

**Edwin M. Wells Middle School
Spring Independent School District
Houston, Texas**

In compliance with Public Law 107-110 Section 1118, Wells Middle School submits the following:

Parental Involvement Policy

Statement of Purpose

Wells Middle School is a community of learners where staff, students and parents work to ensure high levels of learning and engagement for every student within a caring and collaborative culture.

We believe it is the responsibility of staff, parents and our community to work together to fulfill our mission to identify and address each student's academic need through ongoing assessments, data analysis and appropriate enrichment or interventions made available to all students through the Title I program and various other educational services offered through Spring I.S.D.

I. Parental Involvement in Planning, Reviewing and Improvement of Programs

In order to build parental involvement and support meaningful partnerships, the Wells Middle School ESEA (Elementary and Secondary Education Act) committee membership will be comprised of parents, teachers, administrators and community partners.

This committee will meet no less than twice yearly to plan, review and offer suggestions for improvement of activities and/or events that focus on parental involvement as it pertains to academic achievement and school performance that have been funded in part or in whole by Title I, Part A.

Active recruitment for parent volunteers is ongoing in hopes of producing a diverse snapshot representative of our student population currently served at Wells Middle School.

All meetings will have available child care and a translator if needed, along with flexible time slots to provide for optimum parental attendance and participation.

Parental Involvement Policy continued...

Parental involvement and input at WMS is requested during but, not limited to the following opportunities:

- Parent Night with the Principal
- Open House
- STOP the Violence Rally
- Family Fun and Fitness Day
- Semester Celebrations
- Student Success Rally's
- NJHS Induction
- Field Trips

II. Providing Parents of Participating Children Timely Program

Information WMS will:

- Ensure our school web-site is current and that school and parents collaborate to maintain and contribute to web-site content.
- During spring 2014, invite both parents and students to "Course Selection" meetings facilitated by our grade level counselors to review and discuss selection of programs offered during the 2014-2015 school year.
- Course selection information for each grade level is available in English and Spanish and is also listed on the Spring ISD web-site.
- Provide various means of delivery of information to parents in a timely manner by utilizing the following modes of communication:
 - Student delivered letter or newsletter
 - Parent portal (via mySpringisd.org)
 - E-mail
 - Personal phone call ○ School web-site ○ Automated phone messaging ○ U.S. Mail

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III. Shared Responsibilities for High Student Academic Achievement

Wells Middle will build the schools' and parent's capacity for strong parental involvement to ensure improved student academic achievement through the following activities/events listed below:

- Family Literacy Night (scope & sequence)
- Math/Science Night (scope & sequence)
- Social Studies Night (scope & sequence)
- Meet the STAAR's Night
- Grade Level Family Parent Meetings
- Parent Support Workshop

Library links to:

- Parent Involvement Suggestions (ESC 16)
- Encyclopedia Britannica (English/Spanish)
- Global Reference Center
- Destiny Library Catalog
- iStation

IV. Annual Evaluation of the Title I Parent Involvement Policy

An annual meeting will be held at WMS during a time that will provide for optimum parental attendance and participation. A translator and child care will be provided, if needed.

During the annual meeting, Title I guidelines and services offered will be reviewed and recommendations for improvement will be shared. This meeting is open to all parents of students attending Wells Middle School.

I. Parent Responsibility for Improving Academic Achievement

Parents of Wells Middle School students will pledge to:

- Attend required Parent/Teacher conferences with their child
- Communicate in a respectful manner, with their child's teacher on a regular basis as it relates to academic progress, behavior and attendance
- Communicate with their child each day in reference to school assignments or events, including, Extended Day Interventions
- Have current knowledge of their child's progress report and report card grades (both academic and conduct)
- View the school web site for additional assistance and helpful links to parental involvement and academic improvement
- Attend school sponsored workshops designed to assist parents in helping their child with homework, projects or other specified subject content
- Keep the school current with their contact information
- Attend events associated with their child's participation
- Be knowledgeable of school, district and state academic grade level requirements for their child
- Work positively with the school to assist their child in reaching state standards and above
- Assist the school with making certain their child has good attendance
- Assist the school with making certain their child exhibits good conduct
- Utilize the use of technology to improve student success

II. School Responsibility for Improving Academic Achievement

The faculty and staff of Wells Middle School pledge to:

- Design and plan engaging lessons that are meaningful and specific to the state standards (TEKS), and the Spring I.S.D. scope and sequence with their content team several times weekly
- Implement and coach these lessons daily to the students in their charge
- Design Cumulative Formative Assessments (CFA) prior to teaching its content

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- Disaggregate CFA data in an effort to target student's strengths and weakness' so that appropriate interventions may be determined and applied in a timely fashion
- Actively monitor student progress on individualized student data sheets

- Monitor failure rates and address needs within grade level families utilizing intervention programs and tier I interventions
- Monitor achievement of special populations such as, CTE, special education and LEP students
- Establish reading interventions in Language Arts and Read 180 classes based upon iStation assessments and ongoing interventions
- Administer the DFA (District Formative Assessment) in a timely fashion and within the scope and sequence timeline
- Disaggregate DFA data, in a timely fashion, in an effort to target student's strengths and weakness' so that appropriate interventions may be determined and successfully applied
- Design intervention lessons that are specific to the needs of the students identified with specific weaknesses in a particular TEKS objective
- Communicate, in a respectful manner, on a regular basis, with parents on the academic progress, behavior and attendance of their child
- Have good attendance
- Participate in professional development opportunities that will provide for increased levels of adult and student learning
- Provide student data for (Rtl) Response to Intervention when necessary
- Initiate active participation in the CHAMPS and Tribes processes in order to develop meaningful relationships with the students in their charge
- Recognize and select a "Student of the Month" from their content area
- Participate in Extended Day Interventions for students that need extra assistance

III. School and Parents Partner to Help Students Achieve the State's High Standards

Both Parents and Teachers of Wells Middle School pledge to:

- Hold and attend required Parent/Teacher conferences with the child
- Communicate regularly on student progress
- Discuss strategies appropriate to student for successful intervention
- Become well versed in State standards as they pertain to student success
- Plan and communicate on date student and to participate in Extended Day Interventions if required

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School/Parent Compact continued...

- Partner and participate in Parent Help nights
- Utilize technology to communicate effectively on student progress in a timely manner
- Communicate effectively in regards to student attendance and its improvement
- Provide material, resources and training that will assist parents working with their children to improve academic achievement

V. Annual Evaluation of the School/Parent Compact for Title I, Part A Schools

The Wells Middle School faculty, staff and parents agree to:

- Review the compact with students and parents periodically throughout the year
- Evaluate the School/Parent Compact annually and to use the data collected to make any necessary recommendation and/or revisions for improvement