



Crestline Elementary School

Today's Cubs . . . Tomorrow's Tigers

Parental Involvement Plan

1. Parental Involvement - Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.

All parents will receive a copy of the Parental Involvement section of the Continuous Improvement Plan in their spoken language and an explanation of the Schoolwide Title I Program during the first semester. An explanation of the Schoolwide Title I Program was presented at a school wide parent orientation meetings and during our annual Title I Parent Meeting. Parents will be notified of the meeting through notices sent home with student in English and Spanish, newsletter announcements, public postings in English and Spanish, website announcements, and a SchoolCast announcement inviting them to attend the meeting.

Topics to be discussed at the Annual Title I Meeting for 2015 - 2016:

- Continuous Improvement Plan and Goals
- An explanation of the school's curriculum and the Alabama College and Career Ready Standards
- Schoolwide Title I program (services and parents' rights, parental involvement section of Continuous Improvement Plan, Title I Budget and 1% set aside)
- School, Parent, Student Compact
- Parent Survey
- Parent Resources and Parent Involvement Programs
- Response to Instruction (RTI)

Parents who are unable to attend will receive a handout with all of this information and well as access this information on the Crestline website.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1). It is the belief of the Leadership Team and faculty of Crestline Elementary of the importance of parental involvement and therefore we strive to provide several opportunities for parent meetings during the school year on a flexible schedule.

- Meet the Teacher day will be held on a weekend before the school year begins and each grade level will hold Orientation

Meetings at different times to give parents a variety of opportunities to attend.

- Teachers provide parent conference times at a mutually agreeable time for both parents and teachers.
- A translator will be provided as needed.
- Parent resources will be made available for parents, listed in school newsletters, and on the school website.
- Video Learning Strategies and webinars will be made available to all parents via the Crestline website.

2). Crestline Elementary School believes in involving parents in all aspects of its Title I program. All parents are given the opportunity to submit input on the plan. Parents are given surveys seeking their input on:

- Awareness of Standards and Testing
- Helping Your Child with School
- Parents as Partners

- Communication
- Schools Open to Parental Involvement
- Volunteer opportunities at school

The Title I Parent Advisory Council meets at least four times a year. This team consists of four teachers and five parents. These parents serve on the ACIP committee and are active participants in the development of the plan. Parents were involved in the Title I survey and the district wide Strategic Plan Stakeholder Survey. Parents have the opportunity to sign up to serve on the Parent Advisory Council, teachers also recommend parents who are willing to serve on this Council.

3). Parent involvement funds for Crestline are used to fund materials and programs to help parents assist their child in learning strategies to master the Alabama College and Career Ready Standards.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

All students participate in the school's Title I program and therefore the school provides parents the following:

- Handbooks outlining school policies and procedures are provided to each parent.
- Classroom teachers distributes classroom or grade level specific handbook outlining classroom policies, procedures, expectations, and grade level specific academic and curriculum information.
- All parents are provided with a grade specific summary of the Alabama College and Career Ready Standards in English Language Arts and Mathematics.
- Compacts are reviewed and given to all parents for completion at the start of each school year.
- Progress reports for each students are sent home at the mid-point of the Nine Weeks grading period.
- Report Cards are sent home each grading period.
- Parent access to the online parent portal for grading, attendance, and discipline information is provided to all parents.
- Schoolcast announcements are made regarding school programs and meetings.
- Assessment data (ACT Aspire, Global Scholar Common Assessments, STAR scores, DIBELS, etc.) are provided to parents in a timely manner with additional explanations as needed.
- All documents are translated into Spanish as needed.
- Parents are given opportunities to schedule conferences.
- Teachers send home weekly letters and emails to parents informing them of classroom assignments, announcements and other items of interest.
- Graded papers, individual student assessments and/or checklists are sent home regularly.
- The school website, Remind, Schoolcast (voice, email, and text) are other means of communication and involvement.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The School/Parent Compact consists of three sections. Parents/guardians, teachers/school staff, and the student all share the responsibility for improved student academic achievement. The Title I Parent Advisory Council and Crestline teachers review the compact annually to determine revisions or updates that may be needed. Information from the Annual Title I Parent Survey is also used in the review of the Compacts.

Compacts are given to all students at the beginning of each school year. Teachers explain how the compacts are developed and used during parent orientation meetings. Each participant of the compact agrees to terms that will best help the student be successful. The compact may be changed to accommodate the needs of the student. The compacts are discussed at the parent meetings where

parents may offer suggestions for improvements or changes. The effectiveness of the compact is analyzed during parent conferences.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

A Title I parent survey was utilized in developing the Alabama Continuous Improvement Plan (ACIP). Parent representatives served on the ACIP Leadership Team and were involved in developing and reviewing the plan. A copy of the ACIP will be posted on the school website. A copy of the ACIP will be available in the school library, the school office, Hartselle City Schools Central Office, and each teacher will have a copy on file available for parents to review. An informational letter will be sent home informing parents of the Alabama Continuous Improvement Plan and where it can be accessed for review. Parents who disagree with the ACIP or would like to make suggestions may submit their comments in writing to the school.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

(6a) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.

At the beginning of the school year, classroom teachers meet with parents and provide a handbook containing information about school policies, academic requirements and assessments. College and Career Ready Standards summaries are provided to each family,

Crestline's first PTO meeting is an Open House in September. At this time parents and other family members are invited to the classrooms to view students' work and the school facility. An annual Title I meeting is held (providing parents multiple opportunities to attend or view an online session) at which time, parents are given the opportunity to ask questions about the Title I program, learn ways to volunteer and are trained in ways to improve the achievement of their child.

Throughout the school year teachers schedule parent conferences as needed, progress reports and report cards are sent home regularly. Teachers send home weekly newsletters and graded papers to assist in parents monitoring of their child's academic progress. The principal sends home quarterly newsletters and regularly updates the website. The EL teacher assistant translates relevant information sent home with EL students.

(6b) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Crestline's ACIP Committee works to ensure that all parent materials and training are aligned with the school's identified goals. Parent resources and training are currently provided by the grade level teacher teams, the counselor, the Library Media Specialist and the Instructional Partner. Training is provided through meetings and workshops for parents to work with their children, parent and child activity sessions, webinars, and video tutorials, and providing materials, activities, and online programs for parents to work with their child at home.

(6c) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Crestline Elementary encourages parents to become equal partners in the overall education of their children. Volunteer workshops are held to train parents in the proper use of resources and equipment

needed to assist teachers. Parent volunteers are utilized by teachers to help read with students, assist with math and reading activities in the classroom, and help prepare classroom materials. In addition, parent volunteers assist in fund-raising activities such as the annual Book Fair, Carnival, Grandparents Day, Picture Day, PTO Suppers, and Field Day activities. Volunteer appreciation activities are scheduled at the end of the year to recognize our volunteers' dedication to Crestline. Organized activities to help promote improving student achievement will be scheduled throughout the year as well as recreational activities to help parents feel part of the Crestline family.

The school also focuses on building relationships with parents and community stakeholders, working to make sure all school faculty and staff members reach out and communicate to parents/grandparents/guardians that build ties between the family and the school.

(6d). Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Crestline coordinates its parent involvement program for all parents. To build capacity for parental involvement Crestline will establish the "Crestline Academy" in which each grade level, K through 4th grade, will develop a minimum of 4 activities and/or video tutorials for parents to utilize or watch in order to help their child increase their proficiency on the identified English Language Arts standards. In Math, parents and their children will be invited to participate in fun learning activities designed to help parents understand the Mathematical Content and Practice Standards. Incentives will be given to parents and to classes who participation meets or exceeds 60%. Video tutorials will also be created and posted on the school website to support grade level practice and content strategies. Childcare for siblings will be offered to parents in order to promote parent and student attendance and engagement.

(6e). Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

At the present time, Crestline has less than 5 EL students. Information on all school meetings, parent notices, etc. is sent to the parents of these children in Spanish. In addition, Crestline has a bilingual aide who assists with verbal communication and translates information for teachers as needed.

(6f) Shall provide such other reasonable support for parental involvement activities as parents may request.

Crestline School makes every effort to work with parents to encourage their involvement in their child's education and considers parent involvement activities that parents may request.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Crestline School insures opportunities for participation by all parents. A translator, as needed, provides communications from the school/classroom. The school meets all ADA (Americans with Disabilities Act) requirements pertaining to accessibility to school facilities. Special accommodations can be made for parents with extenuating circumstances.

Robin K. Varwig

Robin Varwig, Principal