

2016-2017 Orange River Elementary Parental Involvement Plan

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The plan establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the school-wide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

ASSURANCES

Orange River Elementary agrees to:

- ✓ 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(a)(3)(B)];
- ✓ 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 plan and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- ✓ Jointly develop/revise with parents the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- ✓ Use the findings of the plan parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement [Section 1118(a)(2)(E)];
- ✓ Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- ✓ 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

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✓ Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

Parental Involvement Mission Statement (Optional)

Orange River Elementary School will strive to build relationships to create a real family engagement for every child and family. It is our goal to connect with, and work with parents as partners, throughout the school year. We will involve parents in the development and review of the school improvement plan, parental involvement documents, the expenditure of Title I parent involvement monies, as well as provide a variety of parent workshops, during the 2016-2017 school year.

1. 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)].

Orange River Elementary values the support and positive relationships with parents. Orange River will involve parents by encouraging and inviting them to become members of the School Advisory Council and/or PTO via the Parent Guide, school newsletters, school website, flyers, ParentLink, school marquee, parent letters and personal invitations. The meetings will take place on designated days and at times which are convenient to parents. Orange River will cooperatively develop, with parents, a plan describing how the parent involvement requirements will be implemented and how the Title I parent involvement monies will be expended. The Parent involvement plan will be furnished to parents in parent-friendly language. The plan will be reviewed and updated annually, or as needed. We understand the importance of building meaningful relationships and working collaboratively and strategically with parents and community. We are committed to strengthening the ties between home and school, reaching out to our children and families, establishing high-quality communication between parents and teachers, and working as equal partners to provide a high-quality learning environment where all children reach their highest potential.

In an effort to engage parents in student learning and increase parental participation, Orange River will invite parents to take part in the planning and development of the School-Parent Compact, School Improvement Plan, and the Parent Involvement Plan. Documentation of all parent meetings may include, but are not limited to: flyers, agendas, handouts, minutes, and sign-in sheets. All meeting evidence will be maintained in the Title I Toolkit. In addition, the school's Annual Title I meeting, used to inform parents about the services provided by Title I programs, including their right to be involved in the decision-making process, will be held at the beginning of the school year.

2. 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, Reading First, 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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Program	Coordination
Head Start	Head Start parents will receive flyers and newsletters, in English, Spanish, and Creole. They will be invited to participate in all parental involvement activities at Orange River Elementary. Additionally, parents of Head Start students will participate in two parent conferences and two home visits to ensure that they are included in the educational and decision-making process.

3. 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 (school-wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education 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)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Open House At Open House, parents will have the opportunity to meet their child's teacher, discuss the student's curriculum, and review the Home/School Compact. Parents will be given the opportunity to ask questions and provide feedback prior to signing the Compact.	- Principal - Assistant Principal - Teachers - Parent Involvement Specialist - Translators	2016-2017 school year	- Agenda - Minutes - Sign-in sheets - Handouts
SAC Meeting Parents will be encouraged to become members of the School Advisory Council. They will participate in the school site decision making process, serve in an advisory capacity to the school principal regarding school improvement and assist in the preparation and evaluation of the school improvement plan. Meetings will be offered on designated dates and at a time that is convenient for parents.	- Principal - Assistant Principal - Teachers - Parent Involvement Specialists	2016-2017 school year	- Agenda - Minutes - Sign-in sheets - Handouts - Flyers - Newsletters
Annual Title I Meeting All parents will be invited to attend the Annual Title I meeting. Translators will be provided. A Title I Parent Involvement PowerPoint presentation will be shown. The school principal will be present to answer questions and encourage discussion.	- Administration - Parents - Teachers - Parent Involvement Specialists	September 2016	- Sign-in sheets - Flyers - Newsletters - Marquee - Agenda
Student Assignment Open House	- Administration - Teachers - Staff	May 2017	- Sign-in sheets - Flyers - Newsletters

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Parents of incoming kindergarten students will be given the opportunity to visit Orange River, meet the teachers and staff, review the kindergarten curriculum, and given the opportunity to ask questions.			Parents	Marquee
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4. 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)].

Orange River Elementary School will offer flexibility in parent involvement meetings, PTO meetings, parent workshops, and SAC meetings throughout the school year. Meetings and workshops will be conducted at various times and on various days throughout the year to include the participation of as many parents as possible. Translators will be available during all parent involvement opportunities, as well as a talk system for translations, when needed. Meetings will be advertised on the school calendar, newsletter, marquee, and through the use of the Parent-Link system. In addition, flyers will be distributed at parent drop-off and pick-up, whenever feasible.

5. 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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Annual Title I Meeting Night	- Administration - Teachers	Parents will be provided pertinent Title I resources and given information.	September 2016	- Agenda - Meeting Minutes - Handouts - Fliers - Newsletter - Parent sign-in sheets
Open House/Meet Your Teacher Night	- Parent Involvement Specialists - Teachers - Administration	Parents will be provided resources and given information related to school expectations, curriculum, and how they can partner with the school to help increase their child's achievement levels.	August 2016	- Agenda - Parent Sign-in Sheets - Marquee - Handouts
School Advisory Council (SAC) Meetings	- Teachers - Parents - Administration	Parents will work with school personnel and community to share ideas and work together	2016-2017 school year	- Invitation letters - Newsletters - School web-site - Marquee

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6. Describe the training the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and

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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)].

Content and Type of Activity	Teacher Volunteer Workshop	Parent/Teacher Conference Training for Teachers	Parent/Teacher Training for Teachers
Person Responsible	- Administration - Parent Involvement Specialist - Volunteer Coordinator	- Administration - Teachers	
Correlation to Student Achievement	Teachers and staff will be trained on how to maximize the use of parent volunteers to assist with student achievement.	Enhance the ability of teachers to work more efficiently and effectively with parents in ways that will promote student achievement.	
Timeline	As needed when volunteers are assigned to teachers	Quarter 1	
Evidence of Effectiveness	- Sign-in sheet - Handouts	- Agenda - Inservice records - Workshop Evaluation - Handouts	

7. 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 child [Section 1118 (e)(4)].

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Expand and enhance parent information center by augmenting the resources available for parents and increasing the hours of operation to include preschool and evening hours.	- Administration - Parent Involvement Specialists	2016-2017 School Year	- Inventory log - Documentation of parent use - Documentation of Resource Center hours of operation - Newsletters - Fliers - Automated phone system log

8. 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 school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

During the annual Title I Meeting parents will meet with administration and view a Title I PowerPoint presentation, receive handouts regarding Title I, and have the opportunity for questions and answers. Translators will be provided at both the Annual Title I Meeting and all parent capacity building events. Administration will be discussing the Title I program, curriculum expectations, and district and standardized assessments. If standardized test data is available, the administration will discuss successes, trends, Common Core State Standards, and opportunities for improvement. Parents will be encouraged to volunteer at Orange River Elementary and to attend all School Advisory Council and PTO meetings. During this time, the administration will remind parents of the importance of being active at the school and ask parents to consider becoming involved in the decision-making process as a SAC member. If parents request a workshop, Orange River will meet their needs, whenever possible.

At the school's open house, parents will have the opportunity to review the Compact with the teacher and receive information about the school mission, vision, goals, and expectations for the coming year. Teachers will also provide parents with information designed to help students have a successful educational experience. Parents will be informed by classroom teachers how their students will be assessed in the classroom throughout the year as well as the necessary requirements needed to be successful on the SAT 10 and FSA. Handouts will be provided, in Spanish, English, and Creole. Parents will also be informed as to how and when to contact teachers if they have questions or concerns. If parents have comments about the school's Title I plan, those comments will be given to administration and/or to the District Title I Dept.

9. 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)].

Every effort will be made to provide information, school reports, and other communications in a format and language that parents can understand. Additionally, translators are available for parent meetings, workshops, and conferences. Additionally, Parent-link is available in English and Spanish and bilingual office personnel are accessible to assist parents. The school will make every effort to provide special accommodations (when requested) for parents with disabilities and/or special needs.

Discretionary School Level Parental Involvement Plan Components

✓ Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

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- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)];
- ☐ 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)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
- ☐ Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline

School-Parent Compact:

As a component of the school-level parental involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This plan was adopted by the school on 04/21/16 (Last SAC Meeting Date FY16) and will be in effect for the period of 8/1/2016 to 05/31/2017. The school will distribute this plan to all parents of participating Title I, Part A children on or before 08/31/2016.

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Signature of Authorized Representative

9-1-16
(Date)

Provide evidence that the plan has been developed with the input from parents.
Upload minutes from SAC Meeting.

Review of 2015-2016 School Parental Involvement Plan

1. Provide a summary of activities provided 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.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Annual Title I Meeting (English/Spanish)	1	25	Provides information to parents on school expectations, curriculum, and how parents can assist at home. Provide parents with information regarding the Compact, Parent Involvement Policy, and Title I.
Literacy-English Classes	60	400	Provides parents the opportunity to learn English so they can better understand what their child is doing at school and assist their child with homework.
Headstart Parent Meetings	4	43	Provides parents with information to assist their children with social and cognitive development.
Kindergarten Orientation	1	59	Provides parents with the opportunity to learn about the kindergarten program, expectations, outcomes, and meet the teachers and administration.
Student Led Conferences	2	651	Students share their academic progress with parents two times a year.
A.R. Blasts	5	332	Provides parents an opportunity to read with their children in an open library with supervision and assistance from teachers. Students read with parents and then take A.R. tests.
STEAM Night	1	223	Provides an opportunity for parents to engage in science activities with their students to promote learning of science
Curriculum Night	2	294	Teachers discuss the current year's curriculum expectations, grading etc.
WGU Curious Kids Workshop	2	80	Empowers parents to help their Pre-K through 5 th grade student succeed in school. Ability/Disability; Beach and Ocean; Global Diversity; Health/Human Body; Habits.
Junior League- Family Literacy	2	177	Families engaged in reading activities in order to learn how to help children with reading at home.
Building Reading and Math Skills Over The Summer	1	20	This training provides parents with a variety of academic activities that they can do with their children at home.

2. Provide a summary of the professional development activities provided by the school 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)].

Review of 2015-2016 School Parental Involvement Plan

Data Collection and Analysis	1	62	Teachers will receive training on how to explain data collection and analysis effectively to parents.
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3. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified 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)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Childcare	Provide activities, books, games to occupy small children while parents are involved in meetings and workshops.
Transportation	Utilize Parent Involvement Specialists to transport parents to school meetings or workshops.
Language Barrier –Hispanic and/or Creole Speakers	Provide translators at every parent involvement activity
Feelings of Intimidation or Past Negative School Experiences	Provide a friendly atmosphere in the office and use students/teachers to welcome parents at all events.
Low attendance at meetings and workshops	Offer flexible days/times when meetings are held at school to increase parent attendance and participation.

4. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity
Reading Blasts to promote literacy.	Accelerated Reader Blasts that are held once a month on a Saturday. Students and parents are invited to an Open Library in order to read books and take A.R. tests. This activity has promoted literacy and has been an effective way to involve students in their children's education.

Review Rubric for 2015-2016 School Parental Involvement Plan

School Name: _____ Reviewer: _____
 Plan Year: 2014-2015 Review Date: _____

Plan Components		
YES	NO	
2015-2016 Plan Review		
Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the PIP written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2013-2014 plan? Did the school address the barriers identified in the review?		
LEA Plan Mission Statement (optional)		
The mission statement should meet the following criteria: • Explains the purpose of the parental involvement program; • Tells what will be done; • Includes beliefs or values; • Is concise, free of jargon, and parent-friendly; and • Inspires stakeholders to be involved and supportive of the program.		
1. 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 118(c)(3), 114(b)(2), and 118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 118 as parents may request [Section 118(e)(14)].		
Strong Responses Include: • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans; and • Includes information on how the school will provide other reasonable support for parental involvement activities under section 118 as parents may request [Section 118(e)(14)].		
2. 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, Reading First, 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 118(e)(4)].		
Strong Responses Include: • Identification of the specific federal program; and • Description of how the programs were coordinated.		
3. 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 education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 118(c)(1)].		
Strong Responses Include: • Identification of specific activities or tasks; • Identification of the person(s) responsible for completing the task; • Timeline; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.		

Review Rubric for 2015-2016 School Parental Involvement Plan

School Level PIP Rubric

4. 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)].		
Strong Responses Include: • Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times • Specific examples of the flexible schedule offered to parents.		
5. Describe how the school will implement activities which 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 children to improve their children's academic achievement [Section 1118(e)(2)].		
Strong Responses Include: • Content of the session including each of the following: • The state's academic content standards and State student academic achievement standards, • State and local academic 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. • Type of activities; • Correlation to student achievement; and • Reasonable and realistic proposed timelines.		
6. Describe the training for staff the school will provide to educate its 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)].		
Strong Responses Include: • Content of the session; • Value of parental involvement, • Communicating and working with parents, • Implementation and coordination of parental involvement program, • Building ties between home and school, and • Cultural sensitivity; • Type of Activities; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Method to determine the success and document completion.		
7. 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)].		
Strong Responses Include: • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Method to determine the success and document completion.		
8. 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)]:		

Review Rubric for 2015-2016 School Parental Involvement Plan

School Level PIP Rubric

• 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)]; Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].		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.			
9. Describe how the LEA 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 LEA 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)].		Strong Responses Include: • Process for translating information into a parent's native language; • Description of how the school will ensure that parents with disabilities 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 that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents.			
10. Describe how the discretionary activities will be implemented.		Strong Responses Include: • Content of the session including the following: ◦ Involve parents in the development of staff training, ◦ Offer literacy training, ◦ Pay reasonable and necessary expenses to conduct parental involvement activities, ◦ Train parents to help other parents, ◦ Adopt and implement model parental involvement programs, or ◦ Develop roles for community organizations and/or businesses in parental involvement activities; • Type of activity; • Specific correlation to student achievement; and • Reasonable and realistic timelines.			
School-Parent Compact					
Does the School-Parent Compact include all required 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					

Review Rubric for 2015-2016 School Parental Involvement Plan

		Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [Section 1118(d), ESEA].
		Review of the 2015-2016 Plan
		Did the school include all required components? • A summary of the results of the activities conducted for parents; • A summary of the staff training activities; • 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 school will use the information gathered from the review to design strategies for more effective parental involvement policies.

Additional Comments or Concerns:

Annual Title I Meeting

SAC

AGENDA

9-1-16

- Welcome
- Introductions
 - Principal/Assistant Principal
 - SAC Chair
- Title I: Powerpoint
- DAC: Need a Representative
- DAC: Need an Alternate
- Review Parent Compact
- Review Parent Involvement Plan
- SAC Meeting DATES
 - Sept. 1st
 - Nov. 17th
 - Feb. 16th
 - April 20th

Annual Title I Meeting
SAC
Agenda with Minutes
9/1/16

- Welcome
 - Ms. Manzi welcomed parents to the meeting
 - She introduced staff
 - Ms. Cruz translated
- Title I
 - Ms. Manzi gave a brief overview of what Title I is
 - Dr. Misewicz went through the Powerpoint in detail
 - Performance data
 - School grade "C"
 - Areas of growth were shared
 - Ways to be involved
 - PTO
 - Mrs. Kennedy spoke about PTO after this meeting
 - SAC
 - Volunteer
 - Special events (AR Blast, Fall Festival, etc.)
 - DAC
 - Need a representative and an alternate
 - Mrs. Crespo may be interested
 - Review of Parent Compact
 - Review of Parent Involvement Plan
 - Scheduled SAC dates
 - November 17th
 - February 16th
 - April 20th

Orange River Elementary
A Title I School
SCHOOL-PARENT COMPACT

2016-2017

Hotz
KS

Orange River Elementary School and the parents of students participating in activities, Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

STUDENT'S NAME _____

Parent/Guardian Agreement

I will help my child succeed in school by doing the following:

- See that my child is on time and attends school every day.
- Set a time for homework.
- Limit my child's 'Screen' time and encourage better use of time.
- Stay informed about my child's progress and encourage my child's efforts.
- Attend my child's parent-teacher conference and stay in touch with my child's teacher.
- Read with my child and let my child see me read.
- Be involved in decisions relating to my child's education and volunteer or serve on school advisory groups, when possible.
- Read and initial Student Planner each day.
- Maintain updated contact information.

Signature of Parent/Guardian _____

Shaqueena Preston

Student Agreement

I will work to the best of my ability by doing the following:

- Attend school every day and be on time.
- Follow the *Parent Guide and Code of Conduct for Students* regarding cell phones at school.
- Complete and return homework assignments.
- Read at least 30 minutes every day outside of school time.
- Be responsible for giving *all school notices and information* to my parents/guardians daily.
- Complete Student Planner daily and give to parent/guardian.

Signature of Student _____

Teacher Agreement

I will strive to help the students achieve by doing the following:

- Present high-quality lessons that facilitate learning.
- Provide meaningful homework assignments for students.
- Hold parent-teacher conferences, at least once annually.
- Encourage students and parents by providing regular progress reports.
- Communicate and work with families to support learning.
- Communicate to parent/guardian if a child has dropped one letter grade.

Signature of Teacher _____

Shaqueena Preston

Principal Agreement

I support and encourage parent involvement; therefore, I will strive to do the following:

- Provide a safe environment that allows for positive communication between the teacher, parent and student.
- Have high expectations for students, teachers, staff and myself.
- Provide parents opportunities to volunteer, to participate and observe in their child's class, and to participate in decisions about the education of their children, when possible.

Signature of Principal _____

KG Munoz