**THOMPSON ELEMENTARY Title I, Part A Parental Involvement Plan**

I, Milady Astacio , 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:** Thompson Elementary School will implement effective parent involvement strategies in compliance with Title I requirements, offering many varied opportunities for parents to participate in the decision making and education of their children. |

**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:** Thompson Elementary believes in involving families in the Title 1 process. Parents are invited to be active participants on the School Advisory Committee through letters and telephone calls. Voting members are determined at the first meeting of the year by two thirds or more approval of peers. More than 50% of the members are non-employee parents with the principal, staff and community members making up the remainder of the team, all aligned with the schools' ethnic ratio. Meetings are held monthly, guided by an agenda, with minutes recorded and saved in in the TASK Box. SAC develops, implemennts and evaluates the school's SIP and PIP Plans. Results of surveys and school data are consistently reviewed and changes are made, as needed. Team members play an active role in expending the provided SAC funds. Non-voting members are invited to attend meetings, voicing their opinions, as well. Thompson Elementary holds an informational Title 1 parent meeting early in the school year where parents are provided with the Title 1 brochure ,the components of the Title 1 program and our use of the funding. Family activities and trainings are planned with input from parents and advertised in our parent newsletters and through Parent Link inviting all parents to participate often. A PTA is starting, offering more parent opportunities. Barrier surveys were dispersed with results evaluated and necessary changes made.  |

**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 A | Services are provided to students who need additional remediation through after school and summer programs by highly trained quality teachers. Trainings are held to educate parents on ways to help their children at home. |
| 2 | Title I, Part C Migrant | The migrant advocate provides service and support to migrant students and their parents. The advocate works with teachers and other programs to ensure that the students' needs are being met. Three MPAC meetings a year are held where parents are given literacy materials and information on helping their children. |
| 3 | Title III | ELL suppport services and educational materials are provided to improve the achievement of immigrant and English Language Learners. Two annual PAC meetings are held to inform ELL parents about programs, events and services in the district. Additional information includes how to receive translation services and how to conference with teachers.  |
| 4 | Head Start | This program prepares preschoolers for kindergarten. Parent trainings provide guidance on ways to help at home. The Kindergarten Round-up provides parents the opportunity to meet the teachers and hear about the academic program.  |
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**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 | Title I Meetng | Administration, P.I.Liaisons, Teachers | September | Parent responses |
| 2 | Distribute handouts addressing Title I information | P.I.Liaisons, Administration | September | Sign-in sheets |
| 3 | Develop parent communication folders for the teachers | P.I.Liaisons | August | Sign-in sheets |
| 4 | Maintain Title I documentation | P.I.Liaisons, SAC Chair, Principal | ongoing | TASK Box |
| 5 | Purchase agendas for parent/school communication | Administration | August | agenda communication |
| 6 | Parent Information Notebook in the front office addresses schoolwide information | P.I.Liaisons | ongoing | PIN Notebook |
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**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:** Administration and staff at Thompson Elementary School strongly believe in the importance of family involvement and plan activities/ trainings/ meetings on a flexible schedule to accommodate as many parents as possible. Events are held on various days and times such as mornings, afternoons, evenings and on Saturdays. Parents are screened at the first SAC and PTA meeting and the most suitable time is determined by the group. Event and barrier surveys ask parents about convenient times for events and adjustments are made accordingly. Parents are encouraged to bring children to meetings and events and child care is provided, if needed. SAC funds support parent meetings by supplying materials. Staff members do home visits and lend support when necessary.  |

**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 | Curriculum and assessment/Open House | Faculty, Staff | improve student academics | August | Sign-in |
| 2 | Title I Information/Title I Annual Meeting | P.I. Liaison | Information shared with parents on increasing student achievement | September | Sign-in |
| 3 | Fulfilling requirements and sharing information and ideas/SAC Meetings | SAC Chair/Admin | partnerships raise achievement | monthly | Sign-in |
| 4 | Recruiting volunteers to work with children/ Volunteer Breakfast | SERVE School Coordinator | improves academics by recruiting volunteers | August | Sign-in |
| 5 | Creating community connections/Community Open House | P..I. Liaison, Teachers and Admin | community partnerships increase achievement | August | Sign-in |
| 6 | Building Family Relationships/Grandparents' Breakfast | Cafeteria Manager | Promoting extended family involvement | September | Sign-in |
| 7 | Building parent School Connections/ Migrant Meetings, PAC Meetings, PTA Meetings | Migrant Advocate and staff; ELL Resource Teacher and staff; Parents and Teachers | Promoting family involvement strengthens academics | ongoing | Sign-in |
| 8 | Celebrating Success/ Terrific Kids and Awards Ceremonies | Guidance Counselor, Teachers, Admin | Recognizing school success increase achievement | monthly / quarterly | Sign-in |
| 9 | Curriculum and school information/ Student Agendas | Teachers | Parent-Teacher communication increases achievement | daily | Signing agendas |
| 10 | Sharing information on student progress /Conference Nights | Teachers | Providing student data and working together increases achievement | three times a year | Sign-in |
| 11 | Promoting reading at home/Book Fairs | Media Specialist | Increased reading raises achievement | twice a year | Book sales |
| 12 | Various career discussions/ Great American Teach-in | Guidance Counselor, Teachers | Setting goals raises achievement | November | Sign-in |
| 13 | Sharing homework tips and quality time/ Ho Down | P.I. Committee | Strong family ties increase achievement | November | Survey |
| 14 | Appreciation of quality family time/ Movie Night | P.I. Committee | Strong family ties increase achievement | December | Sign-in |
| 15 | Sharing tips on independent reading and creating a quality family experience/ Trailblazer's Tailgating | P.I. Committee | Information and quality family time raise achievement | January | Survey |
| 16 | Information on spring testing and creating warm family-school memories/ Father/Daughter Dance | P.I. Committee | Information and quality time raise achievement | February | Survey |
| 17 | Sharing activites to help at home and building quality school-family experiences/ Spring Festival | P.I. Committee | Information and strengthening family connectons builds achievement | April | Survey |
| 18 | Sharing ideas to achieve during the summer/ Mother/Son Dance | P.I. Committee | Information and building family relationships increases achievement | May | Survey |
| 19 | Providing information/ Distribute Parent's Guide | P.I. Liaison, Teachers | Awareness of parent support sets higher expectations | September | Parents use of the guide |
| 20 | Providing information/ Distribute District PIP | P.I.Liaison, Teachers | Information sets higher expectations | October | Parents put names in for prizes |
| 21 | Distribute condensed school PIP | P.I.Liaison, Teachers | knowledge and information increase achievement | November | Sign-in  |
| 22 | Providing performance opportunities/ Concerts | Music Specialist | increasing student self-confidence increases achievement | December, May | Sign-in |
| 23 | Building Community/ Volunteer Thank You Lunch | SERVE Coordinator | Volunteer assistance increases student achievement | April | Sign-in |

**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 | Working with ELL Students and Families (cultural sensitivity, building ties, communicating with parents) | ESOL Resource Teacher | Raises achievement across all areas | September | sign-in |
| 2 | InSync (understanding this resource) | ESOL Resource Tacher | How parents can understand and help students at home | October | sign-in |
| 3 | Staff Planning Parent Events (staff discusses student needs and ways parents can assist/parent traiinings during parent events) | P.I.Liaison, Teachers | Parents can help their children improve academic achievement | September | sign-in |
| 4 | Customer Service/Communication | Administration | Communication to improve instruction | ongoing | SCIP |

**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 are a new school that just opened in August 2014 so we are in the planning stage for a parent resource center. Our Migrant Advocate and the ELL Resource Teacher will help parents locate materials and resources to support their needs. We will open our computer lab after school hours to parents, assisting them in locating information on the web, learning English and helping them access the resources available on InSync. An invitation to use these resources will be posted in the parent newsletters; sign in sheets will be used and monitored throughout the year. Parent input and suggestions are highly requested during these planning stages.We will have a Parent Engagement Plan to show parents ways they can actively participate in educating their child. Parents will be invited to plan and attend a variety of family events. Parents will learn various ways to support their child's learning while attending parent functions throughout the year. Home visits will be done by the school's social worker to assist families in taking an active role in the child's education. Home visits will assist in attendance and medical issues, in conducting parent conferences and in completing necessary paperwork for improved student performance.  |

**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:** A mail-out was sent to parents prior to the start of school providing general information and an invitation to Open House. Open House was held the day before school opened where parents met the teachers, toured the new school building and received information on school-wide programs, classroom procedures, curriculum, expectations and assessments. A First Day Information Packet was distributed that included information on AYP, school choice and the school and district handbook with detailed information on Title I.Communication is provided daily between teachers and parents through the use of student agendas. Conference nights and mid-term progress alerts are provided to address the educational needs of the students. Conferences can be conducted via the telephone, at school or at the student's home and can be requested by parents at any time during the year. Conference Nights are routinely scheduled at the school three times a year. PTA and SAC meetings also provide information on curriculum and testing. The Title I meeting was held concurrently with the first SAC meeting. Invitations went home with students as well as by Parent Link. Title I program information was provided at the meeting and the Title I Brochure was disseminated. Additional brochures are supplied in the front office where the Parent Information Notebook is kept. Parent newsletters provide information on assessment, measuring student progress, proficiency levels, ways to assist learning at home and more. They are written in English with an invitation for private translation. Copies are kept in the TASK Box. Parents will receive a condensed copy of our school's PIP.  |

**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:** All parent programs, meetings, information and reports are communicated in the family's native language. Automated telephone calls are in Spanish as well as English. ELL translators are available during conferences and parent functions. Newsletters include a notice in Spanish stating that parents are always welcome to come to school for full translation of information. District forms are provided in English and in Spanish. IEP meetings are scheduled for students with disabilities with a Spanish speaking employee present for interpreting. The Migrant Advocate and paraprofessionals provide guidance and help to Migrant families as well as classes offering instruction in the English language. The front office has a bilingual secretary that can assist all families in their native language.  |

**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:

X Not Applicable

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| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |

**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%3A%5CUsers%5Cgreenmg%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CH25ZA7B1%5CfileUploads%5C290125_2014-2015_uploadEvidenceParentInput.docx) |

**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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**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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**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** |

**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** |

**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** |

**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** |