## W. R. THOMAS MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Mr. Allen N. Breeding, 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 school wide 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:** Our mission statement, vision, and core values are as follows,

*Mission Statement:* The mission of W.R. Thomas Middle School is to encourage each student to achieve the highest standards in academics, technology, health, fitness, and the arts by creating an atmosphere of excellence that will instill the importance of lifelong learning within the school, home, and community.

*Vision:* We are committed to provide educational excellence for all.

*Core Values:* We pursue the highest standards in academic and organizational performance. We build positive relationships through honesty, respect, and compassion, which enhance the self - esteem, safety, and well-being of our students, families, and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap. We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

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**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:**

**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:** A major objective of WRTMS is to involve parents in the planning and implementation of the Title I Program and maintain an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Parent representatives are an integral part of the Educational Excellence School Advisory Committee (EESAC) which meets monthly and actively provides input relative to the School Improvement Plan and the school's budget. Parents are voted by other parents to participate as representatives in the EESAC. All parents and community members are welcome to attend the EESAC meetings. In addition, input from parents is also collected via conducted surveys, communication logs during parent/teacher, and PTSA meetings. Reciprocal exchange of information from school administration and staff to parents also may include Blackboard Connect messages, text messages, parent letters/fliers, school website and social media postings, and the Parent Portal.

**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)].

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| **Count** | **Program** | **Coordination** |
| 1 | Parent Workshops | Curriculum Leaders, Administration, and the Student Services personnel will coordinate and implement informational parent workshops relative to academic achievement and social well-being of all students. |
| 2 | Monthly Calendar | Activities and events will be published on a monthly basis by our Activities Director via calendars and informational flyers that will facilitate and increase parental involvement. |
| 3 | PTSA/School Newsletter | PTSA newsletter will be prepared by the PTSA president and emailed to parents on a monthly basis. This newsletter will contain pertinent information on upcoming activities and events, announcements, and parental involvement opportunities. |
| 4 | Parent Resource Center | The CIS will maintain pertinent and updated information, resources and tools for parents to read and access. |
| 5 | Website posted Webcasts | Curriculum leaders will prepare webcasts for parents to access, containing important school wide testing information and dates. |
| 6 | Blackboard Connect-Ed Communication | Parents will receive valuable information relative to curriculum initiatives, such as iReady, Amplify and iPrep, via email/phone Blackboard Connect communications system. |
| 7 | EOC Morning Seminar | Curriculum Leaders from the various EOC tested areas will hold an informational meeting for parents relative to EOC preparation, passing criteria and how they can assist their child at home. |
| 8 | College Fair | Parents will be invited to attend local college fairs providing information relative to action steps that parents can take in early preparation for their child to attend college. |
| 9 | Magnet Fairs | Students and parents will be invited to attend local high school magnet fairs when application window opens in October. |
| 10 | Town Hall Meetings | Parents and community members will receive information relative to local town hall meetings being held to encourage attendance so that participants can access important information pertinent to education and District initiatives. |
| 11 | PTSA Membership Drive | Parents will be invited to join the PTSA and participate in quarterly activities to celebrate students' success and increase parental involvement. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Annual Meeting | Ms. Frances B. Mundo, Assistant Principal | September 16, 2015 | Sign in sheet/Agenda |
| 2 | New Student Orientation | Administrators | August 11 and 12, 2015 | Sign in sheets/Presentation documents |
| 3 | Grade Level Orientation | Student Services Dept. | August 27, 2015 | SCOC Acknowledgement Forms |

**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)].

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| **Response:** Parent conferences and team meetings will be regularly scheduled before school on Mondays and Wednesdays. Evening parent workshops, PTSA meetings, and intervention programs offered by the Student Services Department will take place after school. However, the Social Worker will be available to conduct home visits during the school day when deemed necessary by the Administration and the Parent Resource Center will remain open during the school day and during community school hours after school. |

**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)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | ESOL Parent Night | Ms. Iliana Quincosa, ELL Curriculum Leaders and Frances B. Mundo, AP | Increase the level of parental involvement of our ELL parents and provide information that will sustain students' academic achievement. | September 2015 | Parent sign-in log |
| 2 | Parent Portal Workshop | Administrative Team | Increase parental involvement and provide information that will increase and sustain students' academic achievement. | September 2015 | Parent CIS sign-in log/PIN forms |
| 3 | Parent Academy Workshops | Mr. Jorge Fernandez, Trust Counselor/ Ms. Priscila Oprandi, SSW | Provide parents with informational sessions to equip them with parenting tools and strategies that will foster positive student behavior and create a learning environment that is safe and conducive to learning. | September 2015-May 2016 | Parent sign-in log/Presentation materials |
| 4 | PTSA General Meeting | Ms.Elisa Dean, PTSA President | Increase parental involvement and provide information relative to activities that have been planned for the year | September 2, 2015 ongoing monthly | Agenda and sign-in log |
| 5 | Volunteers Campaign | Frances B. Mundo, AP | Provide stakeholders with an overview of the importance of becoming involved and supporting the school through our volunteer program to provide information on the process of applying, and provide information on volunteering opportunities that the school has available. | Ongoing 2015-2016 monthly | Blackboard Connect message results |
| 6 | Eighth Grade Articulation/Magnet Fair | Dr. Caballero, Counselor & Curriculum Leaders | Provide 8th grade students with an overview of the articulation process, a description of the various magnets/academies available to them in high school, and academic requirements. | December 2015 | Parent sign-in log/Program flyer |
| 7 | Magnet Program Presentation | Administrative Team/Lead Teacher | Provide community with school choice program options | Oct. 2015-Jan. 2016 | Parent sign-in log/Program postcard |
| 8 | Curriculum Fair | Curriculum Leaders | Provide incoming 6th grade students and parents with academic information to facilitate a smooth transition into middle school. | January 2016 | Parent sign-in log/Program |
| 9 | Little Free Library | Ms. Victoria Jarrett, Teacher, and Ms. Taytianna Pire-Love | Books housed in the main entrance of the school will be made available for parents/guardians to enjoy when they drop off/pick up their children. | September 2015-June 2016 | Book inventory and parental survey by CIS |
| 10 | Parent Team Meetings | Grade Level Team Leaders | Collaborative parent/teacher conferences will be held to assess student learning, monitor progress, identify areas of strength and growth so that both teachers and parents can provide strategies to assist students in overcoming learning barriers and improve student achievement. | September 2015-June 2016 | Parent/Team Minutes |

**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)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | PTSA Meetings | Ms. Elisa Dean, PTSA President | Sharing of information with attending staff and faculty members relative to projects and incentive programs that will promote student achievement and foster effective parental involvement. | August 2015 - May 2016 | Increased student participation in tutoring. |
| 2 | Opening of School Faculty Meeting | Mr. Allen N. Breeding, Principal | Providing the faculty with an understanding of the school’s Title I Program, Parental Involvement and Volunteering policies, Parental Involvement Plan, best practices and strategies to foster effective parental communication and involvement, and overview of the School Parent Compact. | August 21, 2015 | Faculty Meeting Agenda/Sign-in Sheet |
| 3 | Title I Annual Parent Meeting | Frances Mundo, Assistant Principal and CIS | Provide parents with an overview of the Title I Program, resources, services, allocation of funds, Parental Involvement Policy, School Parent Compact, Parental Involvement Plan, and volunteer opportunities. | Sept. 16, 2015 | Meeting Agenda and Minutes |

**Review Rubric:**

 Content and type of activity including the following: Valuefollowing:

* 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:** The Parent Resource Center (PRC) has a dedicated section of reading materials such as informational flyers, calendars, and brochures. In addition the PRC houses a dedicated computer for parent use and Parent Portal accessibility. A TV has been installed so that parent informational media may be showcased (e.g., WLRN, and updated school announcements).

A school administrator and teacher representative will regularly meet with the PTSA Board to discuss and prepare activities which will increase parental involvement and provide an opportunity for fundraising to be utilized towards projects that increase student achievement and parent involvement. Certified volunteers will assist with the recruitment and training of parents who wish to participate in PTSA activities and functions. Workshops will be scheduled through the Curriculum Leaders to address what parents can do at home to support their child's academic success, such as the annual ESOL Seminar/Informational Meeting and Open House Night. Workshops will be scheduled through the Curriculum Leaders to address what parents can do at home to support their child's academic success.

**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 schoo lwide 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:** Timely information about the Title I Program will be delivered though informational fairs, such as the Title I Annual Parent Meeting to be held on September 16, 2015. Additionally, region sponsored Feeder Pattern Expo fairs will be held in November 2015 highlighting a variety of program choices parents have in the Region's schools from kindergarten through 12th grade. Description of the curriculum will be made available through the Curriculum Bulletin; hard copies of which are available to parents in the PRC as well as on the school's website. Parent notifications related to academic testing and information will be sent home via school letters, flyers, and calendars, as well as telephone Blackboard Connect-Ed messages in both English and Spanish. A monthly electronic newsletter will also be prepared in collaboration with the Administration and PTSA. This newsletter will be emailed to all parents whose email will be collected during Open House and throughout the school year. Parents may always request individual or team meetings in order to discuss their child's academic progress as well as the overall progress made by students as reflected on the School Performance Reports under the Office of School Improvement website and the School Accountability Reports under the FLDOE website. Through EESAC, parent representatives can contribute to the development of the School Improvement Plan and School Parent Compact. Additionally, PTSA board meetings provide an opportunity to discuss and share ideas relative to new academic initiatives at the school (e.g., 8th grade US History Tablets, school wide implementation of the iReady web-based Program for Reading, Writing, and Mathematics, and the Amplify web-based Program implemented with a cohort of 6th grade Language Arts students). |

**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:**

**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:** All communications from the school, verbal and/or in writing will be translated routinely in Spanish. Parents with disabilities may request special accommodations which would be secured as needed in a timely manner. All notifications of meetings are made in bilingual format and translation services provided as needed during the meetings with the assistance of bilingual staff and the support of the District Office of Bilingual and World Languages as needed.  The school will record and email messages relative to important notification regarding student report cards, interim reports and recognition programs, such as Honor Roll. |

**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:**

**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:

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| --- | --- | --- | --- | --- | --- |
| **Count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Parents will be identified to become certified volunteers. | Frances B. Mundo, AP | Increased parental involvement will enhance student motivation and support student learning at home and at school. | Ongoing August 2015-June 2016 |

**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:**

**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\231788\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\PXTWMHL5\fileUploads\136901_2015-2016_uploadEvidenceParentInput.docx) |

**Review Rubric:**

**Review Status** **:**

**Review Comments:**

**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\231788\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\PXTWMHL5\fileUploads\136901_2015-2016_uploadCompact.pdf) |

**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.

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| [Uploaded Document](file:///C:\Users\231788\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\PXTWMHL5\fileUploads\136901_2015-2016_uploadCompactEvidence.doc) |

**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.

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I Annual Parent Meeting/Orientation | 1 | 263 | Promoted Title I resources available to all parents so that they could provide the necessary support to increase student achievement. |
| 2 | ESOL Evening Meeting | 1 | 57 | ELL parents were provided an overview of the FSA and CELLA assessments and process for exiting the ESOL Program. They were also provided with resources and strategies to use at home in order to increase language acquisition and their child’s overall academic achievement. |
| 3 | Team Conferences | 135 | 470 | These collaborative conferences facilitated parents and teachers working together to identify and address areas of strength and growth opportunities so that together they could provide strategies to assist students in overcoming learning barriers. |
| 4 | New Cambridge Student Orientation | 1 | 178 | Provided parents and students with pertinent information about our Cambridge Magnet Program and curriculum so that incoming students can make a successful transition into middle school. |
| 5 | Open House | 1 | 572 | Allowed for parents to meet their child's teachers and establish a foundation for collaboration between school and home in order to increase student achievement and open the lines of communication. |

**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)].

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Opening of School Meeting | 1 | 53 | Purpose was to provide all faculty members with a Title I Program overview including allocation of Title I funds, services, and resources available to all our students in order to support our academic programs and increase student achievement. Other items discussed were the District and school’s Parental Involvement Policies, School Parent Compact, PRC, and best practices to help build communication and collaboration between school and home. |
| 2 | CIS Meeting | 1 | 1 | CIS received information relative to DAC and PAC in order to keep parents informed of important Title 1 information. |
| 3 | Volunteers Orientation/Training | 4 | 33 | Provide potential volunteers with an overview of the importance of becoming involved and supporting the school through our volunteering program and to provide information on the process of applying, and of the countless volunteering opportunities that the school has available. |

**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 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 | Time constraints and parental work schedules, responsibilities and pressures adversely affect parental participation at school meetings and events. | Provide faculty and staff with professional development activities to enhance, foster, and facilitate effective and meaningful communication and collaboration between parents and school. Additionally, provide opportunities for teachers to share best practices and effective strategies that will enhance positive parental communication and participation. |

**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)

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

**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:**