## MARION OAKS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Natalia Robledo , 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)

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| **Response:** The relationship between students and teachers at Marion Oaks Elementary School is one of mutual trust and respect, creating a secure environment where all students learn and grow socially, emotionally, academically, physically, artistically, and culturally. We will continue to create an inclusive learning environment which is centered on students, guided by teachers, and supported by home and community. |

**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:** The School Advisory Committee (SAC) is the group responsible for the development, implementation, and evaluation of the School Improvement Plan, working together with the school's administration team. The procedures for selecting members for this group is on a voluntary basis. Once the group has enough volunteers, peers vote for office members. The budget of the SIP will be explained and reviewed with new SAC members, including the portion covering parent involvement. At subsequent meetings, reports from a variety of communications, and sign-ins from any afterhours events will be shared with the SAC as a means of establishing baseline and then possible improvement data. Parents will have an opportunity to change, modify, or add to the document during these meetings. Documentation showing parent input will be provided in the meeting minutes recorded by the secretary. If parents are not able to attend a meeting where the SIP is being reviewed, parents will be allowed to have a copy of the document to make changes if needed. |

**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 | Public VPK | Identify students, provide registration information |
| 2 | HIPPY | Identify students and parents eligible for services (parent training); a Title I funded staff member will work with students and families ages 3 to Pre-K, providing activiities for parents to work with students at home. |
| 3 | Migrant | Assist in the identification of Migrant Students and contact/collaborate with the Migrant Office. Provide access to bilingual dictionaries for parents. |
| 4 | IDEA (Individuals with Disabilities Education Act) | Our school coordinates with the ESE, Student Services Departmentn of MCPS. Supplemental instruction support is shared with parents as they are invited and attend their children's IEP meetings. Teachers and staff will follow the MTSS policies and procedures. ESE staff members receive trainings through the district ESE department as well. |
| 5 | Title 1 Part A | Academy classes will host parent trainings throughout the year. |
| 6 | Homeless | Our school works with the District Liaison for Homeless families/children. Through this service, homeless children are offered resources, such as United Way, social worker, and other community resources. |
| 7 | Title III - ESOL | The administration will coordinate with MCPS ESOL Department to identify students. ESOL paraprofessionals will provide students with the appropriate resources and support that they might need. |
| 8 | Title I Part II | Staff and faculty members will participate in district professional development opportunities |

**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** |
| 1 | Hold annual meeting | Principal | August 14, 2015 | Parent attendance sheet |
| 2 | Meet with staff to inform them of the information | Principal | August 11, 2015 | Attendance at pre-planning meeting |
| 3 | Meet with Title I coordinator - Ms. Copley | Principal | September 21, 2015 | Properly scheduled annual meeting |
| 4 | Set date for meeting | Principal or designee | October 6, 2015 | Date set |
| 5 | Publicize date of meeting | Principal or designee | September 22, 2015 | Parent attendance |

**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:** We will offer telephone conferences, email conferences, parent nights for the school at large, frequent updates to the school and teacher websites as well as by grade level teams. Face-to-face conferences may be also be requested at any time by stakeholders. Our Social Worker and Social Worker Assistant will make home visits on a case-by-case basis. The school nurse will also maintain contact with families regarding matters of student health and wellness. Workshops will be offered at flexible times (different days/times) to help accommodate parents' schedules. |

**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 | MOES will hold a “Parent Night” to increase parent awareness of a child’s individual reading, writing, science, and math goals, as well, as how to incorporate strategies and activities at home. | Principal, Academic coaches, Teachers | Additional time spent on reading, writing, and math should correlate to improved reading, writing , and math skills. Discussions about tests should make them more aware of the expectations. | November 2015 | Student scores on state and district assessments. Parent evaluation forms |
| 2 | MOES will hold an "Academy Parent Night" to increase parental communication and discuss the progress of the students. | Academy Coach, Academy Teachers | Good communication leads to better student achievement. | September 2015-March 2016 | Sign-in sheets, communication logs from teachers. Parent evaluation forms |
| 3 | MOES will hold a "Math and Science Night" to showcase student learning and projects | Math Coach and AP | To increase parent understanding of science standards and student enthusiasm for learning science principles | March 2016 | Sign-in sheets, parent responses, student learning |

**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 | Parent Involvement Para will attend a Title one workshop designed to share strategies for increasing parent involvement | Math Coach and Title I Parent Involvement staff | Overall, the more parents are involved with their child’s education, the better the child will perform academically. | First semester | Sign-in sheets, TNL reports |
| 2 | MTSS training: Valuing of parental involvement, communicating and working with parents, implementation and coordination of parental involvement program, building ties between home and school, cultural sensitivity | Guidance Counselor/School Psychologist | Teachers and parents will be trained in the implementation of the MTSS process. This is to include communication with the parent in the Pupil Monitoring Process. Increase in academic student performance. Data checks lead to knowledge of progress, which leads to increase student achievement. | On-going | Sign-in sheets, TNL reports |
| 3 | ELLM training | District VPK and PreK | Increase in student achievement and teacher understanding of the ELLM curriculum reflected in an increase in student achievement | Montlhly | Sign-in sheets, TNL reports |
| 4 | ESE training | District ESE leadership | Increase in student achievement reflected upon standardized tests | On-going | Sign-in sheets, TNL reports |
| 5 | Literacy trainings for ELA teachers | Title I Reading Coach | Increase in student ELA achievement and improvement in teacher strategies to instruct in ELA | On-going | Sign-in sheets, TNL reports |
| 6 | AIMS Web trainings for teacher effectiveness | Title I Reading Coach and Math Coach | Increase in teacher ability to maneuver and input student responses in AIMS Web, as well as understanding of results | On-going | Sign-in sheets, TNL reports |
| 7 | Grade Level meetings to discuss upcoming content, strategies, and best practices | Grade chairman | Increased student achievement scores, increased teacher effectiveness in the classroom | Bi-weekly | Sign-in sheets, TNL reports |
| 8 | Paraprofessional trainings to discuss implementation and progress in intervention strategies | Title I Reading Coach and Math Coach | Increase in lower achieving students' performance | Monthly | Sign-in sheets, TNL reports |

**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)].

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| **Response:** MOES will recruit additional SAC and PTO members to help research available resources, school needs, and then establish a year long plan. MOES will continue to host a variety of Academic Nights and offer incentives for attending. We will have an easel on the car rider line announcing upcoming events. In order to implement the Academic Nights, the intervention teacher and general education teachers will plan the events, provide flyers in both English and Spanish to communicate with parents, and use the call out system to provide recorded messages to parents. Academic coaches will be the ones responsible for putting this event together. There will be one Academic Night in the fall. The school will demonstrate the effectiveness of this activity by looking at the sign in sheets to see how many parents participated.    MOES will host a Safe Trick or Treat night, encouraging community participation on the school campus. Teachers passed out candy helping to create bonds with parents and stakeholders.     MOES' PTO hosts monthly movie nights to create a community/school bond through spending time with parents and children in a casual setting.     Each MOES parent receives a calendar of events as well as the school-parent compact to provide important dates for parent involvement throughout the school year. Expectations for parents, teachers, and administrators are outlined in the document. Teachers will use and review the Compact in parent conferences and discussions.     Every MOES student receives a planner as well as student-parent handbook to assist parents and students in understanding school expectations and to increase school communication with parents.    The Title I Parent Resource Center on Wheels will visit the school campus on a regular basis following parent notification via newsletter and flyers. Resources will also be available for check-out by parents for home use from the Title I Parent Resource room with teacher request.     At the beginning of the school year, Orientation takes place at MOES, allowing parents to meet their children's teachers and establish relationships to promote communication throughout the school year.    MOES participated in McTeacher night at the local McDonalds. Teachers assumed the roles of employees, interacting with community members and parents, building bonds and relationships.     MOES will hold an Orientation Day to increase parent awareness of the school's and teachers goals.    MOES will have an Open House night to increase communication between parents and teachers.    SAC committee will work to spend school improvement funds, contribute to school programs and expenditures, and allow for parental input.     MOES will coordinate with Title 1 to fund transportation, materials, and staff support for our after school tutoring program targeting low achieving students.     Teacher grants were offered using PTO funds for student achievement projects in literacy areas. |

**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:** School and classroom newsletters, website, phone call-outs, reminder notices, reports cards, and student planners. Information given out to parents will be provided a week ahead of the planned activity. Administration will ensure letters and communications are happening in a timely manner. Teachers are required to conference with the parents of his/her students at least once a semester. These conferences will include AIMSweb reports, data from a variety of assessments, as well as grades. In addition, SAC and PTO meetings will be advertised through our automated telephone system, notes home, the marquis, and signs posted at car line. Meetings are already scheduled for the year and reminder notifications will be given a week ahead. Parents are sent notices, and called to attend MTSS meetings, ESOL meetings, and IEP meetings.    All parent communication is translated into a language that the parents/families will understand.     MOES maintains a school website as well, allowing parents to access communication of school events. |

**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:** Translators for those in need of assistance with Spanish, Haitian-Creole, and/or American sign language is available upon formal request, as well as informally, through our many bi-lingual staff members. Call outs will be provided in English and Spanish.      MOES campus is ADA accessible allowing full participation by parents with disabilities. An elevator is available for parent access to the second floor.     Parents of students with disabilities are invited, in writing, to attend annual IEP meetings. All parents receive information related to school and parent programs by means of the school newsletter, call outs, and the marquee. |

**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:

X Not Applicable

**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:\Users\David\Downloads\fileUploads\420731_2015-2016_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:\Users\David\Downloads\fileUploads\420731_2015-2016_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:\Users\David\Downloads\fileUploads\420731_2015-2016_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 | MOES held a science/math night to increase parent awareness of goals and how to help at home. | 1 | 18 | Additional time spent on science and math should correlate with improved skills. |
| 2 | Science Showcase Night | 1 | 65 | To give parents and students science fair project ideas to increase participation next year. |
| 3 | Academy Night | 1 | 20 | With an increased understanding of the Academy program, parents will be able to support their children's academic needs increasing student achievement. |
| 4 | Title I Parent Resource Center on Wheels visits | 1 | 50 | The resources provided will help parents understand multiple ways to support their children's academic needs, increasing student achievement. |
| 5 | Title I Annual Parent Meeting | 1 | 405 | Information will help to build partnerships and offer opportunities for parent engagement throughout the year. |

**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 | Teachers attended a Title One workshop designed to share strategies to increase parent involvement. | 1 | 46 | The more parents are involved with their child's education, the better the child will perform academically. |
| 2 | MTSS training | 1 | 49 | Teachers were trained in the implementation of the MTSS process. This is to increase communication with parents. |

**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 | Transportation | Provide after school activities in addition to evening activities |
| 2 | Language Barrier | Provide translators at events. |
| 3 | Time/Work | Provide meetings at different times to allow working parents options. |

**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** |