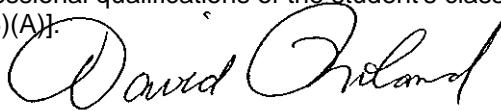


## SCHOOL Title I, Part A Parental Involvement Plan

I, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].



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Signature of Principal or Designee

Date Signed

### Mission Statement

Parental Involvement Mission Statement (Optional)

**Response: Parent Involvement Mission of Crystal River Middle School is to empower our students to reach their full potential; to respect the diversity of others and become responsible citizens and life long, global learners with the support and guidance of all stakeholders.**

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### 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.

## 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:

The parents/guardians of Crystal River Middle School will have at minimum two opportunities to attend curriculum nights with information presented, but not limited to, Skyward, iPads, Google Classroom, Achieve3000, course content, high school courses and other curriculum topics. Parents will have an opportunity to visit classrooms to learn more about Florida Standards curriculum and testing. Athletics will have a parent session to answer any questions about involvement with team sports. Our school will also provide information during an AVID session for familiarization with this program/learning structure that is provided school wide, as well as a session on the Science Fair. Parents are always invited to attend all SAEC meetings for information about school activities where SAEC will review and approve the Title 1 Parent Involvement budget, and review school grades/curriculum. SAEC minutes will document the discussions and voting

### 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	ELL	The ELL resource leaders will increase awareness to parents through parent/teacher conferences to assist parents to helping their child at home.

2	Curriculum night for parents	Students will host informative sessions with the support of their teachers to provide curriculum overviews, software programs, etc in ways to further support their child at home. TOSA will be available to answer any parent questions or to receive parent input.
3	AVID	The AVID coordinator and site leaders will provide parents with information in efforts to make them more aware of how AVID will help their child become successful in college and in careers.
4	Title II	Title II resources will be used to provide staff training in a variety of areas including parent involvement.

**Review Rubric:**

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

**Review Status:**

**Review Comments:**

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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 (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	Distribute the information about Title 1 to parents, staff and studnets	TOSA	August	Flyers/Website. Newsletter
2	Develop Title 1 Agenda	Admin/TOSA	August	Agenda
3	Title 1 Annual Meeting	Admin/TOSA	September	Agenda/ Sign in sheets
4	Advertisement for Annual Meeting	TOSA	August-September	Advertisement/website/Facebook/Flyers

**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)].

We will offer parent conferences directly after school. We also have district wide conference ½ days so student can attend with their parents during the school day. We will offer an array of parent meetings such as: Open House, Annual Title 1 Meeting/ Information given in conjunction with Parent Curriculum night, Science Fair. Conference times will include after school, some in school hours such as teacher planning.

**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
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1	Academic Achievers Award Night	Guidance Department	Increase student motivation	May	Program
2	Science Fair Session	Science Department	Students explain project requirements and examples to parents	September	Agenda
3	Parent Curriculum Night	Schoolwide	Increased student motivation, parent involvement, increased understanding of technology	September	Agenda
4	Open House	Admin Team	Parent Involvement	August	Sign in sheets
5	SAEC	SAEC Coordinator	Parent input into school decisions.	May	Minutes

**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	TIP Training	Teacher Mentors	New teachers will be provided resources for parent communication and involvement	May	ERO Training
2	Professional Development	Deirdre Byrne, Tammy Rall, Tina Wiesen, Amanda Stringer	Teachers understand how to unpack standards and transfer standards to instruction.	August	ERO Training
3	Classroom Management Strategies	Ryan Selby & Amanda Stringer	Teachers understand how to build positive, meaningful relationships with students and parents	September	ERO Training
4	Data Days	Amanda Stringer, Admin team	Review data from state, district an classroom assessments to	September & February	Agenda

			understand where to fill in learning gaps or extend learning.		

**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:**

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**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:**

Parent conferences- teachers and parents will discuss how to ensure the student's academic success and what the parent can do at home to promote success. Every parent is encouraged to schedule a conference with their child's teacher.  
 Technology- Skyward/ Google Classroom; students and parents view the lesson and resources at home

**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:**

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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)].

**Response:**

Crystal River Middle School will inform parents of curriculum, assessments, meetings, student progress and the Title 1 program at Open House in August, individual conferences, or Parent Curriculum Night. The monthly school newsletter will inform parents of any new information and remind them of any upcoming events school wide. These documents will be translated when needed. Copies of all documents will be provided by members of the Title 1 team. We will know if we are successful depending on the results of the Title 1 survey. The following are ways we will inform parents of curriculum, assessments, student progress, and Title 1 programs; use of school and district website, Skyward, required parent signature on parent compact forms, teacher websites, parent emails, parent conferences, teacher curriculum letters including classroom expectations and grading policies, Facebook pages, published lesson plans, and messages over the phone by School Messenger. In addition, out of field teacher notifications will be distributed over the phone by School Messenger. The school website is updated frequently by a member of the Admin team. Flyers are sent home by event coordinators at least 72 hours in advance. A translator will be available as needed for parent conferences. SAEC/AVID will compile parent attendance sheets at each meeting Parents are contacted via automated phone messaging system at least 48 hours in advance.

Parents will be invited to MTSS/CST meetings.

Current curriculum, expectations and forms of assessment will be explained at Parent Night and conferences.

Parents are presented a power point from the district that explains grade level specific information on the Florida Standards Assessment (FSA). These materials are available in other languages upon request.

Parents are invited to meet with administration, guidance, TOSA and their child's teacher to help facilitate their child's learning, social and emotional growth.

For students that don't have internet access, newsletters and forms on website are always available in the front office. Computers are available at school in the media center for parents and students.

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**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:**

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## 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:**

A variety of parental involvement activities will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate opportunities for involvement to parents.

Translators are available for all IEPs, ELL meetings and parent conferences or use of a computer application for primary language to English translation.

Our school also has wheelchair ramps for parents that are disabled.

Crystal River Middle strives to have all families involved, while we realize that parents are comfortable with different levels of involvement, we work hard to include them in school activities and their child's learning.

Parents that do not have transportation available are invited to engage in phone conferences or Skype with their child's teacher.

While most of communication goes through a variety of methods, the use of school messenger allows us to provide information for our parents who are illiterate to get timely information as well as provides a reminder for all stakeholders. This phone program also translates messages to match primary language used at home.

For hearing impaired school information is available on the school website, through teachers' individual websites, Skyward and newsletters.

Educational materials and assessment reports are available in other languages for those families who need it, as feasible.

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### **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:**

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## 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	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources for funding for the training.	Parent Curriculum Night	Admin team and TOSA	Student mastery of subject areas tested by Florida Standards Assessment	Fall and Spring

**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**

Provide evidence of parent input in the development of the plan.

**Review Rubric:**

**Review Status:**

**Review Comments:**

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## **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)].

Provide electronic version of the Parent-School Compact in monitoring folders.

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### **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:**

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## **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)].

Provide evidence of parent input in the development of the compact.

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### **Review Rubric:**

**Review Status:**

**Review Comments:**

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## 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	Parent Conference Days	1	350	Parents will learn how to improve academics through discussions about their children. Data will be provided for parents so they know exactly how their child is performing.
2	SAEC Meetings	4	20	Provides parents input into daily school activities and allows them to make suggestions for student's educational needs.
3	Problem Solving Team Meetings	75	30	Parents have the opportunity to be involved in the development of their child's PMP (Progress Monitoring Plan)
4	Academic Achievers Award Night	1	385	Family involvement helps to foster strong school-parent relationships, which in turn promotes academic achievement.
5	Parent Curriculum Night	1	280	Increasing reading interest and school/family relationships
6	Science Night	1	75	Increasing Science Awareness and school/family relationships
7	Open House	1	500	Family involvement increases student achievement and fosters school/family relationships

#### **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:**

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### 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	Staff training on building relationships	1	60	Home and school gap will close

2	Culturally Relevant Teaching	1	50	Incorporating diversity into instruction to ensure all students have a sense of belonging. AVID trainings.
3	Volunteer/Mentor Program	3	50	Increased volunteer/mentor involvement effects student achievement

**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:**

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**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	Parents working	Accommodate Parents working schedule, off phone conferences.
2	Outside sports activities	Have meetings and activities around sporting events when possible

**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:**

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**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:**

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