## BEAR LAKES MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, KIRK HOWELL , 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 |

**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:** Parents/Guardians are provided with meaningful opportunities at all grade levels for involvement in Title I fund distribution; school-wide activities; advisory, decision-making, and advocacy roles; and activities to support learning at home. Additionally, parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement plan.     Parents are involved in determining the appropriate uses of Title I funds on a monthly basis during SAC meetings. The School Improvement Plan (SIP) is presented initially at the beginning of the year. As it becomes necessary to modify the SIP, the desired changes are presented at the upcoming SAC meeting, items are discussed, then voted upon by the School Advisory Council with the focus of improvement of academic and social performance on campus.     Parents are involved in our scheduled FSA Family Events. These events are sponsored by a combination of our academic coaches and grade level team members. The topics of these meetings include: Understanding Pupil Progression, Reading Strategies, Math Strategies, Writing Strategies, Science Strategies and Test-Taking Strategies.     SAC meetings and FSA Parent Nights are advertised using the school marquee,Parent Link, correspondence sent home in back packs, School Newsletter, Twitter and Edline postings. |

**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 | SAC Meetings | Every month a SAC meeting is held in 3-108 Leadership room. The agenda is primarily set by the Principal with input from parents, administrators, and other campus stakeholders. It is in these meetings where Title 1 funds can be discussed as needed. Most commonly for our school, Title 1 funds are discussed when the school would like to make changes to the School Improvement Plan to fund a new initiative to improve academic performance. These ideas may have been developed after the intial submission of the SIP. |
| 2 | FSA Parent Involvement Nights | Each year the school sponsors Parent Involvement Events with the intention of providing parents with valuable information on how to help their children to be successful in school academically and behaviorally. Topics that are covered in each meeting include general FSA Test-Taking Strategies; Reading –Literacy Strategies; Writing Strategies; Math Strategies; and Science Strategies. These meetings are coordinated by a team that includes administration, academic coaches, and grade level teams. Our Reading Coach provides a demonstration of various strategies that can be implemented at home during a read aloud or independent reading. The instructors also provide the parents with strategies for reading informational text such as: newspapers, magazines, and brochures. |
| 3 | Urban League of Palm Beach County | This program will implement community workshops for the parents to attend throughout the year to assist with gaining a solid knowledge base on: Refinancing Homes, Job Fair, and Life Insurance. They will coordinate with the school to provide refreshments and incentives to parents that attend the academic workshops to improve student achievement on campus.They will implement an enrichment program once a week to assist with improving social competence in our students. |

**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 | Present and Discuss Student/Parent Compact | Ass't. Principal/Title 1 Contact/SAC Chair/Parents/CLF | September 8, 2016 | Parent attendance. |
| 2 | Announce Meeting using Parent Link, Message on Progress Reports, Sign on Marquee | Ass't. Principal/Title 1 Contact/Secretary | October 7, 2016 | Parent attendance at meeting |
| 3 | Hold Annual Title 1 Meeting | Ass't Principal/Title 1 Contact/Parents/CLF | October 13, 2016 | Parent attendance. |

**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:** FSA Parent Events are scheduled multiple times throughout the school year. These meetings take place in the evenings during the week or on a Saturday. Free babysitting is offered during these meetings to accommodate our parents.    Parent conferences are held in the morning beginning typically at 9:00 AM. For ELL students, the Language Facilitators schedule parent conferences throughout the day on an as needed basis. Home visits or free transportation are conducted to accomodate parent meetings if necessary. |

**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 | FSA Family Night in Mathematics | Math Coach, Math Department teachers | Parents will receive information on how to best support their children at home in the area of Mathematics. | February 2017 | Student performance on FSA |
| 2 | FSA Family Night in Science | Science Department teachers | Parents will be given instruction, tips, and ideas on how to support their children as they prepare for FCAT Science test. | February 2017 | Student performance on SSA |
| 3 | FSA Family Night in Reading | Reading Coach and Reading Department teachers | Parents will be given instruction, tips, and ideas on how to support their students at home as they prepare for the Reading portion of the FCAT | February 2017 | Student performance on FSA |
| 4 | FSA Family Night in Writing | 8th grade Language Arts teachers | Parents will be given instruction, tips, and ideas on how to support their students at home as they prepare for the Writing portion of the FCAT | January 2017 | Student performance on FSA |
| 5 | Grade Level Team Training Night | Grade level teams | Parents will become aware of what Pupil Progression is and how it affects their students. | January 2017 | Student performance on FSA |

**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 | Teachers receive informal training on how to effectively communicate with parents in parent conferences. They are given guidelines that include being sure to highlight both areas of strength and concern. | Grade Level Administrators | When parents are presented unbiased information on their children it supports an atmosphere of balance and trust between the school and parent, to the child's benefit. | Ongoing 2016-2017 | Positive academic outcomes that include FSA performance, unhindered progression through each grade. |
| 2 | Teachers are given training in the use of EdLine as a means of communicating with parents. | Professional Development Team | When parents are aware of their children's progress they can support their children better at home. | September 2016 (initial) training, then as needed. | Parents demonstrate awareness of their children's progress in telephone conversation and parent conferences |

**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:** A parent resource area is in development on the campus. A physical location has been identified. The layout for the room and the resources are currently being discussed. Computer access is available for parents who need it in the guidance office throughout the day. |

**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:** Information regarding parent meetings is routinely sent through a number of ways including: automated phone dialer system, letters in backpacks, EdLine, and in some cases, televised announcements using the in-house studio that we have. Title 1 documents for ELL students are provided to the Language Facilitators who in turn distribute them our ELL students and their parents.    Information about FSA Language Arts and Math expectations are transmitted through parent conferences with administrators or guidance counselors and parent/teacher communication via telephone or e-mail.  Information is also transmitted during the SAC meetings that are held monthly.    Parent are invited to participate in the Title I annual meeting. All stakeholders provide input on the construction the current year's School Improvement Plan, Parent Compact and Parent Involvement Policy. |

**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:** At Title 1 and NCLB/AMO meetings, there are typically three people who present information simultaneously in English, Creole, and Spanish. At these meetings, handouts are made available in multiple languages as well. The meetings are organized in such a way that at the end of the formal presentation, small break out sessions are held where parents can ask questions in their native language and receive answers. Prior to these meetings, the language facilitators are coached on the information so that they are both knowledgeable and comfortable answering questions. In consideration of the different learning styles that may be present within attendees, information is presented in large print format on LCD projectors(usually 3 screens with 3 different languages), in handout format (in different languages), and verbally (in 3 different languages).    All parents are invited to attend 504 meetings and IEP meetings to discuss strategies to improve academic and social competence with our students.    All Migrant parents are invited to participate in all school-wide events and programs. |

**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 | 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)]; | The campus implements meetings at 8:30a.m., there is an open-door policy for parents to meet with any administrator, and afternoon meetings are scheduled on an as needed basis. | Administration | At least a 5% increase in parental involvement. | On-going |
| 2 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Monthly SAC Meetings, School-Wide Events, | Administration | At least a 5% increase in parental involvement. | On-going |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Our Community-Based programs are invited to our monthly SAC meetings. They provide information on their programs and its effectiveness with improving academic and behavioral competence. | Administration | At least an improvement of 2% or more academically. A 2% decrease on discipline referrals. | On-going |

## 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 | Monthly School Advisory Council SAC Meetings | 7 | 20 | Parental Involvement |
| 2 | Parent Tile 1 Annual Meeting | 1 | 50 | Parent and Community Involvement |
| 3 | Open House | 1 | 200 | Parental Involvement |
| 4 | 6th Grade Saturday Open House | 1 | 200 | Parental Involvement |
| 5 | FSA Parent Involvement Training | 2 | 200 | Parental Involvement |
| 6 | Book Fair | 1 | 200 | Reading Achievement |
| 7 | Adaptive Technology Family Workshops | 2 | 200 | Reading, Math, Civics, Science 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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Annual Ttle 1 Meeting with Teachers | 1 | 44 | Our Goal is to impact student achievement by involving parents more in the academic practices by students. |
| 2 | Monthly Professional Development Meetings (PDD) | 6 | 44 | Strategies are given to teachers and staff on the importance of building positive relationships with parents in order to help students achievement. |
| 3 | Common Planning Meetings | 5 | 44 | Strategies are given to teachers and staff on the importance of building positive relationships with parents in order to help students achievement. |

**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 | Participation Rate for Spanish and Creole speaking parents | Elected them to the SAC |
| 2 | Attendance | Schedule meetings in the morning or around work schedules |
| 3 | Language | Spanish and Creole Language Facilitators on Site |
| 4 | Lack of Awareness | One Voice/Mail/Sent Home in all languages |