

## CAMBRIDGE ELEM MAGNET SCHOOL Title I, Part A Parental Involvement Plan

I, Dr. Wendy Smith, 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:

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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:** This will be done through the Spring Title I Parent Survey, Spring School Survey, and monthly School Advisory Committee (SAC) meetings. The SAC committee will review the academic areas that will be targeted with Title I funds. The SAC committee and staff will also review the results of the surveys and develop a Parent Involvement Policy and Plan. This will mainly take place in spring but evaluations and improvements will be discussed throughout the year. Furthermore, the SAC committee and staff will develop the school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. In accordance with the SAC bylaws parent members will be selected for service. Their input on all school based decisions addressed through SAC will be documented in the SAC minutes.

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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	Individual with Disabilities Act (IDEA)	Joint professional development opportunities are provided for staff and training individuals with Disabilities opportunities for parents of Title I ESE students by staff from the Office of Exceptional Act (IDEA) Education, Title I, and FDLRS. We collaborate to address the exceptional needs of students and families.
2	Florida Diagnostic and Learning Resources Systems (FDLRS)	FDLRS provides diagnostic and instructional support service, to Cambridge's exceptional education student education programs and families of students with exceptionalities school wide. Resource personnel in the FDLRS Office works collaboratively with Cambridge in planning, implementing and evaluating various parent involvement initiatives and training opportunities, and research based instructional strategies based on the Florida academic content standards.
3	Title II, Part A (Improving Teacher Quality)	Cambridge's Administrators, Title I Family involvement Coordinator, and National Board Certified Teachers work collaboratively to provide the staff with professional development opportunities on how to effectively work with parents, including a parent involvement component in one of the modules of B.E.S.T., our district wide training initiative. The district resource teachers in the area of reading, math, science, and writing provide grade level based training to address the Florida academic content standards.
4	Title II, Part D (Enhancing Education through Technology)	Cambridge works collaboratively with the Educational Technology, that includes 2 technology integrators, to address the technology needs of students and families at Cambridge. By collaboratively planning and implementing appropriate programs, Cambridge is able to provide services and training opportunities for school staff and families, including opportunities to access and utilize Edline as a means of communication between home and school.
5	Title III (Language Instruction for English Language Learners)	The Title I Family Involvement Contact at Cambridge works collaboratively with the ESOL Resource Teacher and ESOL assistants to address the needs of English Language Learners (ELL) and families. Our teachers plan collaboratively with our ESOL teacher and assistants to implement appropriate programs, services and training opportunities for school staff and Language Learners families. Title I Parent Involvement Contact works with our ESOL teacher to ensure that school information is shared effectively with families.

6	Title X (Homeless Education)/McKinney-Vento	The Title I Family Involvement Contact at Cambridge works collaboratively with our Guidance Counselor to meet the varying needs of our students and families in transition without duplicating services. Since the number of transitional students in our county has increased significantly over the past year, we provide awareness for staff and families.
7	Head Start	As stated in the Head Start Act 45 C.F.R. 1304-40 Cambridge Elementary will engage in a process of collaborative partnership building with parents "to establish mutual trust and to identify family goals, strengths and necessary services and other supports" for families enrolled in Head Start. There are seven Family Engagement Outcomes within the Framework for the Parent, Family and Community Engagement component of Head Start. Cambridge will assist families in achieving outcomes in these areas: Family Well-Being, Positive Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transition, Family Connections to Peers, and Community and Families as Advocates and Learners. The district will contract with Brevard C.A.R.E.S. to provide required services as described in the original Head Start grant application.
8	Brevard After School Academy Central	Cambridge Elementary will provide six parent training sessions a year to parents of students who attend the afterschool program. A variety of topics ranging from academic support at home to proper nutrition will be covered.
9	National Institute of Justice Safe Schools Grant	Cambridge will house an onsite Social Worker to help foster and promote strong relationships between students and parents.

## 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	Agenda for Annual Meeting	Title I Parent Involvement Contact and Principal	August 25, 2016	Documentation of Parent Attendance, and parent/staff feedback
2	Promotion: newsletter, flyer, BlackBoard Connect	Title I Parent Involvement Contact	August 17-26, 2016	Documentation of Parent Attendance, and parent/staff feedback
3	Power Point focused on Florida Standards, Parental Involvement, and general Title I information	Title I Parent Involvement Contact	August 25, 2016	Documentation of Parent Attendance, and parent/staff feedback

## 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:** Cambridge offers a number of flexible meetings. Meetings can be scheduled in the morning, in the evening, and on various days as determined by our annual survey.

These meetings will provide additional services with provided parental involvement funds.

## 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	Communication/BlackBoard Connect Phone Notification System	Principal, Assistant Principal, Title I Contact	Parents will be kept informed (multi-Lanaguge)about school and district information to assist them in promoting student academic achievement .	Ongoing	Title I Survey and parent feedback
2	Communicating/ School Newsletters	Principal and Title I Contact	Parents receive information and resources to stay informed and assist them in promoting student achievement.	Monthly	Title I Parent Survey/ Parent feedback
3	Decision making/SAC	SAC Chair	Parents share needs, barriers, and successful strategies to assist with planning at the school level to increase academic achievement on the Florida Standards and parental invovlement	Monthly	Feedback and comments from parents
4	Communicating/Edline	Teachers in grades K-6	Parents will be kept informed about ways to stay involved and assist their child(ren) in increasing their academic achievement based on the Florida academic content standards.	Ongoing	Surveys, usage statistics and parent feedback
5	Learning at Home/ Family Involvement Conference	Title I Family Invovlement Contact	Parents receive information and strategies to assist students in improving the academic achievement of thier child(ren) and improving their parent skills from various experts.	Annually (February 2016)	Conference evaluation results and parent feedback

6	Communicating/School Website	Technology Associate and Title I Contact	Parents will be provided with information based on the Florida academic content standards and resources to assist them in staying informed and helping child(ren) increase academic achievement on state and local academic assessments.	Ongoing	Title I Parent Survey
7	Parenting/FL Parent information and Resources Centers (PIRC)	Title I Family Involvement Contact	Parents will receive assistance in promoting the academic achievement of their child(ren).	Ongoing	Evaluations and parent feedback
8	Communicating/District subscription to parent newsletters (early years/Home & School/ middle Years)	Title I Family Involvement Contact	Parents receive information and resources to stay informed and assist them in promoting student academic achievement (multi-language)	Monthly	Title I Parent Survey and parent feedback
9	Communicating/ School Wide Calendar & Agendas	Classroom Teachers and Administration	Daily home to school communication to advise parents of upcoming event and academic progress on the Florida content standards.	Ongoing	Title I Parent Survey
10	Learning at Home/ELL Literacy	ESOL Teacher and ESOL assistants	Parents will be provided information on how to use Florida Standards at home to improve student achievement.	August 25, 2016	Parent Feedback
11	Learning at Home/ELL Florida Standards Workshop for Kindergarten Students	ESOL Teacher	Provide parents with the skills to help their children at home master the Florida Standards.	Monthly	Pre/Post Survey
12	Love and Logic Parent Training	Administration and Title I Team	Parents will receive helpful parenting information and strategies.	September 13, 2016 & January 26, 2017	Post Surveys
13	Parenting in Today's World	District Personnel- Joy Palatucci	Parents will receive helpful parenting tips	October 1, 2016	Post Surveys

## 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	Volunteering/Volunteer/Mentor Training	Volunteer Coordinator	Teachers and teacher assistants will learn effective strategies for managing volunteers to assist at our school to increase student achievement.	September 14, 2016	number of Volunteer hours documented
2	SAC/SIP team Training	SAC Chair and Principal	SAC/SIP teams (including parents) will learn effective strategies for increasing student achievement and developing required plans at school level.	Annually	Quality of SIPs and team feedback
3	Faculty Training	Principal, Assistant Principal & Staff	Increase student achievement due to improved relationships and involvement between school and home.	Preplanning	Teacher evaluations & conference logs
4	Peer Coaching	Peer Coaching Team	To improve relationships between families and school.	Ongoing	Parent Conferences and increased teacher effectiveness.
5	Dinner & Data Training	Leadership Team and Classroom Teachers	To improve understanding of student data and the impact of goal setting.	December 2016	Increased achievement on FSA and FCAT Science.
6	Love and Logic Training	Leadership Team	Teachers and teacher assistants will implement Love and Logic principles to help foster positive relationships with students and their families.	Preplanning	Increased parental involvement and a decrease in the number of student discipline referrals.

## 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:** Provide games, flash cards, books, and other educational materials for parents to borrow from Parent Resources Room located in room 74. Parents are also offered the opportunity to call 633-3550 to arrange to have materials sent home with their child by our Title I Contact or ELL Teacher. Training workshops will be provided as determined by the Parent Involvement Survey. Workshops will be announced by BlackBoard Connect messages and Cambridge newsletters. Regular Title I family nights, that include our annual Open House, Arts and Culture Night/Picnic, Fact and Fitness

Night, ELL Literacy Night, Anti\_Bullying Night, Dinner and Data Night, and Literacy Night will be held throughout the school year. During Title I Family Nights exit surveys will be conducted to determine the effectiveness of the activity and the possibilities of future trainings. The school will maintain sign in sheets, agendas, and exit slips to document the completion of Title I Family activities and tasks. All materials used will be available in English and Spanish. In order to increase print in the homes, all Cambridge students attending night events will be given a book to take home based on their reading level.

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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:** Cambridge's Parental Involvement Plan (PIP) will be summarized in a brochure that will be translated and printed in English and Spanish. The brochure will be disseminated to parents of all students in October 2016. Documentation of date and method of distribution will be maintained and recorded on Cambridge's Parental Involvement checklist that is sent to the district office. The brochure will offer a brief overview of the PIP and the document in its entirety will be provided by contacting the Title I Family Involvement contact. Attendance sheets will be collected from the classroom teachers to document dissemination by backpack and teachers will denote when absent students received the materials. The complete PIP will also be posted on Cambridge's website on the homepage. Additional, ongoing communication between school and families will be communicated through a variety of methods including monthly school newsletters, Edline, BlackConnect messages, report cards, parent conferences, student agendas, red communication folder, teacher and school websites. Newsletters and other monthly updates are always disseminated the first Friday of each month, which helps parents and teachers keep track of important school updates. Copies of all newsletters, BlackConnect messages, and other promotional materials will be translated, sent home, and filed in our Title I audit folders.

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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:** To the extent feasible, Cambridge will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of transitional and migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniformed format and, including alternative formats upon request and, to the extent practicable, in a language parents understand. A translator is available for general meetings, if requested and documents are made available in English and Spanish.

Translation services for other languages is made available through the Title I district office as necessary upon request.

## 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	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	SAC members will have input in the trainings offered to teachers.	SAC Committee	Training will be student centered and geared towards student achievement.	Ongoing
2	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	Parent trainings will be offered throughout the year. Some of the trainings include Literacy Night and Love and Logic training.	Leadership Team	Parents will be better equipped to help their students with reading at home.	Ongoing
3	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Love and Logic parenting training will be offered to all parents, also SAC members will recruit parents to join the SAC committee.	Leadership Team and SAC Committee	Parents will gain knowledge in building stronger relationships with their student(s).	Ongoing
4	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)];	Conferences and meetings will be offered on varying day and at varying times.	Leadership Team and Teachers	By varying the scheduling of meetings, more parents will be able to attend. This will directly benefit the students.	Ongoing
5	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Provide parents with trainings and resources to help their student(s).	Leadership Team and Teachers	Parrents will have the knowledge and tools that they need to help their child(ren) be academically successful.	Ongoing
6	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental	Hold a Business Partner Fair during Arts and Culture Night to exhibit the wonderful things that	Business Partner Coordinator	Parents will gain a better understanding of the partnerships present in their	Oct. 2016

	involvement activities [Section 1118(e)(13)].	local businesses are doing for the school.		students education.	
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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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## 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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## 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](#)

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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	Communication/BlackBoard Connect Phone Notification System	40	650	Parents will be kept informed (mutli-Lanaguge)about school and district information to assist them in promoting student academic achievement .
2	Communicating/ School Newsletters	9	650	Parents receive information and resources to stay informed and assist them in promoting student achievement
3	Decision making/SAC	9	10	Parents share needs, barriers, and successful, strategies to assist with planning at the school level to increase academic achievement and parental involvement
4	Communicating/Edline	40	650	Parents will be kept informed about ways to stay involved and assist their child(ren) in increasing their academic achievement.
5	Learning at Home/ Family Involvement Conference	1	650	Parents receive information and strategies to assist students in improving the academic achievement of their child(ren) and improving their parent skills from various experts.
6	Communicating/School Website	1	650	Parents will be provided with information and resources to assist them in staying informed and helping child(ren) increase academic achievement
7	Parenting/FL Parent information and Resources Centers (PIRC)	1	650	Parents will receive assistance in promoting the academic achievement of their child(ren).
8	Communicating/District subscription to parent newsletters (early years/Home & School/ middle Years)	10	650	Parents receive information and resources to stay informed and assist them in promoting student academic achievement (mutli-language)
9	Communicating/ School Wide Calendar & Agendas	1	650	Daily home to school communication to advise parents of upcoming event and academic progress
10	Learning at Home/ELL Literacy	2	200	Parents will be provided with information on how to use literacy at home to improve 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	Volunteering/Volunteer/Mentor Training	2	75	Teachers and teacher assistants will learn effective strategies for managing volunteers to assist at our school to increase student achievement.
2	SAC/SIP team Training	5	100	SAC/SIP teams (including parents) will learn effective strategies for increasing student achievement and developing required plans at school level.
3	Faculty Training	2	100	Increase student achievement due to improved relationships and involvement between school and home.
4	Peer Coaching	2	40	To improve relationships between families and school.
5	Dinner & Data Training	2	30	To improve understanding of student data and the impact of goal setting.
6	Love and Logic Training	3	100	To improve relationships between adults and children

## 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	Economically Disadvantaged Students-Lack of transportation and/or work schedule conflicts	Providing conference calls and home visits
2	ELL	Provide translations and send how documents in Spanish

## 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
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