

School District of Indian River County

I, **BETH HOFER**, do hereby certify that all facts, figures, and representations made in this plan 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 with the parent involvement project. All records necessary to substantiate these requirements will be available for review by appropriate local, 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 8101 of the Elementary and Secondary Education as amended by the Every Student Succeeds Act (ESSA);
- 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 [ESEA Section 1116];
- Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA Section 1116];
- 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 Parent and Family Engagement Plan and the joint development of the school wide program plan under [ESEA Section 1116]
- Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [ESEA Section 1116];
- If the plan for Title I, Part A, developed under [ESEA Section 1116] 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 [ESEA Section 1116];
- Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1116];
- 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 out of field [ESEA Section 1116]; 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 [ESEA Section 1116].

Signature of Principal

Date Signed

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Mission Statement (Optional)

Provide a high-performing learning environment that fosters academic excellence, personal integrity, community action and encourages our students to become informed, engaged, and ethical global citizens.

How the parent and family engagement plan is a shared responsibility?

How the parent and family engagement will assist in providing high quality instruction for all learners?

Response:

Mission: Provide a high-performing learning environment that fosters academic excellence, personal integrity, community action and encourages our students to become informed, engaged, and ethical global citizens.

Vision: To provide personalized learning opportunities that create independent thinkers.

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 [ESEA Section 1116].

Response:

Oslo Middle 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 through:

*Title I Annual Meeting

*SAC Team

*School Survey

*PTO

*Content-based parent nights

*Family nights

Oslo Middle School, as a school wide Title I program, receives ongoing support and technical assistance designed to assist them in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal and leadership team to review student achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to: State and regional parent involvement forums/conferences/TA meetings.

Coordination and technical assistance is provided via a variety of ways including on-site training, phone calls, emails, site visits, and staff development for staff.

Title I Program staff provide training and present parent involvement information at faculty meetings upon request.

The district Title I Office provides technical assistance and support to Oslo regarding the development of their school-level PFEP. The Director of Federal Programs, project specialist, Title I resource teacher and

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parent involvement specialist meet with the Title I leadership team to review the PFEP to ensure that all requirements of Section 1116 are met.

Title I staff review the agendas of school-level parent involvement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual Title I staff, when feasible, facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English, may participate fully in meaningful opportunities to become more involved in the education of their child.

Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist Oslo Middle as a Title I, Part A school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance is detailed below:

Technical assistance meetings are provided at Oslo Middle throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science/Florida Science Standards Assessment, Florida Standards Assessments, ACCESS 2.0 and other local data and the development, implementation, and review of their Title I Parent and Family Engagement Plan and SIP.

The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, e-mails, and phone calls) to ensure ESSA parent involvement requirements for district and schools are met for the School Improvement Plan, Parent and Family Engagement Plan, and School Parent Compacts.

The District Title I Team, in consultation and coordination with the school based leadership teams and the Professional Development Department, recommend district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provide opportunities for guest speakers and family involvement presentations upon request.

District staff provides the School Family Partnership training for school staff members to enhance their abilities to engage families in the education of their child.

Oslo's Title I Parent and Family Engagement Plan ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child's education.

The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings and through this process is kept abreast of the most current research based findings and programs for family involvement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information; however, the District Title I staff share information through informal means as well and are available (to schools) for consultation and assistance as requested.

Parents, parent involvement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and conferences designed to support parent involvement and strengthen student academic achievement.

The LEA shares information with Oslo Middle School regarding all available parent involvement/family engagement workshops and trainings as the information becomes available.

The school must submit to the Title I office each semester a Parent Involvement Activity Plan/Calendar. The Parent and Family Engagement Plan serves as a school /parent activity tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Orientation, Open House, FSA Nights, Book Fairs, Family Nights focusing on Math, Science and/or Reading).

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The Title I leadership team solicits recommendations, ideas and suggestions on parent involvement activities from parents and school staff throughout the school year.

The LEA and school site funds opportunities for guest speakers to provide parent involvement workshops and trainings, and to purchase researched based books and materials on parent involvement for Title I Schools to support parent assistance with the curriculum (i.e. math manipulatives, bi-lingual materials, books, etc.).

The District Title I staff can technical assistance in the effective use of a Parent Resource Room at Oslo Middle School.

The Title I school social worker/parent specialist/student support specialist and other OMS team members facilitate the access to community resources needed to support the engagement of families. Services include but are not limited to providing and assisting with uniforms, clothing, shoes, food, housing assistance, shelter, transportation, counseling and crisis intervention.

Coordination and Integration with other federal programs

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: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

count	Program	Coordination
1	Title II	Title II provides schools with supplemental funding to support the professional development needs of staff. Funds are used to support attendance at local and state conferences and pay for consultants related to strategies to support student achievement and facilitate effective family engagement opportunities
2	Title III	Title III funds are used to support professional development activities and staff that strengthen students' academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child's education.
3	Title I Part C	Migrant staff will support family engagement by facilitating home-school communication, conducting parent involvement meetings serving as a liaison between home and community resources and monitoring student academic achievement
4	Title X	Homeless program staff work closely with the Title I Office to coordinate services for homeless students. Activities may include: coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students.
5	VPK	Title I Part A supplements the funding of the district's VPK program. The Title I and VPK office work together to coordinate appropriate early childhood programs and transition programs for pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the Fall. This summer program helps to reduce the potential of "summer slide" for the VPK completers.
6	Adult Education	Adult Education services are communicated to parents, as needed

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7	The Learning Alliance	The Learning Alliance (TLA) support the District's Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade! The Learning Alliance initiated a "Moonshot Moment Book Drop Off/Book Mobile" Program to supply students who attend a Title I school appropriate books to support parents and students at home. The Learning Alliance assists parents in preparing their children to be "Ready for Kindergarten" and offers extended learning opportunities through-out the district.
8	Education Foundation	The Education Foundation of Indian River County's mission is to enrich and enhance educational opportunities. Through the generosity of community partners such as Impact 100, Bank of America, The Community Foundation, The John's Community Service League, The John's Island Foundation, Motorola, AT&T, Toyota of Vero Beach, School District Education Foundation Matching Grant Program (from the Florida Legislature), Indian River Lawyers Auxiliary and a Business Partnership with Piper Aircraft, they have been able to help the Indian River School District achieve BIG Dreams. Some projects include: STEP into Kindergarten, Sneaker Exchange, Science Fair and School Supplies.
9	Feed the Lambs	Providing recreation, education and mentorship services for underprivileged children at no financial cost to their families, including a 7-week summer program for up to 80 students. Will also provide tutoring at local apartments for students.
10	Striving 4 Success	Prepares students for future opportunities through the engagement in STEM (Science, Engineering, Technology and Math), Digital Literacy and the acquisition of 21st century workforce skills. Provides afterschool programming to engage students in hands-on and project-based learning that will enrich their learning experience and increase their exposure to STEM and traditional literacy.
11	Youth Guidance	Enriches the lives of Indian River County youth through mentoring relationships that inspire trust, self-esteem and positive future by providing after school activities, homework help, and exercise and sports activities.
12	Verizon	Provided grant to purchase STEM kits for every science classroom, helped provide a summer STEM camp. STEM kids and activities include: Weather Station, water testing, crime scene, etc.
13	Community Credit Union	Partners with the school to support professional development for teachers as well as school supplies for students.
14	JDO Foundations	Collaborative academic partnership with a school in another country. 6 th and 7 th grade addressing diversity and cultural awareness. Students project based learning with a similar aged group in Italy and Spain.
15	ULLC	Coaching support focusing on rigor in the classroom, with all subgroups, particularly African Americans, matched with support from SDIRC.

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 (school wide or targeted assistance), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

Number of	Activity	Person Responsible	Timeline	Evidence of Effectiveness
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Activities				
1	Enlist parents for Parent Involvement Team at SAC meeting	Beth Hofer, Joanna Roux	August and ongoing	list of parent names
2	Plan meeting with Title I Leadership team and SAC	Beth Hofer, Joanna Roux, Karen Malits, Krista Sadlers	August	agenda, sign-in sheet
3	Information on website	Craig Kinsley	August	screenshot of website
4	Info home on School Messenger	Beth Hofer	August	School Messenger printout
5	Info home on Social Media	Beth Hofer, Chris Cummings	August	Screenshot
6	Flyers	Beth Hofer	August	flyer
7	Morning Announcements	Beth Hofer	August	recording

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 [ESEA Section 1116].

Response:

Oslo Middle School will offer parent meetings at different times during the day and evening. Our goal is to host a number of meetings at different times in order to meet the needs of our families.

PTO meetings are held on the 4th Monday of every month at 5:00 p.m. SAC meetings will be held following the PTO meetings at 6:00 p.m. Teachers are available before and after school to meet with parents. During district conference weeks, meetings are scheduled between 3:30 p.m. - 7:30 p.m. on Wednesday and Thursday.

Food and childcare may be offered for parent training and information nights.

Parents are invited to come for special activities during the school day.

Title I program staff work with parents and teachers to coordinate and provide the flexibility in the scheduling of conferences (child care, home visits, etc.).

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 [ESEA Section 1116]. 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 [ESEA Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

Number of	Activity	Person Responsible	Timeline	Evidence of Effectiveness
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Activities				
1	District Title I Annual Meeting	Karen Malits, Krista Sadlers, School Administrators	August	Open communication with parents
2	Roariffic Parent Nights	Beth Hofer/PTO	Monthly	More parents involved in school, increased student success
3	Science Fair	Cole Cairl	December	Academic improvement of students
4	Summer Program Take Home Materials/Sunshine State Readers	Beth Hofer	May	Improved academic performance
5	Performing Arts Night	Beth Hofer	October	Increased student engagement as measured by classroom walkthroughs
6	Parents Improving Education Program (PIE)	Feed the Lambs, Oslo staff	Ongoing	Mentoring for parents to provide support to work at home with students

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents /families, in the value and utility of contributions of parents/families.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in how to reach out to, communicate with, and work with families as equal partners.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs and in building ties between parent/ families and the school. [ESEA Section 1116]

Number of Activities	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	School-Family Partnership	Principal	Teachers work with parents meaningfully	September	PD Roster, Administrator Walkthrough Data
2	Cultural Awareness	Principal, Student Success Coach	Increased student engagement as a result of an introduction of instructional strategies for a	Throughout the school year	PD roster, increased academic scores, attendance in

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			diverse culture, targeting of subgroups to meet the needs of students		International Club, Achievers in Action
3	Consultation with teachers	Social Worker	Training to provide strategies for working with parents	Throughout the school year	Increased parent participation
4	Collaborative Planning PD	Amie Rutherford, Nicole Garrick	Strategies for teachers to prioritize, organize and complete tasks and increase rigor for literacy	Weekly	Improved lesson plans for higher academic achievement
5	De-escalation strategies	Janis Spero	Providing resources to support teachers to meet the needs of all students	November, February, April	Improved classroom behavior, fewer ODRs
6	Monthly Professional Development	Beth Hofer	Provide strategies to work with parents, focus on accommodations for students with IEP's	Monthly	Academic improvement of students, increase in parents attending events

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 child(ren). [ESEA Section 1116].

Response:

Create the Wildcat Party Lounge to encourage parents to come to campus and spend time with students.

Begin to develop a family resource room with technology to encourage use of FOCUS.

Communication

Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

- Timely information about the Title I programs [ESEA Section 1116];
- 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 [ESEA Section 1116];
- 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 [ESEA Section 1116]; and

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- If the school wide program plan under [ESEA Section 1116] 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 [ESEA Section 1116].

Response:**Oslo Middle School will provide parents with timely information via:**

*School Messenger in English and Spanish

*Personal calls home

*Emails home

*Informational flyers

*School website and calendar

*District website

*Orientation night

*Title I Annual Meeting

*SAC meetings

*PTO meetings

*Conferences with teachers

*Conferences with administrators

*"Wildcat" school newsletter, mailed home to families 6x per year

*Family nights

*School marquee

*Twitter

*Facebook

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Accessibility

Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. 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 [ESEA Section 1116].

Response: The Parent and Family Engagement Plan (PFEP) is discussed and distributed during the Annual Title I Meeting and other parent informational meetings to parents of Oslo Middle students. Parents are notified of the availability of the PFEP via School Messenger, parent meetings and school newsletter. Parents requesting the Plan in Spanish will receive that support. The Parent and Family Engagement Plans are distributed and made available via hard copy and on the district and school's website. The SDIRC website has the capability to toggle between English and other languages.

All pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages. All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities. The district's Title I Parent Specialist and Title I Social Workers are also bilingual and facilitate communication between the home and the school.

The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Director of Federal Programs and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

The district also works collaboratively with the Exceptional Student Education department to ensure that parents may fully benefit from the parent involvement activities.

Discretionary Activities (Optional)

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:

☒ Not Applicable

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
	THIS SECTION IS OPTIONAL				

Attach Evidence of Input from Parents

ATTACH evidence of parent input in the development of the plan. (see SAC agendas)

Attach 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 1116.

ATTACH Parent-School Compact. (see SAC agendas)

Attach 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 1116.

ATTACH evidence of parent input in the development of the compact. (see SAC agendas)

Evaluation of the previous year's Parent 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 [ESEA Section 1116]. 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	Orientation	1	53	Building family and school relationships
2	Open House	1	177	Connecting math and reading literacy for home and school; building family and school relationships
3	Title I Annual Meeting	1	113	Providing families with information to help them advocate for students; input of families on the Title I programming and the use of funds
4	Parent-Teacher Conferences	3	595	Connecting math and reading literacy for home and school; building family and school relationships
5	Academic Parent Meetings	9	171	Connecting math and reading literacy for home and school; building family and school relationships; Providing families with information to help them advocate for students
6	Family Celebrations	3	64	Building family and school relationships
7	Celebrating Student Success	6	269	Reflecting on gains and celebrations for the year; setting goals for the future

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 [ESEA Section 1116].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Student Academic Success (Standards Based Instruction, Digital Integration, etc.)	17	445	Increasing student achievement in all academic areas
2	Culture & Climate (Cultural Competencies, New Teachers/Mentoring, etc.)	3	167	Improving family/community engagement; Increasing student achievement in all academic areas

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3	Strategic Partnerships (Communication with Parents, Community, etc.)	1	44	Improving family/community engagement; Increasing student achievement in all academic areas
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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 an migratory children) [ESEA Section 1116].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Availability (working parents)	Have multiple times that parents can attend events
2	Communication (homes of poverty and second-language)	Communicate through multiple means (social media, paper, and phone)

Reflection on last year's plan:

Based on the feedback of stakeholders, including parents and families, the effectiveness of activities in last year's PFEP yielded the following results:

- The need for more celebrations of student success to encourage parents to visit campus.
- The need for PBIS to help support student achievement and build culture and climate, which decreases discipline. Organized PBIS impacts discipline data allowing more time for academics. It will also help with transition of 5th grade to 6th grade.
- Kagan training increased engagement had a positive effect on student achievement as evidenced by an increase in the school grade. Kagan will continue, leading to increased rigor.

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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1	THIS SECTION IS OPTIONAL IF COMPLETED, ADD ROWS AS NEEDED	
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