

## R J MURRAY MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Tom Schwarm, 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

- 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 8101 of 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;
- 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;
- 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
- 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;
- If the plan for Title I, Part A, developed under ESEA Section 1116, 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;
- Provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
- 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 out of field; 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.

  
Signature of Principal or Designee

6/9/17  
Date Signed

### Mission Statement

Parental Involvement Mission Statement (Optional)

Response:

### 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 [ESEA Section 1116].

**Response:** R.J. Murray Middle School involves parents in the planning, review, and improvement of Title I programs through participation in our School Advisory Council, PTO, and opportunities for parents to meet individually with school administration, School Advisory Council membership is an open process that provides opportunities for

parents to nominate and/or self-nominate candidates for membership. Candidates are posted on school website for final approval. PTO is conducted via a membership drive conducted on an annual and ongoing basis. Membership drives occur during the traditional Open House and Curriculum Nights scheduled during the months of August and September.

During September, Murray conducts three Curriculum Nights for each grade level. This is an opportunity for parents to learn about the school's Title I Plan, School Improvement Plan, and grade level expectations, curriculum and how to communicate effectively with their child's teachers.

Our School Advisory Council meets on a monthly basis to provide parents with opportunities to express concerns, ideas, and how parents can best support the goals outlined in the school improvement plan. In addition to these monthly meetings, annual surveys are conducted to elicit additional specific feedback from our parents regarding the school climate, culture, facilities, and quality of instruction. The results of these surveys are reviewed by the School Advisory Council in order to make decisions to improve the quality rating in each of the areas surveyed.

Parents are also advised to utilize Home Access Center to stay informed of their child's academic progress. We also encourage parents to keep their contact information up to date, check our website frequently, as well as sending back pack notes and announcements to inform parents of important school related events to encourage their participation. Teachers also keep detailed websites with information about class assignments, homework, upcoming projects, and other important information.

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## Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA 1116].

| Account | Program                    | Coordination   |
|---------|----------------------------|--|
| 1       | School Advisory Council    | SAC will assist school in communicating strategies on how parents can assist their child in being academically successful  |
| 2       | School Website             | The school website will be used to communicate various strategies on parenting skills and provide information helpful in helping middle school children be successful. |
| 3       | Teacher Webpages           | Teacher webpages will provide helpful links to sites that will provide curriculum content support and remediation.   |
| 4       | Parent-Teacher Conferences | Conferences will provide opportunities for parents, students, teachers, and administration to provide helpful home strategies to assist with homework.                 |
| 5       | Title III                  | Parents will be encouraged to attend district ESOL meetings that will focus on how parents can help their children acquire the English language.                       |
| 6       | Curriculum Nights          | Parents will be provided helpful tips on how to support their child academically in the classroom and on the upcoming state and district assessments.                  |
| 7       | FSA and EOC Parent Nights  | Parents will be provided information on the new state and district assessments and learn how to support their child academically on the new assessments.               |

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## 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 (school-wide 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.

| Account | Activity/Tasks                                 | Person Responsible    | Timeline    | Evidence of Effectiveness  |
|---------|--|-----------------------|-------------|--|
| 1       | Automated Phone Message to Announce Open House | Principal             | August 2017 | Welcome Back Letter, Website, Schoology, SchoolMessenger           |
| 2       | Open House/ Title 1 Meeting, Curriculum Nites  | School Administration | August 2017 | Take Home Flier, Text message, Schoology, SchoolMessenger Web Page |
| 3       | Website  | School Administration | August 2017 | Web page   |

## 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 parent and family engagement [ESEA Section 1116].

**Response:** R.J. Murray Middle School offers a variety of means for parents to meet with administrators and staff in order to assist parents with the education of their child. Most notable, we offer quarterly meetings at night (6:00 to 7:00pm) to update the progress of our AVID Program. These meetings take place in the evening and provide parents with time to discuss academic and social issues with our staff. The concept of college readiness is the over-arching theme. Each program emphasizes the importance of involving the parent in the successful education of our children and provides workshops and opportunities for parents to learn how to support their child.

Parents are also encouraged to meet with their child's team of teachers for parent teacher conferences. Teachers are available to meet the unique time constraints of our parents by providing early morning and after hour times. Home visits are also conducted upon special requests or circumstances.

In addition, parents have access to student grades on HAC (home access center) and teacher websites using Schoology to get more information about assignments and assessments taking place in class. Teachers keep detailed webpages with information about classroom assignments, upcoming assessments, upcoming projects, and other important information.

## Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family 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. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116)].

| Account | Content and Type of Activity    | Person Responsible               | Anticipated Impact on Student Achievement   | Timeline     | Evidence of Effectiveness        |
|---------|---------------------------------|----------------------------------|---|--------------|----------------------------------|
| 1       | FSA Parent Night (Winter)       | Assistant Principal              | Increased FSA Scores-Strategies provided  | 2017-2018 SY | FSA Scores; Increased Attendance |
| 2       | AVID Program (4 times per year) | AVID Site Team Coordinator       | Increased FSA Scores-Strategies provided  | 2017-2018 SY | FSA Scores                       |
| 3       | Center for the Arts Night-Feb   | Principal                        | Increase FSA Scores-Strategies provided   | 2017-2018 SY | FSA Scores; Improved Attendance  |
| 4       | ELL/ESE Parents Conferences     | Guidance and ESE Case Managers   | Increase language acquisition and WIDA Scores   | 2017-2018 SY | WIDA Scores/ FSA Scores          |
| 5       | Curriculum Nights               | Teachers                         | Increase FSA Scores Strategies provided-  | 2017-2018 SY | FSA Scores                       |
| 6       | Parent and Teacher Conferences  | Guidance and Teachers            | Increase FSA Scores-Strategies provided   | 2017-2018 SY | FSA Scores                       |
| 7       | ESE Night (Winter)              | Administration and Case Managers | Increase FSA Scores Strategies provided-  | 2017-2018 SY | FSA Scores                       |
| 8       | Cambridge Nights-March          | Gifted Teachers                  | Increase FSA Scores-Strategies provided   | 2017-2018 SY | FSA Scores                       |
| 9       | Behavior Unit Dinner (Holidays) | Teachers                         | Increase FSA Scores, positive relationships   | 2017-2018 SY | FSA Scores, Point System         |
| 10      | 5th Grade Orientation (Spring)  | Administration                   | Increase FSA Scores, knowledge about curriculum, communicating with school, ways to support child be successful | 2017-2018 SY | FSA Scores                       |

## Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners. Include implementation and coordinating of parent/family programs and in details of building ties between parents/families and the school. [ESEA Section 1116]

| Account | Content and Type of Activity                                       | Person Responsible   | Anticipated Impact on Student Achievement  | Timeline     | Evidence of Effectiveness  |
|---------|--|--|--|--------------|--|
| 1       | Marzano (EEE) Training: Building Relational Capacity with Students | Principal; Assistant Principal, Instructional Literacy Coach | Increase core subject academic performance; increase relational capacity with students and parents. Increase Rigor   | 2017-2018 SY | Professional Development Records; School Climate Survey; FSA Results |
| 2       | Effective Classroom Management                                     | Principal, District Support                                  | Reduction in school suspensions, increase attendance, better parent-teacher communication Strategies are provided to teachers so they can better communicate with parents of their students. | 2017-2018 SY | Decrease OSS and Referrals, School Wide Discipline Ppt.              |

|   |  |                               |   |              |  |
|---|--|-------------------------------|---|--------------|--|
| 3 | Conducting Effective Parent Teacher Conferences  | Assistant Principal, Guidance | Increase parent support and involvement in their child's classes. These session provide strategies and techniques to effective communicate with the parents of our students | 2017-2018 SY | Sign in Sheets; Annual School Climate Results    |
| 4 | Co-Teaching (ESE and General Education Teachers) | FIDLERS, FINN                 | Increase core subject area academic performance and relationships in the classroom and build a supportive relationship between student, teacher, and parents.               | 2017-2018 SY | Sign in Sheets, Professional Development Records |

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

**Response:** Timely information about Title I school related events and programs will begin with the Annual Meeting which coincides with Annual Open House in August 2017. Communication regarding the event will be facilitated through a letter home to each parent, an automated phone message, and posting the event on our school website. District website, local media, and school board also announce the event to the community.

In addition to the Annual Open House, Murray conducts three Curriculum Nights for each grade level conducted during the month of September. We communicate these events to our parents through a special back pack note, automated phone message, and posting the date of the events on our website. During each grade level Curriculum Night, each team of teachers shares with our parents their academic expectations, including daily assignments, homework, and assessments. Teachers also provide our parents with how best to communicate with teachers and provide strategies to help ensure their student experiences academic and social success as a middle school student.

Parents have access to school curriculum, pupil progression, and proficiency level requirements. In addition, parents are provided opportunities to learn about the Home Access Center- the online grade and assignment program that allow parents to access their child's grades and assignments. Progress monitoring tests i-Ready in reading and math. Explanations of these assessments, in addition to interim reports and report cards are present during Curriculum Nights.

Parent conferences to discuss student progress and curriculum are encouraged and are arranged based on need. Our school climate survey is conducted to elicit feedback from our parents so we can develop opportunities to better meet the needs of our parents. Parents are also encouraged to participate in our School Advisory Council, Parent Teacher Organization, Center for the Arts Boosters, and our MMS Athletic Boosters.

## Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- 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 obtain;
- 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; and
- If the school-wide program plan is not satisfactory to the parents of participating children, how the parents will submit the parent/family comments [ESEA 1116].

**Response:** Information about the Title I program will initiate with our annual Title I meeting that coincides with our Annual Open House conducted in August 2017. Parents receive a letter of invitation, an automated message from the Principal, and the date is posted on the school website and school marquee. In addition to the annual Open House, our school conducts three Curriculum Nights specific to our three grade levels. This is communicated to our parents via a take home back pack note with our students, published on the website, an automated phone message from the Principal, and on our school marquee.

During Open House and Curriculum parents learn about school curriculum, pupil progression plan, and school wide academic and behavioral expectations. In addition, parents learn about our school districts Home Access Center where they can monitor their child's academic progress and grades in each of their classes.

This year we are also presenting a workshop on Schoology, iReady, LiveSchool and MasteryConnect to inform parents of how they can monitor their child's progress. This is a great time for parents to ask questions about these new programs and receive strategies for helping their child find success (websites, cognitive complexity question stems, etc).

Title 1 budget updates are provided at the SAC meetings (monthly). Also, information about Title 1 is posted on the school website for parents and community members.

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## Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement 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/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Response:** Communication about our Parent Involvement Plan is typically communicated through the following means:

1. School Website
2. Take Home Notices.
3. SchoolMessenger Communication System
4. Morning and Afternoon School Announcement
5. Personal Phone Calls from Staff, Schoology, eSchoolPlus Email Blast

The school will provide interpreters, as feasible, including sign language/or native language. The school makes every effort to communicate to the students' parent in their

native language via document translator. Translators are provided for selected meetings for parents who do not speak English. Students with disabilities are provided additional academic progress report that accompany standard report cards and interims.

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### **Discretionary Activities (optional)**

Discretionary School Level Parental Involvement Policy Components: include any activities that are not required, but will be paid for through Title I, Part A funding (for example home visits, transportation for meeting, activities related to parent/family engagement, etc.

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Attach Evidence of Input from Parents

Attach Parent-School Compact

Attach Evidence of Parent Involvement in Development of Parent-School Compact

## 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. Include participation data on the Title I annual meeting.

| Account | Content and Type of Activity          | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement  |
|---------|---------------------------------------|----------------------|------------------------|--|
| 1       | Curriculum Nights                     | 3                    | 500                    | FSA Scores: Inform parents about school wide expectations, policies, courses, and best practice for parent/teacher communication                         |
| 2       | AVID Nights                           | 2                    | 125                    | FSA Scores: Inform parents about research based AVID strategies; meet the AVID certification requirements  |
| 3       | Open House                            | 2                    | 500                    | FSA Scores: Welcome students to Murray, meet teachers, follow schedule, and make schedule changes if needed.   |
| 4       | SAC                                   | 7                    | 10                     | FSA Scores: Inform parents and community of school wide activities and events, and support faculty for PD opportunities that impact student achievement. |
| 5       | PTSO                                  | 0                    | 0                      | FSA Scores: Involve parents in school related activities and events that impact student achievement.   |
| 6       | ESE and ELL VIP Nights                | 0                    | 0                      | FSA Scores: Inform parents about support services, testing, and accommodations.  |
| 7       | Cambridge Information Nights          | 3                    | 250                    | FSA Scores: Introduce the program, admission requirements, application process, curriculum, and question/answer for parents                              |
| 8       | Center of the Arts Information Nights | 3                    | 500                    | FSA Scores: Showcase the arts program, explain the registration process, criteria for admission, etc (Impact- Whole Child Approach)                      |
| 9       | Behavior Unit Celebration             | 0                    | 0                      | FSA Scores: Special invite to EBD family members to showcase the program and services, points system, etc  |

### 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 paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

| Account | Barrier (Including the Specific Subgroup)  | Steps the School will Take to Overcome  |
|---------|--|---|
| 1       | Participation of parents of economically disadvantaged students  | Flexibility of meeting times and availability of conference calls as a last resort  |
| 2       | Participation of limited English proficient parents  | Use of interpreters as necessary  |
| 3       | Communication with parents due to technology, working 2 to 3 jobs, or language barrier (All subgroups) | Send home flyers, translated documents, require students to write notes in planners |