

CYPRESS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Eduardo Alonso, 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)].



10-6-15

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The mission for parental involvement at Cypress K-8 Center is to provide parents with the best educational experiences and services in order to provide a safe learning and nurturing environment for their children.

Involvement of Parents

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

Response: Cypress K-8 Center offers many opportunities where the parents can be involved with school decisions, functions and organizations.

The school has an open-door policy where parents are invited to come into the Parent Resource Center. The Community Involvement Specialist (CIS) assists parents with the M-DCPS Parent Portal, parents can check-out resources, like books and games to assist with home learning. The Parent Academy also offers workshops to parents in English and Spanish. These workshops are based on community needs and parent surveys given at the beginning of the school year. The CIS also informs parents about community services offered in the area to assist with shelter, financial difficulties, medical and/or personal needs, if necessary.

Our community has a high number of parents that speak Spanish, therefore, the CIS provides translation services to the parents as needed. Many parents are invited to come to the school to volunteer in the Media Center, classrooms, school functions, field trips and/or the main office. In order to involve parents with decisions regarding how funds are used, we have several parents as members of our Educational Excellence School Advisory Committee (EESAC). At the district level, several of the parents attend the meetings for the District Advisory Council (DAC) two times a year. In addition, our Parent Teacher Association(PTA) at the school is helping parents, students and teachers with fundraising. In order to better communicate with school parents, the school sends monthly calendars and weekly newsletters with school activities, and flyers in English, Spanish and Creole. In addition, a connect-ed message is sent home the night before any school function or if their is an important message to communicate. At Cypress K-8, we believe that parents are an important influence in helping our children achieve high academic standards.

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	Voluntary Pre-Kindergarten (VPK)	The VPK office works together with the school to coordinates a transition workshop for students and parents entering Kindergarten.
2	Title I and Parent Academy	The Parent Academy and the Title I office coordinate meetings to provide workshops for parents on quarterly basis at the 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
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1	Open House	Assistant Principal	September 9, 2015	Sign-in Sheets
2	Title I Annual Orientation Meeting	Community Involvement Specialist	September 9, 2015	Sign-in sheets
3	EESAC Meetings	EESAC Chairperson	Sept.2015- May 2016	Sign-in sheets

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: The leadership and staff of Cypress K-8 Center strongly believe that parental involvement is crucial for academic success. In order to ensure that parents attend parenting meetings, a flexible schedule must be in place. Our annual Open House meeting is held on the third week of school. At this meeting, the community involvement specialist surveys the parents to determine the best days and times for parents to attend. Upon receiving returned surveys, a schedule is made to determine times feasible for greatest participation. The Parent Academy and the PTA alternate meetings monthly. The Parent Academy holds meetings afterschool. The PTA holds meeting before school is dismissed. During both of these meetings the Community Involvement Specialist (CIS) is available to organize childcare services. The parent resource center is open daily to guide parents in a variety of ways; the CIS offers computer assistance, allows for the parents to check out materials to use at home, gives community resources, and guides parents as they fill out applications. The CIS maintains records of parent participation and uses this information to modify the schedule.

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	Science Night	Science Chair	Teachers model a Science project to the parents and discuss student expectations. The teachers reviewed benchmarks to parents so they may be able to help their child at home.	January 2016	Evidence of sign-in sheets, student achievement.
2	Parent Academy Meetings	Counselor/parent Academy Representative	The meetings provide parents strategies on how to help their child(ren) at home with homework. They discuss how to create quality family time. They inform parents of activities given through the community where the parents can attend for free.	quarterly	Evidence of sign-in sheets, student achievement.

3	Parent Teacher Association (PTA)	PTA Board	Inform parents of upcoming events and how they can help the school and their children.	quarterly	Evidence of sign-in sheets, student achievement.
4	EESAC Meetings	EESAC Chair	EESAC meets to discuss student academic needs & purchase resources or programs to increase student achievement.	August 2014 - May 2015	Evidence of sign-in sheets, student achievement.

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	CIS Trainings	Community Involvement Specialist	The CIS will share the information gathered at the meetings with teachers.	Throughout the year meetings	Sign-in sheets
2	Job imbedded PD teacher training	Reading Coach	The Reading Coach will share the information gathered at the meetings with teachers	Throughout the year meetings.	Sign-in sheets
3	Southwest Miami Feeder Pattern Principals' Meetings	Principal	Share curriculum information and information on how to assist parents and families.	Monthly	Sign-in sheets and Agendas

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: Parents at Cypress K-8 Center will have the opportunity to more fully participate in the education of their children with a new PTA Board. The excitement generated by the newly formed PTA Board will attract parents in many positive ways. ConnectEd telephone messages and e-mails invite parents to participate.

Grade level parent meetings will be held to instruct the parents on strategies and techniques to bring classroom lessons to life at home. The Community Involvement Specialist will be present at each meeting to translate the information for parents who speak spanish.

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: Open House, along with the Title 1 Annual Orientation meeting, is the first opportunity of the school year for parents to hear about Title 1 programs. At Open House, the students and parents will learn about the curriculum provided by the state and how to download grade level expectations from the computer.

FSA/SAT parent meetings are held at different time during the year to inform parents about benchmarks and skills necessary for their child to be successful.

Grade level meetings are held to provide parents individualized assistance according to their child's specific academic needs.

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: Written communication will be provided for parents in English and Spanish, monthly calendars and letters are sent home with information regarding assessments, school activities and other pertinent information. In addition, the CIS provides as the translator for parent meetings, if necessary. To inform parents who do not come into the school, we use the ConnectEd, where the administrators communicate information using the answering service.

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:
 Not Applicable

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	Science Night	1	150	Teachers model a Science project to parents and discuss student expectations. They review benchmarks to parents so they may be able to help their child at home
2	Parent Teacher Association (PTA)	4	150	The meetings provide parents strategies on how to help their child(ren) at home with homework. They discuss how to create quality family time. They inform parents of activities given through the community where the parents can attend for free
3	EESAC Meetings	6	30	EESAC meets to discuss student academic needs & purchase resources or programs to increase student achievement.

Staff Training Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	CIS Trainings	2	1	The CIS will share the information gathered at the meetings with teachers.
2	Ready School Workshop	5	92	The Reading Coach will share the information gathered at the meetings with teachers.

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	Parents concerned regarding availability of teachers for conference.	Teachers will set-aside one day a week for parent-teacher conferences

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	Effective Communication	Connect-Ed, Monthly Calendars, Flyers and letters
2	Increasing Parent Participation	In PTA meetings and other meetings letting parents know they are a key part of the school and letting them know how to help their child and volunteer in activities
3	Professional Development	Provide teachers PD days in which they can learn and interact and provide strategies on how to help the students.