

OSCEOLA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Kevin Flassig , 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 Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Where students, teachers, parents, and the community work together to make Osceola AWESOME!

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: Osceola Elementary includes parents in the development and implementation of the school's Parent Involvement Plan by inviting them to review the plan during Open House when our Title I contact presents the PIP to the parents in attendance. In addition, all parents receive a personal invitation to our School Advisory Council Meeting in which the School Improvement Plan and Parent Involvement Plan is being presented. During the meeting any parent input is documented in the minutes. During Open House Osceola Elementary conducts a Title I meeting. We invite all parents to attend and share information regarding the Title I programs that we offer at Osceola Elementary. Parents who attend this meeting are given a Title I parent survey to complete. The surveys are collected and we use them to review the parent involvement needs of our school. For families that cannot attend the Title I meeting or SAC meeting, we place a DRAFT of our Parent Involvement Plan on our school website. Our principal shares this information with the parents in a connect Ed message. In addition, hard copies of the plan are kept in the front office and are provided upon request. In addition, upon request, we will provide a digital copy via email. Osceola's families are encouraged to provide feedback via email. This is documented through flyers, connect-ed messages, emails, newsletters, website announcements, meeting agendas, and minutes.

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	Title II	The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

2	Title I, Part A	Supplemental tutoring will be provided after school. Supplemental materials and supplies needed to close the achievement gap will be provided to our instructional tutors. Supplemental funds will be provided for on-going staff development as determined by the results of our school's FCAT data.
3	IDEA	Supplemental instruction support provided by the school will be discussed with parents during development of the student's IEP.
4	Title I, Part D	Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs.
5	Title X, Homeless	Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation.
6	Title III	Additional support and resources provided by the school will be discussed with parents during LEP committee meetings. The District ESOL coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor to ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.
7	Title I	Intervention Teacher supports classroom teachers in modeling effective instruction across the content areas and provide professional development in areas identified through school data chats.
8	Academic Coach	Reading/Math Coach facilitate remedial instructional resources by staff to students failing to meet performance levels.

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	Meet the Teacher will be posted on the school marquee	Classroom Teachers	day after meeting	Parent contact
2	Open House/Annual Title I Meeting	Title I contact	day of meeting	Number of Participants/Annual Title I Meeting Parent Survey & Sign-In Sheets
3	School Newsletter will be sent home with every child and posted on school website	Newsletter Contact	week of meeting	Number of Participants/Annual Title I Meeting Parent Survey & Sign-In Sheets
4	Connect Ed Messages will be sent to all families to encourage participation	Principal	week of meeting	Number of Participants/Annual Title I Meeting Parent Survey & Sign-In Sheets
5	Completion of Agenda	Title I Contact	September 2016	Number of Participants/completion of agenda

6	Prepare and print Sign in sheets	Title I Contact	September 2016	Number of Participants/Annual Title I Meeting Parent Survey & Sign-In Sheets
7	Photocopies/Handouts/Title I Handbooks & Brochures	Title I Contact	August/September 2016	Number of Participants/Annual Title I Meeting Parent Survey & Sign-In Sheets
8	Setup AV equipment for presentation	Media Clerk	September 2016	Title I surveys
9	Send home handouts to any parents unable to attend	Title I Contact and Classroom Teachers	September 2016	Number of Participants/Annual Title I Meeting Parent Survey & 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: Osceola Elementary offers Parent to Kids Early Reading Program and provides childcare during this event. Parent/Teacher conferences are offered before, during and after school. SAC meetings are scheduled after school and PTA meetings are offered. Osceola offers several parent involvement opportunities in the evenings: Bingo for Books, FSA Awareness Night, Publix Math Night, Family Literacy Night, Family Science Night, Family Math Night, Young Author's Breakfast and other Parent Informational Nights.

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	Parent to Kids	Parent to Kids Facilitators	Increased student reading comprehension	November 2016	Teacher Progress Monitoring/FAIR data/Program

					Survey/Pre/Post Test for Parents
2	Publix Math Night	Math Committee	Increased math scores	April 2017	FSA Data/Progress Monitoring/Event Sign-In Sheet/Event Parent Survey
3	Dr. Seuss Family Literacy Night	Reading/Writing Committee Chair	Increased reading scores	March 2017	FSA Data/Progress Monitoring/Event Sign-In Sheet/Event Parent Survey
4	Family Science Night	Science Committee	Increased math/science scores	January 2017	FSA Data/Progress Monitoring/Event Sign-In Sheet/Event Parent Survey
5	After School Tutoring	Tutoring Coordinators	Increased student achievement	September 2016 through April 2017	FSA Data/Progress Monitoring/Event Sign-In Sheet/Event Parent Survey
6	Bingo for Books	Reading Committee/PTA	Increased student achievement	October 2016	FSA Data/Progress Monitoring/Event Sign-In Sheet/Event Parent Survey
7	Math Game Night	Math Committee	Increased math scores	November 2016	FSA Data/Progress Monitoring/Event Sign-In Sheet/Event Parent Survey
8	Open House	Principal, Title I Contact, Academic Coach	Increased student achievement	September 2016	FSA Data/Progress Monitoring/Event Sign-in Sheet/Even Parent Survey

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	Parent Contact Meetings	School Parent Contact	Increased student achievement	October 2016, February 2017, May 2017	agenda/sign in sheets/exit surveys/FSA Data/Progress Monitoring
2	Volunteer Training	Volunteer Coordinator	Increased student achievement	September 2016	agenda/sign in sheets/exit surveys/FSA Data/Progress Monitoring
3	Business Partner Training	Business Partner Coordinator	Increased student achievement	September 2016	agenda/sign in sheets/exit surveys/FSA Data/Progress Monitoring

4	Tutoring Training	Tutoring Coordinator	Increased student achievement and increase parent communication	September 2016/October 2016/January 2017	agenda/sign in sheets/exit surveys/FSA Data/Progress Monitoring
5	VIMS/PIV training	VIMS Coordinators	Increased student achievement and increase parent communication	September 2016	agenda/sign in sheets/exit surveys/FSA Data/Progress Monitoring

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: Our school's Media Center, Guidance Department, Academic Coach, and Intervention Teacher provides Parent Resources when requested. All forementioned departments have materials available for check out to enrich their child's learning in reading, math, and science. In addition, our Media Center is open for additional times before and after school to ease parent's accessibility to resources and technology . Once a month, Osceola hosts an evening parent event in which our school's Media center is open for extended hours. Parents are encouraged to bring their child and utilize the various technology that is available to enhance learning in all subject areas.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: During the first few weeks of school, Osceola holds an Open House/Annual Title I meeting where information is presented to parents about our Title I programs. During the presentation the parents receive a Title I booklet, an overview of their child's curriculum expectations, and an understanding of upcoming academic assessments. Parents are given the opportunity to schedule a parent/teacher conference and are presented with other school related opportunities for participation in decision related to

the education of their child. Parent guides are disseminated. Parents have the opportunity to visit their child's classrooms and meet the staff. During the classroom visits, teachers provide additional information on the subjects they teach, assessment plans, and how parents can help at home. Much of this information is shared via Connect-ed messages, newsletters, flyers and on our school marquee. Additional academic information, as well as Title I information, is shared monthly during each parent involvement events hosted by our SAC committees.

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 PIP is summarized and shared with the parents via our school newsletter and school website. It outlines the major components of the plan and a hard copy is provided upon request. The complete PIP is posted on our school's website as well as a copy kept in the main office. Written communication is provided for parents in English, Spanish and other languages upon request. Translators are available to assist with parent meetings/conferences upon request to ensure full participation of all parents. We use the results of our English Language survey to determine our school's translation needs other than English. Parents with special needs are accommodated. Osceola Elementary is handicapped accessible.

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	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parents to Kids	Parent To Kids Facilitators	Provide information on how parents can help improve their child's reading achievement.	November 2016
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Volunteer Coordinator Training, Business Partner Training	Volunteer Coordinator, Business Partner	Improve and increase student achievement	September 2016

3	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)];	Meetings for various parent activities will be available before, during, and after school, as well as evenings	Curriculum Leadership Team, SAC chair, PTA president	Improve and increase parent involvement in school activities	July 2016-June 2017
4	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Great Kids after school tutoring	Guidance Department, Academic Coach	Improve and increase student Achievement	September 2016-May 2017

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

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](#)

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](#)

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	Parent To Kids	1	12	Increased student FAIR data
2	Publix Math Night	1	125	Increase in math data
3	Dr. Seuss Family Literacy Night	1	225	Increase in reading data
4	Family Science STEM Night	1	180	Increase in science data
5	STAR tutoring	24	11	Increase in student achievement
6	Osceola Gets it Write Night	1	200	Increase in writing data
7	Bingo for Books	1	200	Increase in reading data
8	Family Math Game Night	1	150	Increase in math data

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	Parent Contact Meetings	3	1	Increased student achievement
2	Volunteer Training	1	37	Increased student achievement
3	Business Partner Training	1	37	Increased student achievement
4	Tutoring training	3	4	Increased student achievement and increase parent communication

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	Students at Multiple Schools	Provide trainings at various times
2	Sports Schedules	Provide trainings at various times
3	Work Schedule	Provide trainings at various times
4	Language	District and School Translators
5	Religious Obligations (Youth Group, Weeknight Church Functions)	Provide trainings at various times
6	Economic	Provide free Opportunities to families
7	Transportation	Provide trainings prior to or at the end of the school day so that they do not have to return to campus.

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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