## WHISPERING WINDS CHARTER SCHL Title I, Part A Parental Involvement Plan

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

## Assurances

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

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Whispering Winds Charter School, in consultation with teachers, the principal, the school advisory committee, and parents of enrolled children, have developed and agreed upon this parent involvement policy.     Whispering Winds Charter School solicits the participation of parents in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of Whispering Winds Charter School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of the children's schools. Whispering Winds Charter School strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. To the extent practicable, Whispering Winds Charter School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families. |

**Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Parent information  and opportunities to become  involved is given to all parents  throughout the school year.  Whispering Winds offers  the following activities to all  parents: Meet Your Teacher  Day, Open House, Math Night, Info Night for Standardized Assessments,Title I Annual  Meeting, Parent-Teacher  Conferences, Volunteer  Orientation, SAC Meetings, and  PTO meetings. Information  concerning time, dates and  activities will be available in  newsletters, school marquee,  take home flyers, and the  school's website. Members will  be voted on during the first SAC  meeting. Parents will be  encouraged to join and have the  opportunity to participate in the  decision making process. SAC  is the decision-making entity of  the school. Parents are given a  survey seeking input on  activities, training and materials  they need to help their child.  The SAC Committee will review  and discuss strategies and  activities for the SIP and for the  PIP. The SAC Committee will  also be responsible for creating  the School Involvement Plan  and conducting a SIP midyear  review. Use of Parental  Involvement Funds will be  discussed at SAC meetings and  at the Annual Title 1 Meeting. Documentation  of parent participation will  include agendas, and minutes of the meetings. It is the policy of Whispering Winds Charter School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of the children's schools. Whispering Winds Charter School strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. To the extent practicable, Whispering Winds Charter School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disability and parents of migratory children, including providing information and school reports to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.  Families of children attending Whispering Winds Charter School are required to volunteer 20 hours per year to the school. During the 2013-14 school year 100% of our families complied with the volunteer policy. We expect equal to or above compliance this year. |

**Coordination and Integration**

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

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| **count** | **Program** | **Coordination** |
| 1 | Kindergarten Day | Incoming kindergarteners and their parents spend the day in Kindergarten, they are involved in the curriculum, activites for home and school |
| 2 | Back to School Registration | Parents are provided with a Parent Resource guide with information about programs, services and Title I activites throughout the year |
| 3 | Open House | Parents/students are introduced to faculty/staff, expectations/upcoming events for the school year, Title I information, SAC information, volunteer information, Meet and greet sessions, policy manual overview 9/13/2012 |
| 4 | SAC Meetings | Parents/Staff meet to discuss/review information as it relates to Whispering Winds Charter School. Quarterly meetings advertised on the school sign and sent home as a notice in backpacks |
| 5 | PTO | Parents/Teachers meet and plan activities and events for schoolwide participation |
| 6 | Parent Involvement District Advisory Committee | Parents are given information about the District Title I District Advisory Committee, passed out in backpacks as received by District 2012/13 |
| 7 | Agreement to volunteer | All parents/families agree to volunteer 20 hours per year or 2 hours per month. We give credit for open house, parent workshops, classroom volunteerism, and also "at home" activities for those who are unable to come during school hours., Parent meet & greet 8/16/2012 |
| 8 | Parent Meet and Greet | August 14, 2014, we had a "meet and greet" day where parents can come by and meet the teacher(s) of their child(ren). To accommodate working parents, we had two meetings, one at 1:00 - 3:00 and one at 6:00 - 8:00 |
| 9 | Step Up | Each year in the Spring, we set up a "Step Up" day. Each child spends part of the day in the next grade level class. We coordinate with the charter middle school to arrange a Step Up to Middle School Day. We invite parents to attend with us. |
| 10 | Parent Volunteers | All parents/families will donate 2 hours per month or 20 hours per year to the school, as research shows improvement in student's academics when parents are involved in their education. |
| 11 | WWCS Board Meetings | Parents are encouraged to attend board meetings, bring ideas, and if interested, become a board member |
| 12 | VPK Day | April 24, 2014 - We began a VPK program this year and had a sign-up from 1:00 - 6:00 p.m. |
| 13 | New Family Orientation | August 16, 2014 - We had an orientation for all new students and families to orient them to school policies and procedures. |

**Annual Parent Meeting**

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

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Principal/secretary | ongoing | ongoing |
| 2 | Develop sign-in sheets | Classroom aides | to be signed at meeting | count |
| 3 | Advertise on the school website | Principal | Banner one week before meeting | number of people attending |
| 4 | Develop flyers, brochures | Principal | month and week before event | number of people who come to meeting |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** Workshops and meetings will be offered during the school year,  during a variety of times and days to help assure that parents  have the opportunity to participate. During each of these  opportunities, childcare and food will be provided, when  allowable. Teachers will hold parent conferences before  school or evening when needed. This year each teacher met with every parent during the first 9 weeks. SAC will make  recommendations on parent involvement meetings and  workshops for the school year. This input will include both  workshop topics and scheduling issues, such as dates, days and  times offered. At the end of each workshop, parent feedback will be requested and will be reviewed at the following SAC meeting. Using this feedback, topics and scheduling of future workshops will be  adjusted if needed in order to address parental concerns. We make monthly parent contact, and our teachers and administrator meet with any parent normally on the same day, if not, the following day. We meet before school and after school and will schedule weekend and evening appointments.  Informational meetings on FSA 11/6 and 13.   Monthly meetings held with each parent in person whenever possible, but on phone when not.    We have a "Meet and Greet" with teachers and parents prior to the beginning of school, an informal get together to allow teachers and families to begin developing open lines of communication. We have meetings in the day from 1:00 p.m. to 3:00 p.m. and in the evening from 5:00 - 7:00 p.m.     At these meetings, we give parents a brief questionnaire which asks what is the best time for them to attend meetings. Everyone on staff is willing to meet before or after school, evenings or weekends. |

**Building Capacity**

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

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | New Gen Sunshine State/Common Core Standards | Classroom Teachers | We used the Teacher Workday 10/22/12 to schedule parent meetings for parents to pick up new standards based report cards. Teachers discussed CC and NGSSS grade level expectations. | Week of 10/22/14 | Sign-in sheets, conference logs |
| 2 | Explanation of assessments, relevance | Classroom teachers | Teachers will conduct conferences week of 10/22/12 to discuss children's assessment results, what is expected, and for goal setting | August through October | Logs, completion of forms |
| 3 | School website | Principal/staff | Parent information on school activities and projects | Throughout the 2014-15 year | Logs showing online activity |
| 4 | Daily Planner | Classroom teachers | Teachers send home daily homework/work/communication every day. Each child has a planner/notebook. | Fall through Spring 2014-15 | Throughout school year |
| 5 | End of testing celebration field day | Staff | Staff, parents, students and PTO all get together for a fun day | Spring 2015 | Sign-up sheets |
| 6 | Awards Night Ceremony | Staff | All students receive an award, so all parents and family members can celebrate the achievements of their children | Spring 2015 | Classroom teachers focus on strengths of each student |
| 7 | "Mandatory" volunteer hours | Principal | Increase parent involvement | Fall 2014 through Spring 2015 | Sign-up sheets |
| 8 | Literacy and Math Nights | Principal/staff | Increase parents involvement and knowledge | Fall 2014 | Sign-in sheets |
| 9 | FAIR, FLKRS, i-Ready | K-5 teachers | Inform parents of grade level NGSSS requirements | First 6 weeks of school | sign-in sheets |
| 10 | Individual meetings with first report card (standards based) | K-5 teachers | Explain standards based report cards, where their child is and should be | End of first 9 weeks | Log from teacher |

**Staff Training**

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

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Epstein's Six Types of Parent Involvement/National Standards for Parent Involvement | Principal and Staff | To help staff understand different types of parent involvement and how parents involvement can be increased by expanding to each type of involvement | Throughout the 2014-15 | Minutes from Teacher in-staff meetings |

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

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| **Response:** We have a very active PTO this year. They have renovated the library, sorted the books and done fundraisers. Most importantly they are at the school developing relationships with the teachers and staff. We also have had very active volunteers who are working in the classroom supporting instruction. Each family donates a minimum of 20 hours per year. Most families have already exceeded that amount. |

**Communication**

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

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

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| **Response:** We hand out a Parent Resource notebook at our Meet and Greet meetings at (8/14/2014) which includes all information about Title I programs. We provide Title I requirements, grade level expectations, information on assessments and the FSA. As information changes, we send home addendums to add to the Parent Resource notebook throughout the school year. We provide information on parent nights, District SAC meetings, Whispering Winds SAC meetings, District ESE meetings for parents of children with disabilities, and other meetings that may benefit parents.  All children have a daily planner. This is a 3 ring notebook with sections for homework, school news, District news and calendar, District Title I information, and a daily reading log, and communication section.   Our charter requires that all teachers make a minimum of monthly contact with parents. Most of the teachers make weekly contact, and some daily.  The principal answers all phone calls within 24 hours.  We provide information on our website: www.whisperingwindscharter.com  We also use the District's phone system to send mass messages to remind about upcoming events/meetings. |

**Accessibility**

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

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| **Response:** We have meet and greet at the beginning of the year, an Open House in September as well as one family activity each month. Some of these are specific for different needs, such as Math night, to teach parents about our math program, and some are for general conversations about our compact, contract and other parent involvement activities. Notice of these meetings is sent home in backpacks and posted on our school marquee. |

**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:

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | One of our "super volunteers" that we recruited last year, we trained to recruit and involve other parents. As a result, our volunteer hours for the first quarter of the year has doubled from this time last year. | Staff/Shawn Royce | The more parents become aware of expectations, the more they are able to help. | ongoing |
| 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)]; | Every meeting we have had this year, we have had in the afternoon and duplicated in the evening. We also meet individually with parents when they cannot attend either. | WWCS Staff | Parents know we are serious about our commitment to their family when we are willing to meet them individually at any time. | whenever we have an informational meeting |

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\Suzann\Desktop\fileUploads\380060_2014-2015_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\Suzann\Desktop\fileUploads\380060_2014-2015_uploadCompact.docx) |

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

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

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| [Uploaded Document](file:///C:\Users\Suzann\Desktop\fileUploads\380060_2014-2015_uploadCompactEvidence.doc) |

## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Meet and Greet | 2 | 36 | Parents will establish relationship with teachers and expectations of class |
| 2 | Open House | 2 | 17 | Parents and teachers will continue to develop relationship and support for student |
| 3 | Literacy Night | 1 | 24 | To enhance family reading and learning |
| 4 | Dr. Seuss | 1 | 66 | To celebrate joy of reading, increase positive relationships |
| 5 | FCAT Fun Day | 1 | 97 | Celebration of year of hard work for families and staff. Many families participated. |
| 6 | Awards night | 1 | 72 | Each child receives an award celebrating his/her gifts/talents/abilities |

**Staff Training Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | We are viewing webinars on parent involvement from the National PIRC | 8 | 8 | increased awareness of standards |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | ESOL students. We, as a staff, would like to become more familiar with Hispanic cultures, languages and holidays, to lessen the cultural gap. | Several of us are learning Spanish. We are working closely with and getting to know our Hispanic families. We are asking them to share their cultures with our classes. |
| 2 | Economic: Many of our students come from families where neither parent attended college. As a result, many students do not feel it is a possibility. | We are talking to students about college, what a college education can mean, and taking field trips to college. |
| 3 | One of our barriers is that we often have children who are very high and very low in the same classroom without a lot in the middle. It is hard to serve both equally well. | We are working on different strategies (research based) for differentiating instruction, including separating some to use computer technology for part of the day within and without the classroom |

**Best Practices (Optional)**

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

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| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Increasing Parent Participation | Monthly contact with parent |