

# MALONE HIGH SCHOOL

## Title I, Part A Parental Involvement Plan

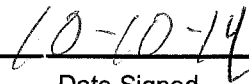
I, Doug Powell, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; 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



Date Signed

## Mission Statement

Parental Involvement Mission Statement (Optional)

**Response:** Keep It REAL

Responsibility

Excellence

Achieving

Learning

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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:** The School Advisory Council (SAC) is the committee that makes decisions on parental involvement at Malone School. These decisions include the Parental Involvement Plan through the SAC Meetings. The person responsible will be SAC Chairperson, Staff Members on the SAC and the School Administrator. These meetings will be four times a year: two in the fall and two in the spring. This will be measured by the adequate progress of the School Improvement Goals and objectives, and the SAC Committee's approval of the next year's Parental Involvement Plan. Malone School follows the requirements of State Statute 1001.452 in the selection of members to serve on the SAC. Additional items the SAC will discuss, review, and revise with the input and/or feedback from parents: Review of the student/schools achievement on ELA (First meeting and also done in Title I Annual Meeting, students through reports and parent conferences); Review of student/school achievement on other benchmark assessments; i.e. FAIR and Stanford 10 (First Meeting and Title I Annual Meeting, each time the assessment is given); Dissemination of the School-wide Program Plan; School/District Accountability Report Card; inclusion of parents in the decisions on how to spend the schools' parental involvement allocation; School Parent Involvement Policy/Plan; Notification of resources available through the State Parent Information and Resource Centers; Parents Right to Know; Notification of students receiving instruction from a non-qualified teacher after 20 consecutive days. The SAC Meeting minutes will reflect the input from parents on the above topics. The minutes from the prior meeting are approved at each meeting to ensure accuracy of meetings. Requests from parents through the SAC Meetings and other correspondence on additional topics identified in Section 1118 or strictly based on a parent's need is addressed in the SAC Meeting, when appropriate, and/or staff meetings to determine the feasibility of implementation and return on investment.

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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	HeadStart	Malone School has a Pre-K program that allows 18 children to attend. This program and the school will coordinate its efforts to provide parental involvement activities to meet their needs. The early childhood component visits the kindergarten classes with their parents prior to next school year.
2	Homelessness	The school and the homeless liaison communicate frequently to meet the needs of homeless children and their parents. Weekend food backpacks will be given out on Fridays to help families in need.

3	Title I, Part C	The district and school coordinate Panhandle Area Educational Consortium to provide parental involvement activities and translation services to ensure their involvement in the school.
4	ESE	Parent Involvement activities are coordinated by including input from parents of ESE students and working together with the ESE Office to ensure their unique needs are met.
5	Title I, Part D	The school coordinates its efforts with Title I, Part A, Title I, Part D and Title VI to reach more students with remedial and enrichment activities to support increased student achievement.
6	Title VI	The school coordinates its efforts with Title I, Part A, Title I, Part D and Title VI to reach more students with remedial and enrichment activities to support increased student achievement. Title VI also supports goals for increased graduation rates.

## 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	Parent Night/Title I Annual Meeting	Michael Kilts/Doug Powell	September 2014	Meeting Minutes, Sign-in sheets, annual parent survey issued in the Spring

## 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:** As a result of the review of parent survey responses to availability and discussion through School Advisory Council Meetings, the following has been established as meeting times for school personnel and parents to meet: during school hours through parent conferences, volunteering in the classroom, lunch with their child, honor roll and grade level performances; after school hours (usually around 3:00) through parent nights, Title I Annual Meeting, and Open House.

## 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/Teacher Conference for every child	Teacher/Guidance	Discussing grades and deficiencies	8/18/14-05/29/15	A log of the parents and the students attached to that parent for record keeping
2	Elementary Orientation	Teachers/Administration	Teachers in grades K-6 will give an orientation to parents, which will include requirements for	September 2014	Promotion Rates, benchmark assessments

			promotion		
3	Agendas	Students in grades 2-8/Teachers/Parents	Gives parents a way to communicate with teachers	8/25/14-05/29/15	Homework completion rates, benchmark assessments, number of students that do not lose them
4	Open House	Administration	Orients Parents and Students for new school year	8/14/14	Sign-In Sheets
5	Effective Communication with REMIND	Teachers	It is a safe, free way for teachers to text message students and keep in touch with parents. Parents are notified via text of upcoming assignments, tests, and can have access to documents that have been uploaded. Parents can better assist students with completing homework and preparing for tests. Student completion rates should increase resulting in higher grades.	8/18/14 - 5/29/15	Printed logs of parent enrollment from the website; Printed out logs of text messages sent through REMIND; and Sign-in sheets for parent meetings.
6	Reading Training for Parents	Administration/Teachers	Parents will feel more comfortable and capable of assisting their child with homework or the completion of assignments.	September 2014	Sign-In Sheets for parent
7	Mathematics Training for Parents	Administration/Teachers	Parents will feel more comfortable and capable of assisting their child with homework or the completion of assignments	September 2014	Sign-In Sheets
8	AdvancED Survey	Parents, Teachers, and Students	Review of instructional practices	Spring 2015	Surveys and Sign-In Sheets

## 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	Pre-planning In-service	Doug Powell	Title I overview, Compacts, Parental Improvement Plan will be discussed, Following Protocol for Teacher/Parent Conferences, Individual Grade Group Meetings with administration for upcoming requirements	August 2014	PAEC Follow-up
2	Malone School	Doug Powell, Carlin Martin,	Teachers who use state standards and communicate these expectations to	August 2014 -	Teacher Evaluations;

	Faculty Meetings	and Teachers	parents will have greater instructional practices and students will learn more.	May 2015	Agendas; Sign-in Sheets
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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:** Newsletters will be sent home that will consist of concepts being addressed via the New Florida Standards in the classrooms, test dates, and upcoming events by individual teachers on a weekly basis in elementary. The web-based school page will include daily updates of what is going on in the school for middle and high school students. Teachers will have individual pages for posting parental information. Newsletters, sign-in sheets from meetings showing increased participation as a result of well-informed parents, attendance increases on assessment days. The webpage will have a link that parents can access that will explain New Florida Standards.

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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:** -Information about Title I programs will be provided at Title I Annual Meeting and Open House during the first few weeks of school and through SACS meetings held quarterly.

-Parents will be given information concerning curricula through newsletters and school websites. Parents will be informed of assessments and progress through parent/student results reports.

-Parents have the opportunity to request meetings with teachers, guidance counselors and/or principals throughout the school year to give suggestions about their student's education. Parents are also invited to be on the SACS, and can give input during meetings, which is documented through meeting notes. Meetings will be documented with sign-in sheets and oversight from administration.

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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:** -Parents of students with disabilities may participate in IEP meetings, parent meetings and parental involvement activities with an ESE teacher present. The school is equipped for both parents and students with disabilities to have full access of the school, which is in compliance with ADA.

-Parents of ELL students are provided with an interpreter from PAEC for parent meetings.

Information can be provided in their native language if requested.

-ELL students and migrant students are identified through the home language survey, which is part of the registration form.

## 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 Resource Center	Administration	How to help parents help their children with school work and social issues.	Year long
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)];	Teacher/Parent meetings	Teachers/Guidance	Meetings will be conducted either during teachers' planning or before and after school.	Year long
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	A meeting will be conducted with business/community organizations to develop and brainstorm how these entities can help enhance the education of Malone students.	Michael Kilts/Administration	Community organizations and businesses in the community will work closely with the school to provide students every opportunity possible to assist them in reaching their highest level of achievement in school and the developing into productive citizens.	Ongoing through the years

## **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.

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Parent Meetings	160	425	Discussion of grades and deficiencies to improve student achievement
2	Elementary Orientation	1	75	Teachers in grades K-5 will give an orientation to parents, which will include requirements for promotion
3	Agendas	1	425	Gives parents a way to communicate with teachers
4	Open House	1	200	Orients parents and students for new school year

### **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)].

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Pre-Planning In-service	12	35	Title I overview, compacts, and Parent Involvement Plan will be discussed. Protocol for teacher/parents conferences and individual grade group meeting requirements with administration will be discussed to build consistency within the school.
2	Malone School In-service	1	35	Individual Professional Development Plans using a new format of either PD360 or iObservation to adapt instructional methods.
3	Data Analysis and School Improvement Plan	4	35	Quarterly analysis of student data and revision to SIP strategies to increase student engagement and achievement.

### **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)].

<b>count</b>	<b>Barrier (Including the Specific Subgroup)</b>	<b>Steps the School will Take to Overcome</b>
1	Childcare	Try to organize childcare
2	Work Schedules	Try to schedule meetings to accommodate parents with assistance from administration and non-instructional personnel.

## 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
1	Effective Communication	Malone School began to use the REMIND, a safe, free way for teachers to text message students and keep in touch with parents.

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**Malone School** will:

- ◆ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet New Florida Standards and Next Generation Sunshine State Standards.
- ◆ Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's academic achievement. Conferences will be held at least annually.
- ◆ Afford parents reasonable access to staff. Specifically, staff will be available for conferences with parents during planning times and after school as needed.
- ◆ Offer parents opportunities to volunteer in their children's school and to participate in the Volunteer program.
- ◆ Supply timely information about the Title I programs.
- ◆ Provide descriptions and explanations of the curriculum at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- ◆ Provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- ◆ Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2).

As a **Malone Parent**, I will support my child's learning in the following ways:

- ◆ Monitoring attendance through the use of the online grade book, FOCUS.
- ◆ Making sure my child's attendance is in compliance with JCSB attendance policy.
- ◆ Making sure that homework is completed using agendas to check for assignments.
- ◆ Participating, as appropriate, in decisions relating to my child/children's education through attending Child Study Team meetings, IEP meetings, AIP meetings, and parent conferences.
- ◆ Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by children or by mail, and responding as appropriate.
- ◆ Serving, to the best extent possible, on policy advisory groups, such as serving as the parent representative on the School Advisory Council and the District Wide Policy Advisory Council.

As a **Malone Student**, I will share the responsibility to improve our academic achievement and attain Florida's high standards in the following ways:

- ◆ Do my homework every day and ask for help when needed.
- ◆ Read at least 30 minutes every day outside of school time.
- ◆ Provide to my parents and/or guardians all notices and information delivered to me from my school daily.
- ◆ Attend school regularly and be on time.
- ◆ Show respect for myself, my school and others.
- ◆ Obey all school rules.

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Principal's Signature

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Parent Signature

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Student Signature