

MONROE Title I, Part A Parental Involvement Plan

I, Mark Porter, 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 LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will 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 required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The Monroe School Board believes that parent involvement is essential for the School District to fulfill its mission to empower all students to become responsible and contributing global citizens.

STRATEGIC OBJECTIVES:

1. Climate and Culture for Excellence
2. Outstanding Student Achievement
3. Effective Communication & Community Engagement
4. High Performing Workforce

5. Leader in Technology and Innovation

6. Accountable Resource Management

The purpose of the Parental Involvement Plan is to create a roadmap for collaboration because the Board believes that children learn best when parents and teachers work together. When parents talk to their children about school, expect them to do well, help them to plan for college or career, and make sure that out of school activities are positive, their children tend to do well in school and in life. Students with involved parents no matter what their income, background or language are more likely to do better in school, stay in school longer, like school more, and be productive citizens of their community and country.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The District Title I Director utilizes results from the District Climate Survey, the previous year's feedback compiled from Title I Surveys distributed to parents and teachers at school SAC meetings, and conversations with Title I Principals to create the draft version of the District Parental Involvement Plan. The draft plan is shared with stakeholders at school SAC meetings where written feedback is provided by parents on the District PIP, the School-level PIP, the school Parent-Teacher-Student Compact, and how the funds allocated to schools for parental involvement should be expended. This written and verbal feedback from all stakeholders is considered and incorporated into the final version of the PIP. All members of the SACs from all Title I schools participate through conversations at these SAC meetings. Additionally, the LEA-wide parental involvement plan is available online with a corresponding feedback form. Parents from all schools, including all Title I schools, may provide feedback utilizing this form and communication model. Parents participate in the school review process monthly while working with the school based leadership team through SAC meetings to develop and update the school improvement plan document. Documentation of input is collected through meeting minutes and submitted feedback forms. Additionally, input from parents is solicited each year through the district school climate survey.

The School Advisory Council membership shall be composed of the school Principal and an appropriately balanced number of teachers, education support employees, parents and business and community representatives. Appropriately balanced as used herein shall mean a proportionate number of council members considering each peer group being represented on the council; excluding the Principal. The size of the School Advisory Council and the ratio of representatives among the peer groups, excluding the Principal, shall be determined in the August meeting based upon enrollment demographics.

Members shall be representative of the ethnic, racial and economic community served by the school. The membership shall be comprised of an equivalent number of members in each ethnic/racial category when the percentage of students in a category is equal to or greater than 10%.

The following council members shall be elected in a fair and equitable manner as determined by their respective peer group and in accordance with the by-laws of the School Advisory Council.

(a) A minimum of one faculty member shall be elected by faculty. The term faculty shall include classroom teachers, certified student services personnel and media specialists.

(b) A minimum of one representative from the educational support employees shall serve on the council. The term "educational support employee" shall refer to any person who is employed by the school for twenty (20) or more hours during a normal working week and who does not meet the definition of instructional or administrative personnel pursuant to Section 228.041, Florida Statutes.

(c) a minimum of one parent representative from each grade level shall serve on the council. These parent representatives shall reflect the ethnic, racial and economic character of the school. Parents shall be elected by parents.

A Nominating Committee shall be appointed in April to submit a list of nominees to serve as Chairperson and Vice Chairperson for the following year. Elections for these officers shall be held in May. Parents shall be notified in September about School Advisory Council elections and asked to submit their name for consideration for membership. A vote on membership will take place at the September School Advisory Council meeting by those assembled.

Only those representatives who have been confirmed by the Monroe County School Board shall be allowed to vote. However, no interested parent, faculty member or educational support employee shall be prevented from participating in the School Advisory Council.

Business and community representatives shall be selected initially through a nomination and selection process facilitated by the school principal.

(a) The school Principal shall seek candidates who are interested in making a commitment to participate on the School Advisory Council by representing businesses and the community.

(b) Letters, newsletters, or other media releases shall be used by the school Principal to seek candidates.

(c) The school Principal shall prepare a list of individuals seeking nomination to the School Advisory Council and shall present the list to the School Advisory Council for selecting the business and community representative(s).

The school Principal shall submit the list of council members to the Superintendent for review by September 20 of each school fiscal year to determine compliance with Subsection (1) the Membership definition herein. The membership list shall contain the name of each council member and the peer group which is being represented by each member and a description of how the council represents the ethnic, racial and economic community served by the school.

Membership shall entail a minimum of one school year.

All members shall have equal rights and responsibilities.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: The District Title I Coordinator participates in the peer review process for school improvement plans for all Title I schools. Each Title I school assesses needs in the area of parental involvement and creates a school-based Parent Involvement Plan. Following the peer review process, the school-based leadership teams at Title I schools meet to create a draft plan that complies with all requirements and incorporates areas identified for growth. School-based leadership teams work with SACs to complete the school-level plans. Schools will work cooperatively with faculty and parents to update school-level PIPs in the early fall and revision of school-level PIPs will utilize the School Improvement Plan timeline. Additionally, the district Title I Coordinator:

- reviews plan requirements with Principals
- provides sample forms for Principals to use with SAC members

- provides timelines for schools to follow in implementing and documenting parent involvement activities
- provides a timeline and templates for development of school-level PIPs
- provides Principals with information regarding programs, materials, and resources they may use for parent involvement activities, and
- provides to the extent possible additional assistance as requested by Principals and SAC members.

The District monitors the implementation of parent involvement through meetings and site visits with the on-site Title I Contact. They are responsible for planning and collecting documentation of activities as well as working with the ELL Parent Educators. Monitoring on parent involvement folders are part of the on-site visits. The job description for the Title I Contacts includes this responsibility. ELL Parent Educators are available at 4 out of the 5 Title I schools. A new ELL Parent Educator is being hired to serve part-time in the 5th school.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	Head Start and Voluntary Pre-Kindergarten	Each school, including Title I schools, will inform and encourage parents, including Title I parents, to participate in early childhood literacy and/or parenting training as available through other programs like the Head Start Parent Involvement Component and including, but not limited to, the Wesley House Neighborhood Centers. Transition from Pre-K to Kindergarten programs are coordinated with Head Start and VPK Programs.
2	Title III	The ELL Parent Liaison for ELL students and parents will work with the Title I Contacts to implement parent involvement training for staff.
3	Title III	ELL Parent Liaison holds ELL Meetings and assists parents with school interactions.
4	Title III	ELL Parent Resource Centers have been established on all schools.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: Toward the end of the school year in preparation for the subsequent school year, school staff present the current parent involvement plan, parent compact, and proposed uses of parent involvement funds at School Advisory Council (SAC) meetings at Title I schools. Parents review the plan and provide verbal or written suggestions and feedback. A portion of the conversation focuses on the successes and challenges of elements of the plan implemented during the current school year and solicits suggestions for improvements. Other topics explored include:

- barriers to greater participation by parents in parent involvement activities, with particular attention to parents who are economically disadvantaged, disabled, English Language Learners (ELL), limited literacy, homeless or are of any racial or ethnic minority background,
- evaluation feedback to design strategies for more effective parent involvement, and
- revision, if necessary, of the district and school parent involvement plans.

Data to be reviewed will include the status of individual schools responses from climate survey questions disaggregated at the school level and collected volunteer statistics. Results of the discussion combined with the review of the data will be used to guide possible changes in the Parental Involvement Plan for the subsequent school year.

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' 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 [Sections 1118(a)(2)(C), 1118(e)(1-14)].

Not Applicable

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Shared T Drive	Title I Coordinator	Increased grades, test scores, parent communication	2015-16 school year	increased meaningful communication between parents and school
2	Mindset and Parent Involvement	Title I School Contact/ELL Parent Educators	Increased grades, test scores, parent communication	2015-16 school year	increased communication with parents and increased understanding by teachers and staff
3	Staff Training on Parent Involvement	Title I School Contact and ELL Parent Educators	Increased grades, test scores, parent communication	2015-16 school year	increased communication with parents and increased understanding by teachers and staff

Communication and Accessibility

Describe how the LEA 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 LEA 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/guardians, regardless of native language or disability, may become involved in school activities in a variety of way, including, but not limited to:

- School Advisory Council (SAC) meetings
- School Improvement Plan meetings
- School Climate Surveys
- Parent Nights

- Parent Meetings/Conferences/Surveys/Compacts
- School's Parent Resource Center - to access educational take-home materials.

Activities are hosted at school sites which take into account accessibility as defined by ADA guidelines. Information is distributed in home language whenever feasible. Changing demographics at Title I schools are taken into account, and materials may be translated into additional languages as the need arises. Title I schools with significant limited English populations host parent involvement opportunities designed specifically for them with translators available. Translation procedures are in place for Title I schools with significant limited English populations, primarily Spanish and Haitian Creole. Samples of original and translated materials are retained at the school site for documentation purposes. ELL Parent Educators contact parents to increase parental involvement at school events and conferences.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

Not Applicable

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	SAC Meetings	29	207	increase academic performance
2	Title I/ELL Parent Meetings	10	2102	increase academic performance
3	Building Student Success	1	58	increase academic performance
4	World Heritage Night	1	65	increase academic performance
5	Middle School Science Fair	1	30	increase academic performance
6	Famous American Biography Night/Vet Day Ceremony	1	37	increase academic performance
7	Parent/Teacher Conferences/K Roundup	40	865	increase academic performance
8	Curriculum Events/PAKER/AVID Nights	26	1744	increase academic performance
9	Parent Resource Center	4	20	increase academic performance
10	Parent to Kid Workshops	9	453	increase academic performance
11	Reports/Newletters/BlackBoard Connect/Websites	160	3515	increase academic performance

12	Computer Lab use before school	140	40	increase academic performance
13	Ceremonys/Celebrations/Festivals	7	450	increase academic performance
14	Meet the Teacher/Schedules	24	1634	increase academic performance
15	Grade Book/Progress Reports/Report Cards	8	525	increase academic performance

Staff Training Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Family Friendly Schools	15	376	increase academic performance
2	Effective Conferencing	1	50	increase academic performance
3	AVID	5	157	increase academic performance

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	PTO/Title I Parent Meeting	7	Mary Immaculate	increase academic performance

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation	Encourage school sites to allocate funding for transportation out of Parent Involvement Allocation
2	Child Care	Encourage school sites to use PI funding to provide child care for school activities
3	Language	Translators

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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