Leadership Team	achievement of standardized	pending	as evidenced by increased achievement in the standardized test scores
2	EESAC Meetings	EESAC Committee	achievement of standardized	pending	as evidenced by increased achievement in the standardized test scores
3	Governing Board Meeting	Leadership Team	achievement of standardized	Monthly	as evidenced by increased achievement in the standardized test scores
4	District Professional Development Meeting	Principal, Teachers and Staff	achievement of standardized	On going	as evidenced by increased achievement in the standardized test scores

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:

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: Resources for parents will be available for checkout through our Counselor, Staff and Leadership Team. During conference hours parents will be able to check out materials and resources as needed. The School Counselor, Curriculum Resource Teacher, Math Coach, and classroom teachers will provide materials for parents to use at home with their children as needed.

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: The school provides monthly schoolwide calendars and have a visual calendar on there Edgenuity , which was distributed at the beginning of each month and year. This calendar includes the following dates: EESAC meetings, Open House, Parent Conference Nights, parent workshops, workshop dates, planning/recess days, parent/student events, progress report/report card dates, grading period dates, FCAT/SAT/midterm/final exams, Assemblies, and SES/Tutoring dates. Monthly calendars are also provided which highlight the same information as the above with more detail, as well as, club and sports information. All events and calendars are uploaded on our school website and connect ed. calls are placed when we have upcoming events.

We schedule FCAT Parent Nights where parents are given the opportunity to learn about the test, are given resources and tips on how to help their children and are able to ask questions about the test. Curriculum and assessments are also discussed during our monthly EESAC meetings as well.

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: All communication through flyers, calendars, connect ed. calls, parent meetings/EESAC meetings are done in both English and Spanish. We have translators during parent meetings and parent/teacher meetings as well when needed on our campus.

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)];	There are scheduled monthly EESAC meetings, parent activities, parent workshops	Leadership Team	It strengthens the relations between parents and schools in ways that improve academic achievement	throughout the year
2	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	The administrators monitor the strategies being used, offer support to the teachers.	Administrator	The intent is to increase academic achievement through parent involvement	throughout the year
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	The Administration will conduct meetings for parents including information on resources/information/and assistance for parents.	Administrator	This will help implement activities that are linked to improving academic achievement through community-based organizations and business.	throughout the year

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.

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	Title 1 Annual Meeting	1	25	Pending
2	EESAC Meeting	6	18	Pending
3	Annual Open House	1	50	Pending
4	FCAT Parent Night	1	42	Pending

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	Faculty Meetings	5	15	Achievement of Standardized
2	EESAC Meetings	2	13	Achievement of Standardized
3	Governing Board Meetings	3	8	Achievement of Standardized
4	District Wide Professional Development Trainings	5	8	Achievement of Standardized
5	Opening School Meeting	1	10	Academic and Student services

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 current 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	Transportation	Issue Bus Cards
2	Work Schedule	Open Door policy and meeting at different times
3	Child Care	Parent Outreach Academy
4	Communication Issues	Different means of communication(emails, connect ed., and fyers

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
-------	-----------------	-----------------------------

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: