

MIAMI SPRINGS MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Kimberley Emmanuel, 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)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The mission of Miami Springs Middle School is to have high academic aspirations for all our students. A school atmosphere based on harmony, motivation, and a desire for excellence. A working relationship between the school, home and community ensures our students will have academic success and become active members of society. We dedicate our talents and abilities to uniting the school and home to achieve this mission.

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

Response: Miami Springs Middle School will work with parents during the monthly Title I Parent Meetings where information is disseminated and an open forum is held for parents to openly discuss ideas to better the school environment. Parents are sent home flyers for all activities, a monthly newsletter also is sent home with monthly activities and parent articles. Lastly, parents receive Connect Ed messages on a bi-weekly basis regarding pertinent school information. The PTSA meets regularly to ensure that all parents are aware and participating in school activities. The Title I funds this year will be used to order materials for the Parent Center and monthly Title I Parent 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	Title I Monthly Parent Meetings	The school coordinates with the district and government agencies to educate parents in areas where we have seen greatest need in the past. The monthly meetings will include but are not limited to the following topics: Title I: What that

		means to you, District Discipline Policy, Drug Prevention, Parent Portal, Standardized Test and The Parent's Role, Schools of Choice, FCAT, Academic Skill Building, Identifying Bullying, Resolving Conflict, Community Resources and Summer Safety.
2	Supplemental Educational Services	The school explained to the parents that services are not available through Title I and invited the agencies who offer tutoring in the area. There was a Supplemental Educational Services Resource Fair to have parents sign up their child for free tutoring with the agency of their choice.
3	Title III	Title III tutoring services are available to the Limited English Proficient (LEP) students at our school. Parents are informed through Connect Ed messages and applications sent home with the LEP students.

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	Advertise meeting	Web Site Technician	August 18, 2014	MSMS School Web-site
2	Notify the parents of meeting	Community Involvement Specialist	August 18, 2014	Flyers
3	The Title I, Annual Measurable Objectives Progress, Supplemental Educational Services	Community Involvement Specialist	August 28, 2014	Sign-in sheets, agendas, power point presentation
4				
5				
6				
7				
8				
9				

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: Miami Springs Middle School provides meetings during the school day and in the evenings to accommodate all the parents. For every meeting, there is a Connect Ed message sent home days in advance and a flyer sent home over a week in advance. The Community Involvement Specialist also calls homes to inform parents of upcoming meetings and school events. The meeting dates are posted on the school's website. Additionally, meeting dates are displayed on the marquee to invite the community.

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	Homework and School attendance	Administrator	Students will attend school daily and complete all work.	September 2014	Monitoring students' progress from data collected
2	Beating the stress in Our lives	Counselor	This will help students learn how to manage stress and deadlines.	December 2014	Monitoring students' progress from data collected
3	Families Building Better Readers	Parent Academy	It will help the students increase their reading level.	January 2015	Monitoring students' progress from data

					collected
4	Less Stressed about tests	Test Chair	It will help students better prepare for standardized testing.	March 2015	Monitoring students' progress from data collected

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	Training for teachers on Communicating and working with parents	Administrator	Students' achievement will improve due to ongoing communication between teachers and parents.	August 2014	Agenda and sign-in sheets
2	Monthly Newsletter	Administrator	Improving the ability of staff to work effectively with parents by providing pertinent information on communication with parents and home/ school connection.	Monthly throughout the year	Monthly newsletter
3	Training teachers on Sensitivity to Different Cultures	Administrator	Students' achievement level will rise because parents will feel comfortable in participating in school meetings and events.	November 2014	Agenda and sign-in sheets

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: During Open House, parents will complete a survey for the school. We will use this survey to plan for monthly meetings. The Parent Center is located in the Attendance Office in order to facilitate a centralized access of all resources available to parents when they come into the school. The Security Monitor located at the front of the school disseminates informational papers and flyers to parents as they sign-in to receive their visitor's pass.

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: Miami Springs Middle School holds monthly Title I Parent Meetings. The information for these meetings goes out through the monthly newsletter, which is also posted on the website, Connect Ed messages, and flyers sent home. Furthermore, every activity held at our school throughout the day or at night is announced in the same manner. Flyers are sent home regularly through homeroom, the monthly newsletter has a section dedicated to monthly news (including progress report dates, report card dates and even performances and field trips), and various Connect Ed messages are sent out per month. Our Security Monitor at the front of the school distributes flyers to parents.

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)].

Response: Miami Springs Middle School accommodates all parents. All meetings occur in both English and Spanish. There is always a translator available at every event. The school is up to code in the classrooms, bathrooms, and all meeting rooms are accessible to parents with disabilities. The Title I Orientation Meeting is held the second week of school and parents are informed of all services, as well as contact information to key personnel in the building who they contact on a regular basis to stay informed. The personnel that work actively with parents on a daily basis are the Counselors, the Administrators, and the Instructional Coaches. At the Title I Introductory Meeting, parents are informed of the School Improvement Plan, Annual Measurable Objectives, and the steps the school is taking to ensure the academic success of our students. Furthermore, the School Improvement Plan, along with other pertinent information is discussed at every EESAC meeting. There the school ensures to bring matters up for discussion, allowing parents to have first-hand input on decisions that directly deal with student achievement.

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:

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)];	Trainings are conducted on a monthly basis in areas where parents have expressed an interest.	Administrator	Educating parents on topics that pertain to the instruction of their children, builds a strong partnership between the school and home and increases student scores.	Ongoing
2	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)];	Meetings are held in the morning, during the school day and at night in order to ensure that all parents can participate regardless of work schedules.	Administrator	Parental participation is a key to ensuring our students are motivated and interested in working hard to achieve in their content area classes.	Ongoing

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.

[Uploaded Document](#)

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.

[Uploaded Document](#)

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	How to help your child with reading	1	38	Parents will be provided with grade specific information to assist their child in improving their reading. This season will focus on the school's reading program and the partnership between the school and the home.
2	How to help your child with math	1	57	Parents will be provided with grade specific information to assist their child in improving their math. This session will focus on the school's math program and the partnership between the school and the home.
3	Academic skills building	1	16	Parents will be educated on the best ways to help their children at home to achieve greater success at school.
4	FCAT: Tips for parents	1	26	Parents will be educated on the best ways to assist the school in having students do well on standardized tests.

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	Parent Resource Center	4	22	Improve the ability of the staff to use the available resources effectively to enhance student achievement.
2	Monthly Newsletter	10	229	Improving the ability of staff to work effectively with parents by providing pertinent information through communication with parents. As well as, establishing a strong home/school connection.

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	Parents did not have transportation to attend meetings	CIS Coordinator made home visits, made phone calls, and took necessary papers to parents.
2	Parents work schedules did not allow them to attend meetings.	CIS Coordinator met with parents and made phone calls before they went to work and late in the evening.

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 school 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:
