**Title I, Part A Parental Involvement Plan**

I, Jason Campbell, 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)

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| **Response:**Working every day to ensure each child is socially and academically equipped with the knowledge and skills essential for becoming successful learners and community members in the 21st century. |
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**Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:**Walton Middle School (WMS) is dedicated in the implementation of ongoing, meaningful activities and procedures for the involvement of parents in all of its Title I programs. WMS will ensure that all the required school-level parental involvement policies meet ESEA requirements and will include a teacher/student/parent compact consistent with ESEA. WMS will incorporate a school-wide parental involvement policy (PIP) into its LEA plan developed under section 1112 of the ESEA. The school's School Advisory Council meets a minimum of three times per year to develop the Title I Parent Involvement Policy/Plan and the Student/Parent/Teacher Compact. All parents are sent surveys three times per year to ensure parent feedback is received regarding the Policy/Plan and compact. The District Parent Advisory Council meets three times per year to review and support each school's program. Parents that serve on the WMS Parent Advisory Council are invited to attend district meetings. Parents that serve on the School Advisory Council are selected from those showing an interest to serve based on the Title I Survey and includes administrative input. Meetings will be schedule at times most convenient for parents and parental suggestions are taken into consideration for future parent involvement implementation. WMS will maintain Parent Involvement Program records including brochures, newsletters, agendas, minutes, and sign-in forms from each meeting. |

**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 | Exceptional Student Education | Supplemental Instructional support provided by Title I will be discussed with parents during the development of the student's IEP. Title I personnel meet jointly with ESE personnel to plan for Title I schools' resource fair. The resource fair provides parents with information about different state and county agencies parents can contact for help. |
| 2 | Panhandle Area Educational Consortium (PAEC) Migrant | PAEC provides migrant education services through meetings and home services to ensure parents have information on ESOL, FSA, and homeless services. Translators are provided for parent meetings. |
| 3 | Individuals with Disabilities Act (IDEA) | Supplemental instructional support provided by Walton Middle School will be discussed with parents during the development of the students individual Educational Plans (IEPs). |

**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** |
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| 1 | Agenda | Principal, Title I Contact | September 2019-October 2019 | Copies of agendas, PowerPoint presentation and handouts; sign in sheets. |
| 2 | Advertising | Title I Contact | September 2019-October 2019 | School newsletter; school website; post on school marquee; Parent e-group mail out; local media contacts |
| 3 | Sign in Logs | Title I Contact | September 2019-October 2019 | Parent signatures on sign in sheets. |
| 4 | Power Point | Principal, Title I Contact | September 2019-October 2019 | Copies of agendas, handouts, sign in sheets, Power Point presentations, etc. kept in Title I documentation box housed in Title 1 Contact office and vault at the end of the year; documentation will be shared with the Local Education Authority Title 1 Office for monitoring purposes. |
| 5 | Resources | Title I Contact | September 2019-October 2019 | Copy of survey; compiled survey results. |
| 6 | Child Care | Principal, Title I Contact | September 2019-October 2019 | Evaluations, sign in logs |
| 7 | Food (if funds available) | Title I Contact | September 2019-October 2019 | Receipts, sign in logs, evaluation |

**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:**WMS understands that parental involvement is vital for student success. In order to involve as many parents as possible flexible scheduling for meetings will be considered. Events may be held in the morning, afternoon, or evening. The School Advisory Council will also hold meetings at different times of the day in order to meet the vagarious needs of the group. Parent trainings are scheduled during the evenings. When possible, child care is provided for the non-school-age children and food is also provided for the participants. For any parents unable to attend the workshops, materials/resources that were discussed during the workshops are sent home. Events are spaced throughout the year and are scheduled around community events, if possible. In addition, teachers use flexible scheduling when conferencing with parents; meeting before school, during school, after school, and even phone calls in the evening. |

**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 | Brochures that provide information to parents regarding Grade Level/ Course Expectations and Florida State Standards | District, Title I Contact | By knowing the standards and student expectations, parents will be better informed and able to help their students at home. | September 2019-October 2019 | Florida Standards Brochures, Title I survey results |
| 2 | Information regarding State and Local Assessments (STAR; FSA; EOC; FCAT; etc.) | District, Title I Contact, Teachers | Provide assessment timeline to inform parent and help prepare their children | September 2019-October 2019 | Assessment schedule, website, newsletter, Title I parent surveys |
| 3 | Parent Training Nights: Math, Science, Literacy, and Transition | Principal, Title I Contact, Academic Committee Chairs | To improve student scores through parent education | October 2019- April 2020 | Agendas, Workshop evaluations, Title I Surveys, Sign-In sheets |
| 4 | Parent Resource Center | Title I Contact | The purpose of the WMS Parent Resource Center is to provide information to parents about available parent resources to help their child be successful academically. | August 2019- August 2020 | Activity Log |
| 5 | Parent Notification Requirements | Title I Contact, Principal | Increase communication with parents | August 2019- May 2020 | Remind App Reports, Teacher Documentation, Parent Conference Notices, etc. |

**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 | Creating Positive Partnerships with Parents | Title I Contact | Provide teachers with strategies to ensure that students are ready for the careers of tomorrow by working with teachers to promote partnerships that are systemic, sustained, and integrated into school improvement efforts. | August 2019- May 2020 | Agenda; Sign-In Sheets; Presentation Copies |
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**Other Activities**

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| 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)].  Walton Middle School has a Resource Center available to all WMS families. The Parent Resource Center (PRC) is located in the school's front lobby (temporary location until completion of new WMS school). This parent center consists of a variety of resources for families to utilize when needed. |
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**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:** Walton Middle School is dedicated to improving communication with parents and realizes the importance of such communication in regards to student success. WMS will review all documentation sent home and insure easy readability; making certain all acronyms are identified and explained. Spanish translations will be provided for our ELL population. Suggestions and comments from parents are always welcomed and will be considered in any/all decisions making processes. Parental input is sought through workshop evaluations, Title I surveys, District Climate Survey and participation in committee meetings.    WMS keeps parents informed about student progress in a variety of ways. Interim progress reports are sent home every mid-nine weeks and report cards are sent home at the end of every 9 weeks. Parents also have the capability to monitor student progress using the Parent Portal online grading system. |

**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:**In order to involve all parents to the fullest extent possible, WMS realizes that information communicated to families must be in a parent-friendly format, easy to read/understand, and in a language appropriate for our student populations. In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the parents of migratory children. Information sent home by both the school and district will be provided in language appropriate for our limited English proficiency students and parents. It will also be posted on the school website. |

**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 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Parent Training Nights | Principal, Title I Contact | Provide parents with strategies needed to assist their children at home, thus improving student achievement | October 2019- April 2020 |
| 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 will be offered at various times: morning, afternoon, and evening | Principal, Title I Contact | By using flexible scheduling we are able to reach more parents and working together with them to improve student performance | September 2019- May 2020 |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Partnerships with community businesses will be developed and will be used when planning and implementing parent involvement activities | Principal, Title I Contact | Community resources will be used, when possible, to give students, a real-world learning experience, thus increasing student achievement | August 2019- May 2020 |

**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:\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\5Y8MY2ZN\fileUploads\660291_2016-2017_uploadEvidenceParentInput.docx) |

**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:\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\5Y8MY2ZN\fileUploads\660291_2016-2017_uploadCompact.docx) |

**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:\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\5Y8MY2ZN\fileUploads\660291_2016-2017_uploadCompactEvidence.docx) |

**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 | Standards Brochures Distribution | 1 | 675 | Parents will be provided with grade specific brochures outlining and identifying the Florida Standards. |
| 2 | Reading/writing; Math/science; Technology Nights | 3 | 441 | Content specific sessions, including strategies parents can use at home with child to improve achievement through the APTT model |
| 3 | Title I Annual Meeting, Parent Meeting | 1 | 132 | The meeting's purpose is to jointly identify barriers to home/school communication, discuss the value of parental involvement to the education of each student, identify barriers that prevent parents from becoming involved in their child's education and develop strategies to overcome barriers and increase student achievement. |
| 4 | Open House and Visitation Meetings | 1 | 452 | Orientation, student expectations and parent resources. |
| 5 | State and Local Assessment Information | 3 | 681 | Provide assessment timelines insuring parents are aware and informed about dates to help prepare their children; hard copies and place a copy of the school website, send parent email, post in Parent Resource Center and in Guidance Departments. |
| 6 | Individual Parent Conferences | 42 | 86 | Parent/Teacher individual conferences providing parents with individual student, state, and local assessment results, expectations, and goals for the school year |
| 7 | Review of Title I Parent Involvement Surveys | 3 | 507 | Parent input toward making informed decisions concerning school improvement and student achievement |
| 8 | Parent Advisory Council Meeting | 3 | 28 | Parents and students provide input on how to maintain and/or improve the academic progress of students. |

**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 | Deliberate Optimism Modules/PLC | 3 | 75 | Provide training to the faculty and staff through research-based strategies and scenarios designed to rediscover motivation, build an optimistic classroom where students flourish, and partner with other stakeholders to create an optimistic learning environment. |

**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 |  | Language Barrier (ELL Parents) | Continue to provide parents with translated materials in their native language. Provide translator at school meetings, trainings and conferences when needed. Continue to use Remind translation function | |
| 2 |  | Childcare (All Parents) | Provide childcare during parent meetings and trainings in order to allow parents to focus on practicing strategies and processing information in order to help student learning. | |
| 3 |  | Times of Events (All Parents) | Continue to look for ways to provide flexible timing so that all parents can attend various parent activities/trainings. | |

**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** |
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