

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

I, Will Taylor , 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

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 Date Signed

## Mission Statement

## Parental Involvement Mission Statement (Optional)

Response: The mission of Woodham Middle School is to make a positive difference in the lives of our students and to prepare them for lifelong learning. Woodham will strive to obtain highest student achievement through an engaging environment, a positive school culture, and data driven instruction.

## Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status:

Review Comments:

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

Response: Woodham Middle's School Advisory Council (SAC) is responsible for the development, implementation, and evaluation of the PIP. This council comprised of staff members, parents, community members and administration. SAC will meet 4 times during the course of the school year to plan, review and make improvements on the Title I programs. In addition, this council will be involved in the decision making process, regarding how funds for parental involvement activities will be used. Involvement of parents will be documented through sign-in sheets and minutes of meetings.

Review Rubric:  
Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- 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)].

Review Status:  
Review Comments:

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	School-based Literacy and Math Activities	The administration, the math department, and the school literacy team will work together to coordinate activities for students and parents entering middle school. Activities may include: coordinating meetings with teachers, parents, and students to identify areas for improvement in reading, writing, and math. Workshops and activities that focus on reading, writing, and math strategies will be offered to parents and students throughout the year.
2	Open House (September)	Parents will meet in their students' homerooms and time for classroom visitation will be provided.
3	Transitions (May)	Parents of incoming 6th graders will be informed of students' academic and behavioral requirements at middle school.
4	Career Night (January)	Speakers from area high school career academies will give an overview of options in high school.
5	Data/Report Card Chats	Parents will meet with teachers to discuss their children's progress on report cards, Florida Assessments, and Discovery Ed. assessments

Review Rubric:  
Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status:

Review Comments:

## 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	The Woodham Middle administration will meet quarterly with the SAC for input.	WMS administration and SAC chair	Meetings will be held quarterly	Surveys will be developed by the administration and distributed in April to evaluate existing PIP
2	School Messenger Announcement	Margaret Warr	9/15/14	Record of Received Calls
3	Advertise on school marquee	Margaret Warr	9/15/14	Visible to Public

### Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

## 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 Woodham Middle administration will meet quarterly with the SAC for input into the development and implementation and evaluation of the existing PIP. The administration will offer a flexible number of meetings quarterly in the daytime and evening in order to meet the parents' needs and schedules. As issues arise the SAC will meet with administration to resolve and improve the program. In March, the SAC will meet with administration to begin the review of the existing PIP, analyze participation data, and revise the PIP as needed. Surveys will be developed by the administration and distributed in April to evaluate existing parental involvement activities. In May, the SAC committee will meet with administration to identify common areas of concern and barriers for greater participation by parents.

### Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status:  
Review Comments:

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	Data and Report Card Chats	Leadership Team	Increase student proficiency in all areas of the Florida Assessment.	Three times per year	DE and Florida Assessment scores.
2	SAC Meetings	SAC Chair/Principal	Input for School Improvement Plan	Quarterly	Florida Assessment scores, DEA scores, SWBMP Report, and Attendance Reports
3	PTSA Meetings	PTSA Pres./Principal	Parent Volunteers for tutoring, PBS, and other activities.	Quarterly	Florida Assessment scores and SWBMP Report
4	Partners in Education	Ms. Warr	Involvement of community and businesses will provide support for parental involvement activities	As needed	Florida Assessments and Progress Monitoring of SWBMP
5	Family Nights for Math and ELA	Leadership Team	Increase student proficiency on Florida Assessments	Bi-Monthly	Florida Assessment scores

- Review Rubric:**  
Strong responses include:
- Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
  - Identification of the person(s) responsible;
  - Correlation to student academic achievement;
  - Reasonable and realistic timelines; and
  - Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status:  
Review Comments:

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	SREB (LDC/MDC) Training	SREB Math Coaches	Increase student proficiency in math on the Florida Assessment areas	Monthly	Florida Assessment scores
2	Discovery Ed. Training	Discovery Ed/Teacher Trainers	Increase student proficiency in all Florida Assessment areas	Ongoing	Florida Assessment scores
3	Capturing Kids Hearts	CKH Trainers	Increase student proficiency in all Florida Assessment areas	Ongoing	Florida Assessment scores
4	Kagan Strategies	Teacher Trainers	Increase student proficiency in all Florida Assessment areas	Ongoing	Florida Assessment scores

### Review Rubric:

- Content and type of activity including the following: Value following:
  - Valuing of parental involvement,
  - Communicating and working with parents,
  - Implementation and coordination of parental involvement program,
  - Building ties between home and school,; and
  - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

### 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: For Positive Behavior Support, students are given "Gotcha" cards by teachers and staff for modeling good behavior. Students may "purchase" prizes and attend events that are provided by the school. Parent resources and computer access are available in the ESE suite.

### Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

### 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: Parents will be provided with general information about the Title I Program and budget at Woodham Middle School via classroom visits during Open House. A description and explanation of the curriculum at Woodham incorporates best teaching practices of SREB for math, and the Escambia County School System's curriculum guidelines, as well as the Sunshine State Standards of Florida in order to bolster achievement of the Florida standards. Details of the curriculum are provided in the School Improvement Plan that may be accessed by parents through the Florida Department of Education website and Woodham's website. PTSA and SAC meetings are held four times a year and are open to parents of Woodham students.

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#### Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status:

Review Comments:

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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: Woodham Middle School provides many opportunities for parental involvement activities. The School Advisory Council reflects the diversity and demographics of the student population. All parents are also encouraged to join PTSA. School Messenger phone calls are made to all parents on an, as needed, basis by the principal to notify them of programs, meetings, and parental involvement activities. The calls are available in Spanish as well as English.

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#### Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status:  
Review Comments:

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## 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

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### Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:  
Review Comments:

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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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### Review Rubric:

Review Status:  
Review Comments:

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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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### Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

## 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](#)

Review Rubric:

Review Status:

Review Comments:

## 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 I Annual Meeting	1	6	Increase student proficiency and learning gains in all FCAT areas
2	Data Chats with Parents	4	50	Increase student proficiency and learning gains in all FCAT areas
3	Robotics Family Activities	3	300	Increase student proficiency and learning gains in all FCAT areas
4	SAC Meetings	4	25	Increase student proficiency and learning gains in all FCAT areas
5	PTSA Meetings	4	25	Increase student proficiency and learning gains in all FCAT areas
6	NFCU Partner in Education Activities	2	200	Increase student proficiency and learning gains in all FCAT areas

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to



student achievement.

Review Status:

Review Comments:

## 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	Capturing Kids' Hearts Training	2	60	Increase student proficiency and learning gains in all FCAT areas
2	Discovery Ed. Training	4	240	Increase student proficiency and learning in all FCAT areas
3	SREB Trainings	16	200	Increase student proficiency and learning gains in all FCAT areas

### Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

## 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 current 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	Transportation	Contract Yellow Taxi Cabs to provide service
2	Lack of Parent Participation	Have more activities for 6th graders
3	Communication	Use school Facebook page

### Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

## 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)

count	Content/Purpose	Description of the Activity
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Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status:

Review Comments: