## George Marks Elementary Title I, Part A Parental Involvement Plan

I, Shannon Young, 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 school wide 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:** George Marks School is committed to ensuring that each student has the opportunity to acquire the skills necessary to become a responsible, productive citizen able to cope with changing social and economic conditions. The staff of George Marks Elementary School strives to meet the individual needs of each student, taking into consideration their unique attributes and capabilities. High academic achievement by students is of the utmost concern to the school's primary stakeholders, which includes parents, teachers, and administrators. Therefore, parental involvement is a key component to the success of our school. |

**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:** The Title I Committee works in conjunction with the School Advisory Council to review, plan, and improve school programs, including the Parent & Family Engagement Plan. The Principal, SAC Chairs and Parent Liaison provide agendas of meetings and reminders for meetings to encourage participation. At the beginning of the school year, meetings are designed to educate parents on the purpose and requirements of being a Title I school. The parent involvement budget is explained to parents. Parents, teachers, and staff are asked to offer suggestions for utilizing these funds. The Parent Liaison provides suggestion forms for participants to offer suggestions in writing. Parents are encouraged to submit suggestions to the Parent Liaison via email through the school website or in writing. There is a separate Title I section on the district website. A copy of the Title I Plan, including the Parent & Family Engagement Plan, is available on the website. Feedback will also be provided through the use of the 5 Essential Surveys. Parent volunteers also provide email addresses and consent to use email as a line of communication. Update to school website with timely information (link to Title I school contact). |

**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 | Title I, Part C-Migrant | The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support, such as translations & food assistance programs to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. |
| 2 | Title II | The district provides ongoing professional development in the core subject areas to ensure quality instruction and student success; and how to integrate technology into the classroom and strategies to involve parents in the education of their children. |
| 3 | Title III | The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation. |
| 4 | Title X-Homeless | The school works with Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful. |
| 5 | Nutrition Programs | George Marks Elementary offers a variety of nutrition programs including a Free and Reduced Meal Plan, Wellness Policy School Plan, as well as Health and Personal Fitness Lessons during Special Area. |
| 6 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. |

**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 (school wide 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 | Establish Title 1 Annual Meeting dates and activities. | Principal | September  2018 | Dates set on school calendar |
| 2 | Develop agenda, handouts, and/or presentation materials that address the required components | Assistant Principal and Parent Liaison | August 2018 | Copies of agendas, PowerPoint presentation and handouts |
| 3 | Train teachers about plans/goals of Title 1 Annual Meetings | Principal and Assistant Principal | August 2018 | Faculty meeting minutes and comments |
| 4 | Prepare information on curriculum and class expectations | Teachers | September 2018 | Title 1 Parent Survey |
| 5 | Develop & disseminate invitation by advertising on website & automated phone messaging. | Principal and Parent Liaison | September 2018 | Number of attendees, survey, flyer, marquee, connect-ed message and website showing dissemination |
| 6 | Maintain documentation | Principal and Parent Liaison | September 2018 | Title I folder in Assistant Principals office & 5 Star book in the front office. |
| 7 | Set up projectors and show Title 1 presentation | Principal and Assistant Principal | September 2018 | Comparison of number of participants |

**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:** The leadership and staff of George Marks Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. To provide flexibility and ensure all parents are accommodated, parent/teacher conferences may be scheduled before or after school or during teacher planning time as needed throughout the year. Telephone/e-mail conferences also provide flexible options. Workshops and meetings will be scheduled at various times to accommodate parents' varying schedules and availability. Title I Parent Involvement Meetings will occur more than once during the school year to discuss and plan parent involvement activities as related to school events. A variety of day and evening parent involvement opportunities will be provided throughout the school year: meetings may be scheduled in the morning, afternoon or evening. Our SAC and PTA has after school hours meetings to accommodate parents. We will be working to incorporate a live stream of out SAC meetings. The school will maintain records of parent participation. The schedule may be modified as needed based on parents’ participation |

**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 | Family Literacy, Parents-to-Kids | ESOL Dept. | Provide parents with strategies to increase family literacy (child care offered) | Winter 2018-19 | Parent program evaluations |
| 2 | Parenting Training, SAC Membership Training | PTA/School Staff | Increase parent knowledge of academic expectations, school improvement plans and foster parent/school | Throughout the school year | Participation of parents will prove the effectiveness of this program |
| 3 | Parent Involvement Family FACT Fair | School Staff/District Staff | Increase parent's awareness of resources in area | Oct 2018 | Participation of parents will prove the effectiveness of this program |
| 4 | Gradebook, Parenting Class, School Messenger App | Parent Liaison | Parent Liaison will provide individual help to parents in how to log-in and access the Gradebook and School Messenger APP programs | August through June | Parent participation will prove the effectiveness of this program |
| 5 | Assessments discussed during individual conferences | School Staff | Teachers will conduct individual conferences to discuss each child’s assessment results, expectations, and goals for the school year upon teacher or parent request | Fall 2018 | Sign-in sheets, Title 1 survey |
| 6 | Individual conferences regarding Technology and access to the Gradebook program | School Staff | Provide information to parents on expectations and how parents can help their children | Fall 2018 | Sign-in sheets |
| 7 | Provide Annual Title 1 Parent Meetings during Open House Nights | Administration | Knowledge of Title 1 programs will assist parents in understanding the Title 1 programs offered at the school | Fall 2018 | Event agenda sign in sheets & survey comments |
| 8 | Literacy Night for Parents | School Staff | George Marks Elementary will offer a literacy night for parents and students in the Media Center | Fall 2018 | Sign-in sheets |
| 9 | Homework Help on the Web | School Staff | Math curriculum resources will be added to the school website for parents to reference while helping with homework. If effective other subject areas could be added | August through June | Parent participation will prove the effectiveness of this program |

**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 | Title 1 Program Overview | Administration | Teachers will learn about Title 1 programs and services. | September 2018 | Sign-in sheets, agenda, presentation materials |
| 2 | Depression and Suicide prevention training. | Guidance | School staff will learn warning signs for depression and suicide and how to report those signs. | Fall 2018 | Sign-in sheets, presentation materials. |
| 3 | Bullying and child abuse signs and prevention. | Principal/Assistant Principal/Guidance | School staff will learn warning signs for bullying and child abuse and how to report those signs. | Fall 2018 | Sign-in sheets, presentation materials. |
| 4 | Safety Trainings. | Principal/Assistant Principal | School will learn safety tips including Active Shooter, Blood borne Pathogens and Safety Tips | Fall 2018 | Sign-in sheets copy of safety letter |

**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:** George Marks Elementary holds numerous family activities throughout the year to encourage families to take an active interest in their child’s education. “Meet the Teacher” and “Open House” are held early in the school year. At these events, parents meet teachers and learn about curriculum and expectations for the year. Parents are encouraged to join and be involved in our PTA. Information on Title 1 programs are shared at the Annual Title 1 meeting using brochures and an informational video, this will also be shown in the Media Center the next morning and be available online for those not able to attend. We will also host “Parents to Kids” literacy program for families. We will also help parents throughout the year learn to use an internet program allowing them to view attendance, grades, behavior and various test scores. Parent Conferences – teachers and parents will discuss how to ensure the child’s academic success and what the parent can do at home. Every parent is sent a form to sign up for a date and time to meet with their child’s teacher. When parents arrive, they sign in at the front office. |

**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 school wide 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:** Information about Title 1 programs will be provided through our website, booklets/brochures, and an informational Video shown before Open House during the Title 1 Annual Meeting. The Title 1 Parent Handbook is sent home with each student. Curriculum and assessment information is shared by teachers at Open House, during parent teacher conferences, and through their classroom newsletters. FSA assessment information is sent home to parents via backpack and is also available on our website. Parents may provide input to the school via parent input forms, attending SAC meetings, school website, Gradebook, Interim Reports, Class Dojo and student report cards. All documents will be translated when needed. |

**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:** A variety of parental involvement activities will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate opportunities for involvement to parents. To provide full access and opportunities for all English limited proficiency, school reports, and informational letters from the school and or district will be provided (District ESOL department, etc.) in the child's home language according to federal/state guidelines. In addition, steps will be taken to ensure disabled parents have access to school events and or information. Staff members and or district support personnel will be available to assist parents who have disabilities (visual, physical, deaf).  Information regarding parent participation is provided to parents via school website; automated phone messages, marquee, parent/teacher conferences, student backpacks, workshops, and meetings. When requested, the district will provide a translator if school staff are not able to assist. Books and videos in Spanish are available in Media and most classrooms. ESOL Paraprofessionals translate information for parents over the phone and at conferences. The Parents to Kids program is offered in Spanish. Parents with special needs are accommodated. |

**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 | 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 | 'Parents to Kids' program provides literacy training to parents to help their children learn to read. | School Staff | Provide information on how parents can help their children with reading. | Fall/Winter 2018 |
| 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)]; | Meetings and workshops are held at various hours to accommodate parents’ schedules | School Staff | Parents involvement help improve students test scores | Throughout the school year |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Bring your Moms/Dads day. Provides a fun, way for parents and students to interact at school together. Parents and students get a free breakfast and then spend time in their child’s classroom. | School Staff/PTA/Business Partners | Showing students how important school is to themselves and their parents. | Fall/Spring 2018 |

**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:\Documents%20and%20Settings\dllarsen\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\A0X1EZ2K\fileUploads\647871_2015-2016_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:\Documents%20and%20Settings\dllarsen\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\A0X1EZ2K\fileUploads\647871_2015-2016_uploadCompact.pdf) |

**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:\Documents%20and%20Settings\dllarsen\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\A0X1EZ2K\fileUploads\647871_2015-2016_uploadCompactEvidence.pdf) |

## 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 |  |  |  |  |
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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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
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**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Limited English Proficiency | Information can be translated into Spanish at our school and into other language through our district office. |
| 2 | Low Socio Economics | Provide assistance through guidance |
| 3 | Attendance | Calls and letters are sent home identifying absenteeism. |
| 4 | Economically Disadvantaged | Information is disseminated to all parents about Free-reduced breakfast and lunches. Every effort is made to include these students in free dental and eye care when available through our school. |

**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)

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| **count** | **Content/Purpose** | **Description of the Activity** |