

MADISON STREET ACADEMY OF VISUAL AND PERFORMING ARTS Title I, Part A Parental Involvement Plan

I, Kendra Hamby, 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

Involvement of Parents

Parents are involved throughout the school year in the planning, review, and improvement of Title I programs. Lines of communication are kept open as the principal has an "open door" policy, welcoming input from parents. There are advertised meetings that are scheduled to also seek input from parents. For instance, on a monthly basis, the principal meets with the Parent Teacher Association Board Members. The School Advisory Council meets quarterly as well to offer input and review of the School Improvement Plan, Parent Involvement Plan, and the Parent-School Compact. In the spring, a school-wide survey is distributed to parents in order to gain insight and help Madison Street Academy develop relevant goals and strategies for the upcoming school year.

Our school has a School Advisory Council (SAC) and a Parent Teacher Association (PTA) consisting of parents, community members, and school staff. All parents are encouraged to become members of the SAC and PTO. Information about these groups is sent out to families by School Newsletters, SkyLert phone messages, and other appropriate means.

Members of the SAC will be determined by the balanced representation of the ethnic, racial, and economic community served at Madison Street Academy. More than 50% of the SAC are parent (non-employee) representatives.

The SAC meeting reviews and makes revisions to the School Improvement Plan, the Parent Involvement Plan and the School Compact each year. SAC members will have input on how Title I and Parent Involvement funds should be used at Madison Street Academy.

The Local Education Agency (LEA) has a District Parent Involvement Review Committee. School Advisory Council (SAC) chairpersons from each of the Title I schools and other involved parents along with School Parent Liaisons, Community Leaders, Title I Parent Involvement staff, and Title I Instructional Support Personnel make up this committee. The DPIRC brings recommendations to our school to help in planning for meaningful family engagement and parent involvement opportunities.

Coordination and Integration

Program	Coordination
Title X- Homeless	The administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support that they might need.
HIPPY Program	Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program. HIPPY offers free home-based early childhood education for three, four, and five year old children working with their parent(s) as their first teacher. The parent is provided with a set of developmentally appropriate materials, curriculum, and books designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development. Representatives from this program will hand out flyers at Open House and parent events. Interested families in our school may contact Kim Gibas at Grants & Federal Programs.
Individuals with Disabilities Education Act (IDEA)	Our school coordinates with the ESE, Student Services Department of MCPS. Supplemental instructional support will be shared with parents as they are invited and attend their child's IEP meetings. Teachers and staff will follow the MTSS policies and processes.
Title I Part A	Our school receives Title I funds based on free and reduced lunch counts. Title I Part A funds are used to provide supplemental instructional materials, equipment, and/or personnel to help students meet the rigorous state standard expectations. Staff development as well as Parental Involvement Trainings and Workshops will be coordinated with Title I, Part A.
Title I Part II	Staff and faculty members will participate in district professional development opportunities.

Annual Parent Meeting

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Develop agenda and establish date for Annual Informational Meeting.	Administration	August, 2016	Copy of Agenda
Send Meeting Announcement flyer in backpacks of all students. Post on website and email flyer.	Administration	September, 2016	Copy of Flyer

Hold Annual Parent Meeting	Administration	9-13-16	Sign in Sheets/
Maintain Documentation	Principal, Assistant Principal/ISP	August-June	Monitoring documents uploaded to school's jump drive.

Flexible Parent Meetings

The school's scheduled orientation, open house, and the Annual Title 1 Meeting are held during the day and in the evening. This allows many of our working parents to participate.

Parent Training and Family Engagement Workshops are presented in the day and at evening. This allows busy parents to participate without missing work. Childcare is also sometimes available for those who are in need of this service.

·SAC meetings are scheduled at a time convenient to the SAC members. This will be voted on during the first SAC meeting in September.

School-wide student recognition programs and Share Shows are scheduled each semester during the morning and are publicized at the beginning of the year. Additional opportunities are offered for students to showcase their learning at various times throughout the school year.

The Media Center is open before and after school hours for parents to participate in the book fair and use the school computers, when needed.

Parent-Teacher conferences are scheduled at various times, convenient for parents and families as well as for teachers.

Building Capacity

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Reading and Writing in the Content Area	Professional Development Coach	Provide quarterly STAR reports to help communicate Lexile Gains in addition provide resources and strategies to encourage and support literacy development, Grade 3-5 students will make gains in ELA as demonstrated on FSAs, RWAs, and LEOCEs.	Fall and Winter 2016-2017	Agenda, Sign in sheets Parent Evaluations
Math Nights	Assistant Principal	By helping parents to learn strategies for solving real world mathematical applications, students in grades K-5 will increase their mathematics scores on district assessments. Students in grades 3-5 will make gains on the math FSA.	Fall and Winter 2016-2017	Agenda, Sign in sheets Parent Evaluations
Writing	Professional Development Coach	Parents and families will learn about the writing rubric and how to identify their child's strengths/weakness in relation to the rubric.	Fall 2016-2017	Agenda, Sign in sheets Parent Evaluations
Math Online Program DreamBox	Assistant Principal	Parents will learn how to utilize the online program to determine areas of strengths and weakness. Students in grades K-5 will increase their mathematics scores on district assessments. Students in grades 3-5 will make gains on the math FSA.	Fall and Winter 2016-2017	Agenda, Sign in sheets Parent Evaluations

Kid Biz	Professional Development Coach	Parents will learn how to read reports and how to support their child in gaining the most from the reading and writing components available with this online program. RWAs, DBQs, and the ELA writing scores will increase.	Fall and Winter 2016-2017	Agenda, Sign in sheets Parent Evaluations
Training parents to enhance the involvement of other parents.	PDS and School Counselor	Parents will participate in a book study, sharing their learning and helping to engage other parents throughout the school. Student learning will increase as a result of increased parent engagement. Students will receive better grades, like school more and show an increased motivation for learning	Fall 2016	Agenda, Sign in sheets Parent Evaluations

Staff Training

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
MTSS	Principal, Assistant Principal, and Guidance Counselor	Student Scores on multiple data sources will increase.	August 2016-June 2017	TNL reports/Teacher sign-in sheets
Teacher Web Sites and Email Functions with Skyward	Assistant Principal, Technology Instructor	Student Scores on District Testing will increase.	Fall and Winter	Teacher sign-in sheets
Online Dream Box Math and KidBiz ELA parent communication components	Assistant Principal, Professional Development Coach, Lead Teachers	Training for teachers on how to utilize the parent communication components and reports will result in higher achievement and proficiency on the FSA tests in grades 3-5 grades.	Fall and Winter	TNL reports,
Identifying the Gifted Child & their Characteristics	Gifted Teachers & Guidance Counselor	Teachers will identify gifted traits in students, communicate with parents and identify potential students for gifted screening.	November 2016	Teacher sign-in sheets,
Effective Student-Led Conferences	Professional Development Coach	Student performance of progress monitoring in writing, reading, and math will increase.	Quarterly - throughout school year	75% or more of parents (in participating classes) will attend student-led conferences. Conference Night Flyer/Schedule
STEAM ½ Day	District STEM Leads and Assistant Principal	Students participating in STEAM activities on early release days will result in an increase in district and state science & math testing.	Semesters	Agenda/Meeting Notes from planning
Planning for effective teaching for Differentiated Math Instruction with understanding the depth	District STEM Leads and Assistant Principal	Students' individualized math needs will be met resulting in an increase of district and state math testing gains.	Fall and Winter 2016-2017	Observation Notes

of the standard and the use of various data sources to determine baseline				
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Other Activities

In order to help parents/families stay informed of the many opportunities at Madison Street Academy, a variety of communication tools are utilized. Wednesdays are used primarily as the day of the week to send out school-wide communications. "Weekly Wednesdays" are to help parents be aware of when expect school-wide information. The web site, text-message, and email notifications is also utilized on a consistent basis. Quarterly newsletters along with monthly Home School Connection Newsletters will be sent home and a link is shared on the school's website.

The web site and quarterly newsletters publicize the calendar of events for Madison Street Academy. A Parent-School Compact will also be given out at the beginning of the school year that will outline expectations for staff, parents, and students. Teachers will use/review this Compact in discussions with parents concerning their child's progress throughout the school year if needed. Students in grades 3-5 utilize academic planners that allows for written communication between the teacher(s) and parents. Planners will be updated daily by students with academic requirements.

Our school will encourage involvement in SAC and PTA to help research available resources, school needs, and establish a year-long plan. Administration will work closely with the PTA board to utilize email distribution group of all PTA members to help keep all members informed and encourage active participation.

Madison Street Academy will offer a Book Study with our parents. This book study will be on the title "Mindset" by Carol Dweck. This book was mentioned in high regards by district personnel. This book study will be facilitated by Angel Haworth the Professional Development Specialist.

Volunteer & Mentor Appreciation Program - At the beginning of the year {September} recruitment and training will be offered to potential volunteers and mentors by the Dean of Students. Email distribution lists will be utilized to help inform and invite parents to organizational meetings prior to events in order to promote a wider base of parent involvement. At the end of the year {May} a reception is held to celebrate their service and commitment by the administration team. Volunteer and teacher input surveys are collected in May to gauge the effectiveness of the volunteer program.

Our school will encourage involvement in SAC and PTA to help research available resources, school needs, and establish a year-long plan. Administration will work closely with the PTA board to utilize email distribution group of all PTA members to help keep all members informed and encourage active participation.

Parents' input is solicited annually through surveys. Phone messages and announcements are made each morning reminding families of the importance of returning the completed surveys. Students are also given a treat as an incentive for the return of the surveys.

The Title I Parent Resource Center on Wheels will visit the school campus 4 times during the school year. Notification of the date of the visit(s) of the Title I Resource Center on Wheels will be sent out via newsletter, Phone Message Alerts, and noted on marquee/website for all parents/families.

Parents and families will be encouraged to visit the District Title I Parent Resource Center and our teachers will utilize the Teacher Check Out program that the Center offers. This resource is publicized in the school's newsletter.

Communication

Our school will share timely information about the Title I programs including 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. Initial information will be shared during the Title I Annual Meeting held in September 2016.

Teachers, counselor and other school personnel will maintain regular contact with parents through personal calls, phone texts, and emails in an attempt to reach parents who do not or cannot participate to seek input and increase involvement.

Home visits are provided by Social Services.

Parent Training and Family Engagement Workshop information will be distributed to parents via flyers, by utilizing the SkyLert telephone calling system, and the Remind Me app. Events will also be advertised on our school's marquee.

Power-point presentations will be available to parents/families who could not attend the District Trainings and Family Engagement Workshops.

All school information is disseminated by using a variety of methods. For instance, Parent Training and Workshop information will be distributed to parents via flyers and by utilizing the telephone calling system, text messaging system, and email distribution. These sessions/resources will be publicized on the web site as well.

Teachers contact parents and families regularly through personal emails and/or phone texts.

Before, during and after testing, MSA will inform parents when the results of standardized tests will be available. The school will also inform parents how to access these results.

All school information is presented to families in a language that they may easily understand (free from jargon, educational acronyms) and translated to their native language if needed.

Accessibility

Our facility is ADA accessible. Parents with disabilities are regularly invited to all parental involvement events and family engagement workshops. If support is needed to accommodate a disability, appropriate arrangements will be made.

Translators for those in need of assistance with Spanish and/or American Sign Language are available upon formal request, as well as informally, through our many bi-lingual staff members. Phone calls using the SkyLert messaging system will be provided if needed in English and Spanish, by the principal and the bilingual assistant principal.

Discretionary Activities

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Developing appropriate roles for community-based organizations and businesses, including	Coordinate the use of approved volunteer distribution lists with chairpersons of school-wide events or activities,	Administration/ Parent Liaison/ PTA Board	Students will make academic gains in reading and math as a result of the	Throughout the 2016-2017 school year

	faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	including the Good News Club and PTA Student Clubs.		increased parent involvement.	
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