

Fox Chapel Middle School

2019-2020 Title I, Part A Parental Involvement Plan

I, Carmin Ruffa, 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

9/10/2019

Mission Statement

District Parent Academy Parental Involvement Mission Statement

The Parent Academy opens the lines of communication between home and school by connecting parents to the resources and information needed to support their child's education.

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:

Fox Chapel Middle School convenes a monthly School Advisory Council Meeting consisting of parents, staff, and community members. Periodically, this meeting is combined with a Title I Committee meeting to ensure reaching the largest number of parents possible to collect input on Title I programs.

All parents are invited to become members of the SAC and Title I Committee and participation is solicited through backpack notices, and automated phone calls to the parents of every student at Fox Chapel Middle School. Parent membership is also recruited at Orientation for New Sixth Graders, Open House, Back to School Night, School Advisory Council and the Title I Annual Meeting. At these meetings, parents are participants in the planning of Title I parent involvement activities. Parent participation and input in these meetings is documented through sign-in sheets, event response forms, agendas and minutes.

The Title I Committee is made up of staff and parents. All parents and community stakeholders are encouraged to participate in this committee. In addition to planning parent involvement activities, this committee receives updates on all aspects of the school-wide Title I program at FCMS. The existence of this committee and the opportunity to participate are advertised throughout the school year. The topics for the meetings include, but are not limited to the following:

August/September – School Grade, School Improvement Plan, Highly Qualified Staff, Elements of a Title I school-wide program, Title I Annual Meeting, The Parent Academy, and Parent Workshops planned for the school year.

October – Staff Development, Parent Workshops available, Reading, Writing, Math, and Science initiatives, monitoring, student assessments.

November – Title I Extended Learning, Scientifically research-based programs

January – Midyear Update

February – May – Revision of the Title I Parent Involvement Plan, Revision of the Title I Compact

March/April – Parent and Staff Surveys, Planning for next year

May – Comprehensive Needs Assessment and projected budget.
At this meeting the schools Title I allocation will be available and the budget for the coming year will be drafted, subject to review and revision by the Director of Federal Programs. Priorities will be established for the use of Title I funds.

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.

Response:

Count	Program	Coordination
1	Exceptional Student Support Services	The Title I Facilitator will work with district and school-based ESE and assessment staff to ensure parents of students with disabilities are informed about Title I Part A, workshop opportunities for parents, state and local assessments and the qualifications of their child's teachers.
2	Title III and ESOL	FCMS Title I staff coordinate with the ESOL teacher and ESOL para-professional to provide translation services for FCMS parents at Title I events when requested.
3	Students and Families in Transition	Title I staff coordinate with District Homeless Liaison in accordance to the McKinney-Vento Act for the education of the Homeless Children and Youth. Training is provided for staff each year to ensure the needs of these students and the resources available are understood by office and instructional staff.

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.

Response:

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Select a format such as whole school or in classrooms	Title I Staff and Administration	No later the May of the preceding school year	Attendance Records and Event Response Forms
2.	Select a date, time and location in consultation with feeder schools to eliminate time conflicts	Title I Staff and Administration	No later than May of the preceding school year	Attendance Records and Parent Response Forms
3.	Publish notice to parent y backpack notice, automated telephone call, marquee	Title I Staff	Within two weeks of meeting date	Attendance records will be evaluated for participation rates.
4.	Prepare print materials for distribution at meeting	Title I Staff	Prior to training staff for Annual Meeting	Parent Response Form comments reviewed for areas parents indicate a need for additional communication.
5.	Meet with faculty to discuss format, procedures and expected outcomes for Annual Meeting	Title I Staff	Within two weeks of the Annual Meeting	Faculty Training evidence will be the sign-in sheet and agenda.
6.	Teachers meet with parents in classrooms to review Title I Compact	Title I Staff and Teachers	During first nine weeks of school	Agenda, Attendance Records and Parent Response Forms
7.	Prepare a "Sorry We Missed You" packet for each family unable to attend	Title I Staff	Distribute during staff training	Combined total of sign-in sheets and receipts for packets
8.	Distribute "Sorry we missed you" packets to teachers to be sent home in backpacks	Classroom Teachers	Within one week of Annual Meeting	Combined total of sign-in sheets and receipts for packets
9.	Collect sign-in sheets after the Annual Meeting	Title I Staff	Within one week after the Annual Meeting	Title I Staff review sign-in sheets to ensure attendance was accurately recorded.
10.	Follow up on parent requests and comments.	Title I Staff	Within two weeks after the Annual Meeting	Records maintained of follow-up correspondence and their results.
11.	Records maintained of Follow-up correspondence and their results.	Title I Staff	Within two weeks after the Annual Meeting	Attendance Records will be evaluated for participation rates.

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:

Parents are surveyed at the Title I Annual Meeting and through the "Sorry We Missed You" packet sent home to parents unable to attend to determine the most convenient time for meetings. Title I Committee meetings and the SAC meeting are held monthly. These are held on the same evening to eliminate the financial burden on parents to attend two separate meetings. These dates and times are voted on by parents and parental preference is noted in the meeting minutes. Parents are asked about flexible time and the types of workshops they would like to see the school engage in. An Open House is held for parents in the afternoon prior to the start of school. The Title I Annual Meeting and Back to School Night is held in the evening during the first nine weeks of school for parents to learn about Title I programs and requirements. The District Family and Community Advisory Committee meets on selected Wednesday morning throughout the school year. Additionally, the Title I Facilitator is available for evening appointments to ensure parents can access resources after regular school hours. This service is available by call 797-7025 extension 258.

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.

Response:

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1.	School Advisory Council (SAC) and Title I Committee meetings	School Title I Staff	Parents will increase understanding about the availability of such Title I services Extended Day/Year programs available to improve student mastery of skills.	Monthly
2.	Title I Annual Meeting to explain requirements of Title I Part A	Title I Staff and Teachers	Parents will increase understanding of resources available that are funded through Title I. Parents will also receive information about Highly Qualified Status of Staff, High Quality Curriculum, Assessments and Accountability for Student Achievement.	Within the first nine weeks of each school year.
3.	Sixth Grade Orientation to Middle School	Administration, Instructional Staff, Title I Staff	This will provide parents with important information for students transitioning from elementary school to middle school. The anticipated outcome is that parents and students should diminish adjustment issues that impact student ability to focus on academics during the first nine weeks.	April/May 2020
4.	STEM Night for Parents	Title I Team and Math and Science Departments	Parents will be able to support student learning through increased understanding of Florida Math and Science Standards and associated STEM careers	Second Semester
5.	Civics Curriculum and Resources for Parents	School Staff	Parents will be able to support student learning through increased awareness of online resources to support student understanding of Civics standards.	Second Semester
6.	Overview of Guidance services and resources available including how bullying is addressed	School Staff	Parents will be able to support student learning by knowing the resources and support available through school guidance counselors. The target audience for this workshop is parents of incoming sixth graders.	May 2020

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)].

Response:

Count	Content and Type of Activity	Person Responsible	Timeline
1.	Title I School-wide Program – Staff members will be trained on parent outreach and communication prior to the Title I Annual Meeting	Title I Staff	During the first nine weeks of school
2.	McKinney Vento – Students and Families in Transition – Increase staff awareness of needs of students and families in transition and how to work effectively with parents. This workshop will also provide staff with information about district staff and resources available to support these families.	Title I Staff and Families in Transition Specialist	First Semester
3.	Title I Compacts Training – train staff on best practices to connect with families using the Title I Compact as a tool to outline the responsibilities of students, parents and teachers in supporting student academic achievement.	Title I Staff	Quarterly as needed

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 meet;
- 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 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:

Title I Program information is provided at the Title I Annual Meeting and sent home to parents unable to attend. This includes information about the parent's right to know the qualifications of their child's teachers, curriculum and assessments used to measure progress toward meeting state standards.

Additional information regarding Title I funded programs and resources will be included on the website and sent home in print throughout the year. Automated calls and backpack notices will be provided to alert parents to opportunities to participate in parent workshops and school-based committees such as the School Advisory Council and Title I Committee.

Curriculum information is explained at the Annual Meeting in each core content classroom. Assessments including content assessed, format and proficiency levels are explained to parents through print media sent home by backpack, at School Advisory Council meetings and parent workshops.

Parents are invited to attend monthly School Advisory Council meetings to participate, as appropriate, in decisions about school programs. Solicitation to participate is conducted through automated phone calls, backpack notices, the school website, and the school marquee. Additionally, parents may participate in decisions regarding their child by attending ESE annual staffing meetings for their child, and parent conferences called at the request of the parent or the teacher.

Parents not satisfied with the school-wide program are encouraged to submit their comments which will be included with the plan and submitted to the local education agency.

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.

Response

Translation to Spanish is available for general meetings, if requested, and for standardized documents such as the District Parent Involvement Plan, the School Parent Involvement Plan, and the School-Parent Compact. Parents will be informed of meetings and opportunities for involvement in a timely manner. Meeting will be publicized through the school website, through school-wide automated telephone messages, backpack notices, and on the school marquee. Parents requiring additional assistance may call the school at 797-7025 to make arrangement for individual tours or to work with school staff when additional assistance is needed.

2018-2019 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	Describe Level of Success
1	Title I Annual Meeting – Increased parent awareness of Title I Programs and their rights regarding participation and information about the qualifications of their child's teacher. This also included an overview of state assessments by grade level.	1		
2	STEM Night	1		
3	6 th Grade Orientation and Overview of Guidance Services at FCMS	1		

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	Describe Level of Success
1	Preparing for the Title I Annual Meeting – working with parents	1		
2	Using the Compact as a conduit to family engagement	1		

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)].

Count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Time of offering (ALL)	Continue to vary the days and times activities are offered to accommodate as many parents as possible.
2	Economically Disadvantaged	Reduced the number of events by combining activities when possible such as SAC and Title I Committee and 6 th Grade Orientation and Overview of Guidance Services to reduce the cost of travel
3	Disabled	Provide print literature to parents who were unable to attend the event, but would like the information. Example: Sorry We Missed You packet
4.	Limited English Proficiency	Print translation of key documents where possible. Verbal translation of meetings when requested
5.	Limited Literacy	Continue to provide automated calls alerting parents to meetings and workshop offerings to reduce the reliance on print communication