

## GRAND RIDGE SCHOOL Title I, Part A Parental Involvement Plan

I, Laura Kent , 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)

**Response:** Grand Ridge School's mission is to build a better world one student at a time.

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#### Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

**Review Status:** Adequate

#### Review Comments:

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## Involvement of Parents

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

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

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#### Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- 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)].

**Review Status:** Adequate

**Review Comments:**

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## Coordination and Integration

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

count	Program	Coordination
1	Head Start/Early Childhood	Combine efforts of Title 1 and Head Start to inform parents of Title 1 Components by Including personnel and parents from Head Start, VPK, and Early Childhood programs in the District Parent Advisory Council.
2	Title 1, Part C	We include parents of migratory families and personnel from PAEC that assist in implementing Title 1, Part C on the District Parent Advisory Council.
3	ESE	Parent Involvement activities are coordinated by including input from parents of ESE students and working in close collaboration with ESE office to meet the unique and special needs of students with varying exceptions.
4	Homelessness	The school and the homeless liaison work closely to ensure the needs of parents and students are meet through parental involvement activities and additional academics. The administration, guidance counselor and Homeless Liason communicate on an as needed basis to provide appropriate services.
5	BackPack Program	The school and a community organization work together to provide needy students with food during the weekends and holidays.

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**Review Rubric:**

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

**Review Status:** Adequate

**Review Comments:**

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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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Title I Annual Parent Night	Laura Kent, Travis Blanton	First 9 weeks	Sign in sheets
2	Grade Level Parent Night	Classroom Teachers	First 9 weeks	sign in sheets, Tribal news

### Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate

**Review Comments:**

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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)].

**Response:** To meet the needs of parents, Grand Ridge School will provide opportunities for parents to participate in meetings and activities during different times in the school day. The first opportunity is the School's Open House. The first open house was held on August 5, 2015 from 3:00-4:30 for sixth grade students and their parents and for all others on August 6, 2015 from 11:00-12:30 pm. The school will also be providing grade level orientation nights to inform parents about classroom expectations and promotion requirements. The school will have its annual Title 1 parent meeting within the second nine weeks to promote the school's visions, and give parents the opportunity to ask related questions. These will occur later in the evening at approximately 6:00 p.m. The later times in the evening are at the request of parents so that they will not have to miss work. Another way that GRS is trying to increase parental involvement is by inviting parents to have breakfast with their children. In September all fathers were invited to Dads and Doughnuts and in October all mothers are invited to Moms and Muffins.

### Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

**Review Status:** Adequate

**Review Comments:**

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## Building Capacity

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	RTI	Laura Kent, RTI Team	To increase student achievement of struggling students through the use of interventions	Throughout year	Progress monitoring of child
2	Title 1 Parent Night	Laura Kent	Parents will be encouraged to attend parent night to gain knowledge of their child's progress at the end of each 9 weeks. Parents will be given the opportunity to schedule a meeting with their child's teacher to discuss progress more in depth if needed.	October 19, 2015 6:00 pm	Sign in sheets and student progress monitoring
3	Increase communication to parents	Laura Kent, Classroom Teachers	Allowing frequent meaningful communication with parents on student achievement and other indicators to ensure student success	August 2015-May 2016	Signed planners, emails of communication, parent/teacher conferences, phone logs, school meetings
4	Grade Level Orientation Nights	Laura Kent, Classroom teachers	To increase parents knowledge of skills needed for promotion	First 9 Weeks	Sign in Sheets
5	Remind 101	Classroom Teachers	Increase communication with parents about classroom expectations, assignments, etc	Throughout school year	remind app, email, SMS

### Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
  - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:** Adequate

**Review Comments:**

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## Staff Training

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	CIPA	Laura Kent, Faculty and Staff	Students will be taught safety when using the internet. Teachers are also reviewed on ways to keep their emails professional while conversing with parents.	First 3 weeks of school	Certificate of Completion
2	Ethics	Laura Kent	Professionals will review ethical standards that are set forth by the Florida Department of Education. Teachers are expected to maintain standards that are solidly based. This training addresses appropriate social media, emails and other forms of communication while interacting with parents and the community.	August 2015	Sign in Sheet
3	Bullying Training	Laura Kent, faculty and Staff	Professionals will be trained and know what signs to look for in a student that is being bullied or if a student is bullying others. Teachers and Staff members will be able to effectively communicate with parents when their child is being bullied or is the one who is bullying and apply interventions as a team in order to stop the negative behavior.	August 2015	Sign in Sheet
4	Volunteer Parent Meeting	Laura Kent, Teachers, Staff	The principal, teachers, staff and parents will work together as a team to provide assistance to students and the school as needed. Volunteers will help in classrooms and promote a positive climate.	August 2015- May 2016	Sign in Sheet

### Review Rubric:

- Content and type of activity including the following: Value following:
  - Valuing of parental involvement,
  - Communicating and working with parents,
  - Implementation and coordination of parental involvement program,
  - Building ties between home and school,; and
  - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate

**Review Comments:**

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### Other Activities

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

**Response:** Classroom teachers have available to parents supplementary materials to work with their students at home upon request. All students in grades K-8 are equipped with digital devices and grades 4-8 are allowed to take their tablets home. Parents were also offered internet services at a discounted price if they met eligibility requirements. Teachers welcome parents into their classrooms and are eager to meet with parents to discuss academics and

behavior to make sure that each child is successful. The school website is continuously updated for parents to view school information.

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**Review Rubric:**

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate

**Review Comments:**

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**Communication**

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

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

**Response:** Title I night is scheduled early in the school year to familiarize parents with this program and how it benefits our school. The school website has links to school grades, testing dates, and other resources accessible to parents. Parents are also invited to a grade level orientation night to involve them in working with their child on grade level expectations and requirements for promotion. Grand Ridge parents are given an open door to request conferences with teachers when they feel a concern that needs to be addressed.

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**Review Rubric:**

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

**Review Status:** Adequate

**Review Comments:**

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### Accessibility

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

**Response:** Grand Ridge School works closely with the Migrant facilitator through PAEC and solicits her input for meetings and correspondence as needed to involve all parents. The migrant facilitator provides translation services into prevalent non-English language, mainly Spanish, and helps parents understand procedures and language at meetings or through other correspondence. ESE teachers are available during parental involvement meetings and Individual Education Plan meetings. Grand Ridge's campus meets ADA requirements for accessibility.

**Review Rubric:**

Strong responses include:

- Process the school will use for translating information into a parent’s native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:** Adequate

**Review Comments:**

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### Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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



				Achievement	
1	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)];	School Advisory Meetings at various times. Parent conferences and meetings will be scheduled before school, during and after school to involve more parents in planning for the educational needs of their child.	Laura Kent	Student performance will improve through the cooperative efforts of school and home	August 2015-May 2016

### Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

**Review Status:** Adequate

**Review Comments:**

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### Upload Evidence of Input from Parents

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

[Uploaded Document](#)

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**Review Rubric:**

**Review Status:** Adequate

**Review Comments:**

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### 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.

[Uploaded Document](#)

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**Review Rubric:**

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:** Adequate

**Review Comments:**

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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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**Review Rubric:**

**Review Status:** Needs more information or clarification

**Review Comments:**

createDate	modifyDate	comment
2/23/2016 9:41:22 PM		Please upload evidence.

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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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Grand Ridge School Open House August 16, 2015	1	450	Students and Parents will meet teachers and become familiar with the school
2	Annual Title 1 Parent Night	1	150	Inform parents of Title 1 components

#### Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate

**Review Comments:**

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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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	The Art and Science of Teaching	5	44	Effective instruction to increase student achievement and teacher effectiveness in the classroom

#### Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate

**Review Comments:**

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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)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parental time constraints	More after school activities; school website will be updated so parents will have access to the latest information
2	Language barrier	Interpreters as needed, ESOL certification for teachers

**Review Rubric:**

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:** Adequate

**Review Comments:**

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**Best Practices (Optional)**

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

count	Content/Purpose	Description of the Activity
1	Increasing Parent Participation	Grade level orientation meetings, parent nights, open house, Remind 101
2	Effective Communication	Monthly Newsletter, Website, Agenda books, Remind 101, Grade Level newsletters

**Review Rubric:**

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:** Adequate

**Review Comments:**

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