

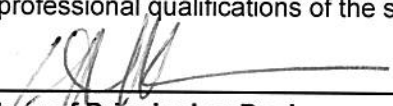
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**ORIOLE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, LaFerne McLean-Cross, 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 Designee9/9/2016  
Date Signed

## Mission Statement

Parental Involvement Mission Statement (Optional)

**Response:**

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## 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:** Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings, parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be allowed to provide input in the development and decision-making process of all Title I activities related to the school including how to utilize professional development and parent involvement funds. An annual evaluation will be conducted using surveys completed by parents. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program and determine program adjustments for the next year.

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## 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	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction support provided by the school will be discussed with parents during the development of the students IEP.
2	Head Start	Head Start pre-kindergarten teachers will conduct at least two home-visits, hold joint parent meetings to discuss specific learning needs of students and academic progress.

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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	Public Meeting Flyer	Title I Liaison	Second week in September 2016	Flyer, Parent Link Report, School Website
2	Announcement (marquee and parent link)	Head Custodian, Assistant Principal	Second Week in September 2016	Email/Request Form Parent Link Report
3	Develop an Agenda and Sign-In Sheets	Administrator, Title I Liaison	First Week of September 2016	Agenda, Sign-In Sheets
4	Annual Public Title I Meeting	Principal, Assistant Principal, Teachers, Title I Liaison	September 2016	Flyers, Agenda, Sign-In Sheets

## 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:** Oriole Elementary will schedule meetings to be held at various times during the day or evening to better accommodate parents. The school will have a Public Meeting in September to inform parents of the school's participation in the Title I Program. Parents will be encouraged to attend these meetings to provide input into the Title I Programs and Plans. Teachers will hold at least two conferences individually with parents of children in their classrooms during scheduled meeting times in the morning or afternoon. During these meetings, parents and teachers will work together to improve the educational process. Teachers will review the appropriate grade level Florida State Standards, curriculum, test scores, and interventions that are provided to assist students in reaching mastery, suggestions for extending learning at home, and explanations of policies such as grading and homework.

## 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
1	Individual parent/teacher/student conferences to discuss curriculum, social development, academic performance, instruction, assessment, the Florida	Classroom teachers	During conferences, teachers will share assessment results, expectations and goals for the school year, progress, and	Twice a Year (one conference to be held by the 2nd Quarter/before the end of 4th	Conference Forms/Progress Reports

	Standards, FAIR, District assessments, formative/summative assessments, fluency, writing, promotion criteria, etc.		retention/promotion criteria	Quarter	
2	Report Card Parent Meetings	Administration Title I Liaison, Lead Teachers	Parents will be shown the grade level curriculum and Florida State Standards will be explained. Parents will be provided with the relevant skills, strategies and resources they can use at home to assist with their child's learning.	October 2016-May 2017	Flyers Agendas, Sign-In Sheets, Evaluation Forms
3	ELA (Reading/Writing) Parent Education Event	Administration Title I Liaison Reading Coach Lead Teachers	Parents will be provided reading/writing skills, strategies, and resources they can use at home to assist with their child's learning.	October, January, March	Flyers, Agendas, Sign-In Sheets, Evaluation Forms
4	Math/Science Parent Education Event	Administration Title I Liaison Math Coach Lead Teachers	Parents will be provided with math/science skills, strategies, and resources they can use at home to assist with their child's learning.	November, February, April	Flyer, agenda, Sign-n Sheets

### 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	How to Effectively Communicate with Parents; Title I Student Agendas	Administration, Title I Liaison, Lead Teachers	Research has shown that students whose parents are actively engaged in education generally perform better in schools, both academically and in their social development.	September 2016	Increase in the number of parents who are actively engaged in their child(ren)'s education as evidenced in the number of parent/teacher conference held throughout the school year. There will also be a reduction in the number of parent concerns that are addressed by Administration.

2	Conferencing with Parents	Administration, Title I Liaison, Lead Teachers	Improve the ability of the staff to work effectively with parents, and build positive, supportive relationships with parents.	September 2016	Increase the number of parents who are actively engaged in their child(ren)'s education as evidenced in the number of parent/teacher conferences attended throughout the school year. There will also be a reduction in the number of parent concerns addressed by administration.
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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:

Activity: Utilization of the Title I Mobile Unit to encourage and allow parents to check out resources to assist their children.

Specific Steps: Follow policy and procedures to request the Mobile Unit

Person Responsible: Title I Liaison, Reading Coach

Timeline: Quarterly

Documentation/Evaluation: Mobile Unit Request Forms, Sign-in Sheets

Activity: Title I Parent Resource Center

Specific Steps: Inform parents of the available services. Invite parents to visit the Parent Resource Center and check-out resources to help their children.

Person Responsible: Title I Liaison, ELL Communication Liaison, SAC Chair

Timeline: Ongoing

Documentation/Evaluation: Flyers, Oriole Website, SAC/SAF/PTO meetings, Agendas, Sign-in Sheets

Activity: School Website

Specific Steps: Update Oriole's school website with educational information, Title I Programs, School Procedures, and upcoming Events/Activities

Person Responsible: Micro-technician

Timeline: Ongoing

Documentation/Evaluation: Website Archives

Title I Parent Resource Center

Steps: Inform parents of the available service

Person Responsible: Title I Liaison

Dates: September, January, April

Documentation: Newsletters, Micro-tech

ESOL Parent Resource Center

Steps: An available location with computer access and information pamphlets

Person Responsible: SAC Chair, ESOL Liaison, ELL Community Liaison

Dates: August - May

Documentaton: Sign-in Log

Activity: School Website

Steps: Update websites with educational information, Title I programs and plans, school procedures, and upcoming events

Person Responsible: Micro-tech

Dates: As needed

Documentation: Website archives



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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:** Oriole Elementary School will provide information about Title I Programs in a timely manner, using various methods of communication to include newsletters, website, flyers, parent link announcements, social media, etc. Information about Title I Programs, academic programs (such as Supplemental Educational Services), Florida State Standards, Grade Level Expectations, and various forms of academic assessment will be shared with parents during Open House/Title I Information Meeting, and parent conferences. Classroom teachers will explain and discuss the school's curriculum, the Florida State Standards, and types of assessments used to measure student progress during the Open House event, parent conferences, and parent training activities. Title I teachers and administrators will explain Title I Programs and opportunities at the Title I Public Meeting held during Open House. Parents will be given the opportunity to ask questions to help in their understanding of all items discussed at the annual Title I Public Meeting. Assessment data will be shared along with the school's overall performance (i.e. State Letter Grade designation), through the school's newsletter, SAC meetings, and on the school's website.

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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:** The staff at Oriole Elementary School will send home correspondence to parents in English, Spanish, and Haitian Creole, when possible, as a representation of the primary languages spoken among students at this school. Any correspondence that is sent home in

English will have a disclaimer on the bottom, in Spanish and Haitian Creole, that if the document needs to be translated the school may be contacted and the document will be translated. An appropriate staff member will help translate for parents/guardians when necessary. The school will hold an ESOL Night and provide translators for parents to receive information about school programs including, but not limited to, Title I. Translators for meetings will be available upon request. Parents will be notified of the location of the Parent Involvement Plan, School Improvement Plan, School Report Card, and other essential documents at the school. Parents will be made aware that they may access a binder containing the documents at any time and shall receive translation assistance (services) as needed.

## 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	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	Family Night	Title I Liaison, Reading Coach	Through literacy training, parents will be able to assist their children with homework and project activities.	November/February /April
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	SAC, Phone/School Conferences	SAC Chair and Teachers	If parents are provided with flexibility of times for meetings and conferences, then they will become more involved thus increasing student achievement.	Ongoing/As Needed Basis
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)	School Advisory Council, Career Day, Business-School collaboration opportunities	SAC Chair, Title I Liaison, Administration	The more involvement from parents and the community, the more successful students will likely be	SAC Meetings (Sept 2016-May 2017), Career Day (05/2014), Business (Aug 2013-May 2014)



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### **Upload Evidence of Input from Parents**

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

[Uploaded Document](#)

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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)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

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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)].

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

[Uploaded Document](#)

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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	Open House Title I Event	1	231	Parents were provided information on the content students must master in their grade levels in order for students to improve their academic performance. Parents were also provided information on how they are able to register to volunteer in our school. Parents were provided grade level curriculum resources to take home.
2	Family Literacy Night	1	67	Parents were provided information how to help their children improve their literacy skills, especially as it relates to the grade level Florida Standards.
3	ELL Parents Chew and Chat	4	110	Parents received grade level information on the Florida Standards Assessments, effective study habits, homework assistance, and resources that are available to help students improve their academic skills.
4	Publix Family Math Night	1	74	Students were able to apply their math skills in a real-world setting.
5	Parents Chew and Chat	1	37	Parents received information on the grade level promotion criteria. Parents also received information how to help their children prepare for the end-of-year reading and math assessments, and the Florida Standards Assessments in ELA Reading/Writing, Mathematics, and Science.

### **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	Professionalism/Stakeholder Communication	1	48	Research-based best practices show there is a strong positive correlation between academic achievement and active parent involvement.

2	Increasing Parent Involvement	4	38	Research shows that students whose parents are actively engaged in education generally perform better in school both academically and behaviorally.
3	Family Literacy Night	4	10	When parents are involved as partners in education they are better able to help their children make connections between textual information and the real world.
4	Parent-Teacher Conferences	2	15	Parents should be provided timely information how their child(ren) are progressing throughout the school year. Parents feel valued and respected, and are better able to work collaboratively with the school to help their child(ren) succeed academically and behaviorally.

### 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	Many parents of students with disabilities did not attend the Title I family night events at the same rate as other parent subgroups.	This year we realized that many of the parents of our ESE students did not attend our Title I events. Next year, we will involve our ESE specialist, ASD coach, ESE teacher and Speech and Language teacher to ensure they extend personalized invitations to this parent subgroup. Additionally, we will continue to use Oriole's website, flyers, and parent links to communicate Title I events.

### 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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