

OKEECHOBEE ACHIEVEMENT ACADEMY Title I, Part A Parental Involvement Plan

I, Randal Weigum, 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

Sept 9th 2016
Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Okeechobee Achievement Academy is committed to providing our students a positive, stimulating, and safe learning environment that promotes the development of individual responsibility, acceptable social skills, and academic growth. Upon entering their next step in education, students will be able to make appropriate decisions and experience success in completing their education. We are committed to promote meaningful parental involvement not only in their students' academic lives but in their personal lives.

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: Okeechobee Achievement Academy will involve parents in the planning of ongoing Parental Involvement Programs workshops, and SAC meetings. Parents of students in multiple grade levels will be invited to participate in the planning. Parents will be involved in the review of the Title 1 programs through timely annual meetings and via communication between school and home by distributing the parental involvement policy. Parents will be provided the opportunity to be involved in decisions regarding how parental involvement funds can be used when organizing thematic educational activities. We will inform parents through an ongoing calendar, newsletter/newspaper article as well as social media when an activity (school orientation to programs, etc.) was funded by Parent Involvement funds.

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 | Title I, Part C | Information related to school and parent programs and activities can be sent home in language friendly format that will encourage parent support in the education of their children using community based programs like Communities in Schools. Migrant advocates can communicate the information to meet needs of parents and students requesting such programs and activities. Parents will be able to participate in Migrant Parental Advisory Council Meetings. |
| 2 | Title I, Part D | Give the parents of children who are identified as Neglected & Delinquent the opportunity to participate in joint SAC meetings. |
| 3 | Title 1, Part A | Skill reinforcing activities (i.e. games, flashcards, and books) that can be practicable by both parents and students will educate parents of the value of their contribution in student achievement. It is feasible and appropriately language friendly and provides reasonable support for parental involvement. It will build partnership between parents and school. |

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 | Presentation on Title I, Part A | Randal Weigum | September 22, 2016 | Sign in Sheet, Exit Survey or Parent Climate Survey. |

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:

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 | Martha's House | Principal | This is a program that addresses the needs of students as gauged by teachers and parents in social emotional skills. | Weekly | Survey, student performance data. |
| 2 | Parent Orientation | Principal, Teachers | Parents will meet teachers and learn about each grade's academic expectations. | August 8, 2016 | Parent Climate Survey |
| 3 | New Horizons of the Treasure Coast Inc | Principal | This is a mentoring program that addresses the needs of students as gauged by teachers and parents in drug, alcohol, and violence prevention. | Weekly | Survey, student performance data. |
| 4 | Guiding Good Choices | Principal & Community Partners | Outside community agencies present different parental skills. | Quarterly | Survey and Attendance |
| 5 | Voluntary Prekindergarten Education Parent Orientation | Principal, Teachers | Parents will meet teachers and learn about PreK academic and social expectations. | Each Semester | Survey and attendance |
| 6 | Voluntary Prekindergarten Education Literacy Night | Principal, Teachers | Parents & students will learn literacy tips and tricks for Reading and Math. | Each Semester | Survey and Attendance |
| 7 | Class Dojo | Principal, Teachers | Teachers, parents, & students will be able to monitor classroom behavior in live time from anywhere and communicate progress. | Daily | Student behavioral performance data, and parent engagement |
| 8 | Behavioral Tools | Principal, Teachers | Parents and students will learn behavioral management techniques and tools. | Teachers certified at preschool, used daily in classroom, work with parents during parent conference | Survey, student performance data, and attendance |
| 9 | MTSS Data Chats | Principal, | Regular discussions | Each Monday, | Survey, student |

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|----|---------------------------|------------------|---|-----------------------------------|---|
| | | Leadership Team | about student behavioral and academic performance shared with parents during parent meetings. | with individual parents as needed | performance data and attendance |
| 10 | Vocational Rehabilitation | Principal, Staff | This is a program that addresses the school to work transition. | Referral Basis As Needed | Survey, student performance data and attendance |

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 | School Compact | Principal | Teachers will have a better idea of how to use these documents to increase home-school communication and encourage students' academic achievement. | By the end of the 1st grading period. | Documentation in agendas, parent climate survey results. |
| 2 | Parent-Teacher Communication through MTSS/Class Dojo/Edmentum/ConnectEd | Principal, Teachers | Increased communication will allow teachers and parents to have a better understanding of students' areas of weakness and strengths. | Daily/weekly | Surveys (teacher, parent, & student) |
| 3 | Professional Learning Communities | Principal | Teachers will learn best practices for their students using school based communication tools and data systems. | Quarterly | Surveys and collaborative evidence in MTSS documents |
| 4 | Behavioral Tools Training | Principal/Leadership Team | Staff will have better ways of dealing with behaviors from students and communicate intervention strategies to parents. | Quarterly | use of skills with students and parents |
| 5 | Guiding Good Choices Parent Involvement Nights | Principal, Community Partners | Teachers will learn the same | Quarterly | Attendance and use of skills in |

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| | | | techniques as the parents in order to create a consistent environment. | | classroom |
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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: Parental Resources will be provided by the Student Support Services personnel and Classroom Teachers throughout the school year. They will implement activities to encourage and support parents to participate in the education of their children. Our community partners in cooperation with the staff will present quarterly meetings on different parental skills. New Horizons of the Treasure Coast, Inc., Suncoast Mental Health, and Martha's House will be used on a quarterly basis to encourage and support parents in more fully participating in the education of their children.

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: Okeechobee Achievement Academy will provide parents of participating children timely information about Title I Programs through an annual meeting in September, parent-teacher conferences as needed, social media, newsletters and district Title I fliers. The description of the curriculum at the school will be provided through letters explaining the results of academic assessments used to measure student progress and the proficiency levels students are expected to meet. Additionally, the school's website, telephone mass-communication system (ConnectEd), and quarterly newsletter will be used to keep parents informed about curriculum and assessment. Parents will have the opportunity for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children by participating in SAC and PTO, as well as by scheduling meetings with teachers and office staff. Parents will also have the opportunity to provide feedback to the LEA on the school wide program plan through the parent climate survey, which is administered at the end of the school year. Documentation will include sign-in sheets, meeting agendas/logs/ or minutes, climate survey, and copies of school newsletters.

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: Okeechobee Achievement Academy will provide full opportunities for participation in parental involvement activities. These opportunities will include participation in SAC and GGC as well as our quarterly parent involvement meetings. Translators will be used, when necessary, to increase the involvement of parents who do not speak English. Parents will be notified of meetings in appropriate home language through the school's website, social media, backpack notifications, ConnectEd, student agenda and the quarterly newsletters.

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 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Essential communication with all stakeholders to discuss student's progress in Literacy and test scores through MTSS/RtI/GGC Meetings. | Principal, Student Support Services, Teachers | Greater involvement of the parent with the student's growth in literacy curriculum | 3 times a year |
| 2 | Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Parents are called and given the leeway of stating the best time for a SBIT/MTSS meeting on their student with the principal and student support services. If they are not able to make it in, then the principal and support services personnel will set up a meeting at the home. Parents also have the option of attending by phone. Translators are available when needed. | Principal and Student Support Personnel | Since parents and school staff will be on the same page, the student will be able to achieve more in academic, emotional, and societal goals. | Began August 10, 2016 |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Community partners are participating in our quarterly parent involvement activities and the leadership team. | Principal and Community Partners | This is a mentoring program that addresses the needs of students as gauged by teachers and parents. | Began August 10, 2016 |

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

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](#)

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.

[Uploaded Document](#)

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 | Title 1 annual meeting | 1 | 13 | Parents will know what resources are available from the Title 1 funds. |
| 2 | Guiding Good Choices - Parent meetings | 4 | 65 | Parents are made aware of the software being used at school and its accessibility. They are made aware and assisted with obtaining community services. |
| 3 | Make it-Take it Programs | 2 | 40 | Make it/Take activities for PreK parents and students in Literacy and Math. |
| 4 | MTSS Meetings | 72 | 112 | Academic and Behavioral Strategies designed for specific students. |

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 | Behavioral Tools | 3 | 60 | Learning tools to deal with student behaviors along with the parents to develop stronger relationships. |

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 | Working | Offer different times for meetings if possible or offer a phone conference. |
| 2 | Unable to speak English | Provide a translator in the person's native language |
| 3 | Limited literacy | Provide a reader or allow a person that the parent is comfortable with to read documentation. |
| 4 | Economically disadvantaged | Provide free breakfast for students, and information about community services that may be able to assist the family. |
| 5 | Chronic Absenteeism | Positive feedback to student for attending. |
| 6 | Historical Parent Non Participation | Work with guardians to provide a positive experience for both guardian and student. |

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|---|----------|---|
| 7 | Truancy | Continue to work with the District and Guardians to get students in educational programs. |
| 8 | Advocacy | Meet with parents to understand ESE/BIPs as their input into student's education. |

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 |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|

