

HOPE SCHOOL

2016-2017 Title I, Part A Parental Involvement Plan

I, Millicent Braxton, 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)].



Signature of Principal or Designee

3-13-17

Date Signed

## Mission Statement

### Parental Involvement Mission Statement

**Response:** The Hope School Mission is to provide a safe secure setting to deliver the instruction and resources needed to help each student reach their maximum potential to become as independent as possible at home, in the community, and during post-secondary education.

"WE SOAR WITH PRIDE"

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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 (SAC) is the committee that supports decisions on parental involvement at Hope School. These decisions include the Parental Involvement Plan through the SAC Meetings. The person responsible will be SAC 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 SAC Committee's approval of the next year's Parental Involvement Plan. Hope School follows the requirements of State Statute 1001.452 in the selection of members to serve on the SAC. Additional items the SAC will discuss, review, and revise with the input and/or feedback from parents: Review of the student/schools achievement on ELA (First meeting and also done in Title I Annual Meeting, students through reports and parent conferences); Review of student/school achievement on district assessments; (First Meeting and Title I Annual Meeting, each time the assessment is given); Dissemination of the School-wide Program Plan via the School Improvement 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 and Parent Compact; Notification of resources available through the State Parent Information and Resource Centers; Parent's Right to Know; Notification of students receiving instruction from a non-qualified teacher after 20 consecutive days. The SAC 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 SAC Meetings and other correspondence on additional topics identified in Section 1116 or strictly based on a parent's need is addressed in the SAC Meeting, when appropriate, and/or staff meetings to determine the feasibility of implementation and return on investment.

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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         | Hope School has a Pre-K program that allows children with disabilities to attend. This program and the school will coordinate its efforts to provide parental involvement activities to meet their needs. The early childhood component visits the kindergarten classes with their parents prior to next school year. |
| 2     | Homeless Education | The school and the homeless liaison communicate frequently to meet the needs of homeless children and their parents. Weekend food backpacks will be given out on Fridays to help families in need.  |

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|---|-------------------------------|---|
| 3 | Title I, Part C               | The district and school coordinate Panhandle Area Educational Consortium to provide parental involvement activities and translation services to ensure their involvement in the school.   |
| 4 | Exceptional Student Education | Parent Involvement activities are coordinated by including input from parents of ESE students and working together with the ESE Office to ensure their unique needs are met.  |
| 5 | Title I, Part D               | The school coordinates its efforts with Title I, Part A, Title I, Part D and Title VI to reach more students with remedial and enrichment activities to support increased student achievement.  |
| 6 | Title VI                      | The school coordinates its efforts with Title I, Part A, Title I, Part D and Title VI to reach more students with remedial and enrichment activities to support increased student achievement. Title VI also supports goals for increased graduation rates.   |
| 7 | Title II                      | This program supports Content Specialists that provide job-embedded professional development, stipends for teachers to receive professional learning to support improved student achievement, support for Beginning Teachers and other professional learning resources to support teachers and school administrators. |

### 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     | Parent Night/Title I Annual Meeting | Karen Parrish      | First 9 weeks | Meeting Minutes, Sign-in sheets, annual parent survey issued in the Spring |

### 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:** As a result of the review of parent survey responses to availability and discussion through School Advisory Council Meetings, the following has been established as meeting times for school personnel and parents to meet: Hope School will offer meetings in the AM with a secondary meeting in the PM with the same agenda. The after school meetings will have childcare for the parents. Some of the SIP/SAC meetings will be combined with student performances, Harvest Day, award ceremonies (ex. Muffins for Moms and Donuts for Dads). During school hours through parent conferences, volunteering in the classroom, lunch with their child, after school hours (usually around 3:00) through parent nights, Title I Annual Meeting, and Open House.

### 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     | Parent/Teacher Conference for every child | Teacher/Guidance        | Improve academic, social and emotional development of the student through parent support.  | All Year                           | A log of the parents and the students attached to that parent for record keeping |
| 2     | Open House                                | Administration          | Orients Parents and Students for new school year   | Afternoon before 1st day of school | Sign-In Sheets   |
| 3     | Reading Training for Parents              | Administration/Teachers | Parents will feel more comfortable and capable of assisting their child with homework or the completion of assignments on a specific standard.             | March                              | Sign-In Sheets, presentation, content provided to parents                        |
| 4     | Mathematics Training for Parents          | Administration/Teachers | Parents will feel more comfortable and capable of assisting their child with homework or the completion of assignments on a specific standard.             | April                              | Sign-In Sheets, presentation, content provided to parents                        |
| 5     | Harvest Day                               | Administration/Teachers | Parents will feel more comfortable with the teachers and staff at school so they will be more willing to ask questions relayed to their child's education. | October                            | Sign-in Sheets   |

## 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     | Preplanning In-service/SIP   | Karen Parrish                  | Title 1 overview, Compacts, Parental Improvement Plan will be discussed, Procedures for IEP. | August                      | PACE follow-up                               |
| 2     | School Faculty               | School Administrator/Teachers  | Teachers will have greater instructional practices and students will accomplished more       | Monthly for the school year | Sign in sheets, Agendas, Teacher Evaluations |
| 3     | In-services for ESE          | School Administration/Teachers | Teachers will have greater instructional practices for students with special needs.          | January                     | Sign in sheets, Agendas, Teacher Evaluations |

## 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:** Newsletters and monthly calendars will be sent home that address test dates and upcoming events. Individual teachers will send home lessons being taught in the classroom. The school website will include what is going on in the school.

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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 1 information will be provided at the Title 1 Annual Meeting and Open House during the first few weeks of school and through SACS meetings held quarterly. Information on curricula, assessments, and progress will be given to parents by newsletters, monthly calendar, and school website in addition to the FOCUS portal. Progress Reports go home every nine weeks with report cards focusing on the student's IEP goals. IEP meetings are held annually (unless needed prior) and parents can request parent/teacher conference. Parents can attend quarterly SACS meetings and give input. Meetings are documented with the parent's signature on the IEP and sign-in sheets.

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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:** Parents of students with disabilities are encouraged to participate in IEP meetings, parent meetings and parental involvement activities with an ESE teacher present. The school is equipped for both parents and students with disabilities to have full access of the school, which is in compliance with ADA.

-Parents of ELL students are provided with an interpreter from PAEC for parent meetings. Information can be provided in their native language if requested.

-ELL students and migrant students are identified through the home language survey, which is part of the registration form.

## 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 Achievement                             | Timeline              |
|-------|--|---|-----------------------|---|-----------------------|
| 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)]; | For IEP meetings, parent conferences, Re-Eval, Evaluations and Etc. parents can attend in person or if they are not able to attend in person they can participate by phone or if needed we will meet. | All Teachers/Guidance | Student's achievement will increase due to better parent involvement. | Yearly or when needed |