## LARGO MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Stephanie Joyner , 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)

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| **Response:** Largo Middle School strives to inspire students to be critical thinkers, internationally minded, and responsible global citizens who have a passion for lifelong learning and service. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Largo Middle School believes in parent involvement in all areas of its Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and the PIP. During the school year, more than 50% of the members of the SAC were parent (non-employee) representatives, or community partners. In addition, all parents will be given the opportunity to review the plan and offer their input for approval. At this time, in regards to the PIP, all parents were given surveys seeking their input on activities, training, and materials they need to help their child. Results of the parent surveys will be reviewed by the SAC to determine needed changes the following school year. During the SAC meeting when the PIP and SIP were brought up for review, the committee will decide, with the input from parents, how the parental involvement funds will be used. During our annual Title I meeting held before our 6th, 7th and 8th grade Open House, presentations were made regarding Title I funds, opportunities for having a vital part in SAC and PTSA. In addition to the face to face presentation, classroom teachers also had information (in print) available for parents explaining more about Title I, SAC and our PTSA. |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | ESOL | Our ESOL team will provide necessary materials to our students and parents, via our bi-lingual services. Parents can schedule one-on-one conferences to review materials as needed. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts, and power point presentation that addresses the required components | Title I Coordinator | August 9,2016 | copies of agendas, power point, |
| 2 | Disseminate invitations (flyers, marque, website, etc.) | Administrator/ Tech Specialist | July 25, 2016 | flyer, website, picture of the marque |
| 3 | Develop sign-in sheets | Titile I Coordinator | August 8, 2016 | copy of sign in sheet |
| 4 | Parent Connect message | Principal | August 8, 2016 | printed copy of message |
| 5 | Conduct Annual Meeting | Titile I Coordinator | August 9,2016 | sign in sheet/ agenda |
| 6 | Maintain Documentation for evidence of effectiveness | Title I Coordinator | August 2016 through May 2017 | electronic audit box/parent binder at parent station |
| 7 | Disseminate invitations (flyers, marque, website, etc.) | Administrator/ Tech Specialist | August 29,2016 | flyers, website, picture of the marque |
| 8 | Parent Connect message | Principal | September 6, 2016 | printed copy of message |
| 9 | Conduct Annual Meeting | Titile I Coordinator | September 7, 2016 | sign in sheet/ agenda |

**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)].

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| **Response:** The leadership and staff of Largo Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered in the evening in which parents can bring their younger children as well. The power point will also be available on the school website for parents who cannot attend. Based on information received for a parent survey, events, meetings, and training will be offered in the morning and also evenings which provide flexible times for parents. There is a Title I link on the school website that will list information about meetings as well. |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | On-going progress monitoring within mathematics, language and literature ,civis and science classes | Classroom Teachers/Administrators/Academic Coaches | Students will monitor their own progress on formative assessments, iReady, Performance Matters and Writes Score using a tracking instrument. Parents will be provided with content specific information and strategies they can use to help their child at home. Students will increase their individual performance from Assessment 1 to Assessment 2 due to adjustments in classroom instruction that is based on data from iReady, Performance Matters and Writes Score.. | August 10, 2016- May 2017 | Student performance will increase in Florida Achieves. Data will be tracked and analyzed by classroom teachers. The data will also be shared at SBLT on a monthly basis. |
| 2 | Assessment performance and course grades will be discussed during individual parent/student conferences | Guidance Department/Teachers | Teachers and Guidance Counselors will discuss student's assessment results, expectation and goals for the school year | September 2016- May 2017 | Portal conference quarry conference forms, and students achievement increasing |
| 3 | Parent Involvement Night ( Attitude of Gratitude) | Parent Involvement Comittee | Parents will gain understand and stategies to help thier students be more successful this school year. We will also make available community resources | November 2016 | student performance and test scores |
| 4 | Parent Involvement Night ( International night) | Parent Involvement Comittee | Parents will gain understand and stategies to help thier students be more successful this school year. We will also make available community resources | March 2017 | student performance and test scores |
| 5 | Transition to High School | ELL and Parent Involvement Comittee | Parents will receive information to help with the transistion from middle school to high school | April 2017 | community and teachers support for the students- evidence will be seen the following school year. |
| 6 | ELL/ IB-/MYP Parent Meetings | ELL and IB-MYP Committee Members | Students will monitor their own progress on formative assessments, iReady, Performance Matters, and Write Score using a tracking instrument. Parents will be provided with content specific information and strategies they can use to help their child at home. Students will increase their individual performance from Assessment 1 to Assessment 2 due to adjustments in classroom instruction that is based on data from Florida Achieves. | One a semester | Student performance will increase in iReady, Performance Matters and Write Score. Data will be tracked and analyzed by classroom teachers. The data will also be shared at SBLT meeting each semester. |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | STOIC Walk- Thru | District MTSS Coach/ Renee S/Administration | Student/ Teacher Relationship/ Classroom Culture | August 5, 2016 | Sign in sheets, workshop evaluation handouts |
| 2 | Help to Develop leadership expertise necessary to influence a deeper understanding of quality instruction. Also teacher trainings to support school widw academic innitiatives | Mark Rolewski/ Administration | Rigorous Instructional Strategies | August 2, 2016- April 2017 | Sign in sheets, workshop evaluation handouts |
| 3 | Instructional strategies transitioning to the Marzano Framework | Mark Rolewski/ Administration | Rigorous Instructional Strategies | September 2015- February 2016 | Sign in sheets, workshop evaluation handouts |
| 4 | IB-MYP | S. Tierney/ IB MYP Coordinator | Global Context | July 27-28, 2016 | Sign in sheets/ handouts and by bringing real world into the classroom- providing students the WHY in learning .Why they are learning what they are learning. |
| 5 | IB-MYP | S. Tierney IB MYP Coordinator | Global Effective Teaching | August 4,2016 | Sign in sheets/ class gains/by bringing real world into the classroom- providing students the WHY in learning .Why they are learning what they are learning. |

**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)].

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| **Response:** The parent/community/volunteer liason recruits parents to volunteer at all Largo Middle School events by handing out forms and talking with parents. Volunteer forms are in all the grade level offices for parents to pick up as well. There is volunteer information on our school website and parent newsletter. Guidance counselors work with feeder high schools to offer information to prepare 8th graders for 9th grade during second semester. They work on meeting with all 8th graders to do credit checks. This information is also on our school website. Information will be shared with parents and staff by the Title I facilitator through the school website and parent connect. The IB-MYP Coordinator will work with elementary schools to recruit students for the magnet program. |

**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)].

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| **Response:** At the annual meeting of parents in held on August 9, 2016 and September 7, 2016, at Largo Middle School, held a general face to face meeting where information was presented about the Title I programs, the curriculum and academic assessments. Parents were informed about the school wide program and opportunities for participation in decisions related to the education of their child. Parents were given a parent compact and be shown the Title I link on the school website in order to view a copy of the PIP. Parents were notified via phone connection, flyer were disseminated at the car circle and sent home with students and information placed on school marque. Attendance was taken to show how our school monitored parent participation. |

**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)].

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| **Response:** The ESOL teacher will be utilized if Title I information needs to be sent home in another language. Throughout the year newsletters sent home,will be received in parents/students home language (per translation availability). Teachers will also be given this language document in the event that is needed. Parents with disabilities and those whom have students with disabilities will have support from our ESE department, with making reasonable accommodations for those individuals to participate in parent involvement activities. They have monthly meetings in which Title I and Parental Involvement information can be discussed and disseminated to parents. |

**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:

X Not Applicable

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C:\Users\lakhanis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\0Q8XUFU3\fileUploads\520141_2016-2017_uploadEvidenceParentInput.pdf) |

**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.

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| [Uploaded Document](file:///C:\Users\lakhanis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\0Q8XUFU3\fileUploads\520141_2016-2017_uploadCompact.pdf) |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

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| [Uploaded Document](file:///C:\Users\lakhanis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\0Q8XUFU3\fileUploads\520141_2016-2017_uploadCompactEvidence.docx) |

## 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Family Nights | 2 | 425 | improved scores due to positive tips on preparing for the FCAT |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Building Connections- how to work with parents and students for a year of success | 2 | 90 | connections to help the students reach a goal of ersonnal success in classes and in school. |
| 2 | ELL Parent workshops | 2 | 20 | working to help engage the parents and students as they continue in middle school and in the community |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Some parents make not speak English fluently, therefore, they do not participate in parent activities. This is evident in the Hispanic population which represents a significant percentage of the school's population. | Invite a translator from district to help assist with communication. |

**Best Practices (Optional)**

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

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| **count** | **Content/Purpose** | **Description of the Activity** |