

## SOUTHERN OAK ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Sue Taylor, 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)].

*Sue Taylor*  
Signature of Principal or Designee

9/6/16  
Date Signed

## Mission Statement

### Parental Involvement Mission Statement (Optional)

**Response:** Parents and caregivers are Southern Oak's partners in the education of our children to provide opportunities for highest student achievement for all students

## 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:** Southern Oak Elementary believes that a partnership with parents / caregivers is crucial to the success of our students. The Southern Oak Parent Involvement Committee is responsible for the development, implementation and evaluation of the plan for 2016 - 2017. Members of the committee are selected from a list generated from those who volunteer (newsletter, website articles and phone calls to solicit volunteers) and from input from Southern Oak staff. Parent input is solicited through newsletters and personal contacts and will be presented to the Parent Involvement Committee for their review. Our School Advisory Council is chosen by the Administrative Team to reflect various segments of our community such as parents, teachers, administrators, support staff, businesses in our community and other interested community members. By law, the SAC must be composed of the principal and an appropriate number of stakeholders which are representative of the ethnic, racial and economic "makeup" of the community. The SAC reviews the results of the Title I Annual Survey which is given to parents each Spring and determines activities and training which will allow parents to work with their students to achieve academic success. The SAC has the collaborative responsibility for developing, implementing and evaluating school plans, including the School Improvement Plan and the Parent Involvement Plan. Parents are given the opportunity to review the Plan and to give input prior to the Plan's approval. The SAC is also responsible for approving the expenditure of parental involvement funds for the school year. Parent requests for additional training will be discussed and will be added to the yearly calendar of events as deemed necessary. If the request for support needs to be individualized, staff will meet with the parent to provide the help needed.

## 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	VPK and Pre K	Southern Oak Elementary and the VPK / PK staff will work together to implement programs which will enable children to have a smooth transition to kindergarten. The Kindergarten teachers will meet with the VPK teachers in Professional Learning Communities to discuss academic, social and emotional needs of incoming students.

2	Kindergarten Round Up	Kindergarten teachers will meet with incoming students and their parents/caregivers to discuss expectations, curriculum and how parents can prepare their child for a successful year in kindergarten
3	Kindergarten - Grade 5 Open House	Parents and children are invited to attend an Open House to meet the teacher and to encourage students to have a positive start to their learning experience
4	Individuals with Disabilities Act (IDEA)	Supplemental instructional support provided by Title I will be discussed with parents / caregivers during the development of the student's IEP
5	RTI Meetings	Teachers and members of the RTI team will meet with parents to determine appropriate academic interventions and to determine other resources in the community to help their child be successful
6	ESOL Programs	ESOL teachers, translators, District support personnel and community resource providers will provide help to Southern Oak families in both academic and community areas

## 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	Develop the agenda, handouts and materials to address the required meeting components	Title I Personnel and Administrative Team	August, 2016	Agendas, sign in sheets and parent response in Annual Title I Survey
2	Develop and disseminate invitations	Administrator and RTI Coach	August - September, 2016	Parent Responses
3	Publicizing meeting	Administrators and RTI Coach	August - September, 2016	Number of parents attending and parent survey
4	Developing PowerPoint describing components of Title I Program at Southern Oak	RTI Coach	August, 2016	Parent Responses
5	Developing sign in sheets	RTI Coach	September, 2016	Sign in sheets
6	Follow Up letter / Connect Ed message to parents who were unable to attend	Administrator	September, 2016	Written documentation from parents (tear off sheet at bottom of note)
7	Maintain documentation	Administrator	October - November, 2016	Title I documentation housed in Compliance Contact's files (administrator) and will be uploaded to the electronic audit box. Documentation will be shared with LEA
8	Annual Meetings (2) to be held	Administrator	September 29, 2016	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:** The Leadership Team and school staff at Southern Oak Elementary believe that parent involvement is vitally important to the continued success of our students and endeavor to offer parent activities at flexible times during the year. This year we have chosen to offer 2 Annual Meetings on September 29, 2016, one in the afternoon and another in the evening, to increase participation. We will follow up our meeting with a newsletter article and Connect Ed call to parents outlining what we discussed. A copy of the agenda and letter to parents will be available in the Family Involvement area of Southern Oak's front office. We will encourage parents to call the Southern Oak office if they have any questions.

We plan to offer flexible times of day and days of the week for Parent and Family events in order to reach as many families as possible. The Media Center will be open before and after school for families to come and check out books, read together and for students to have extended learning opportunities in core curriculum areas. The Media Center also serves as a place for families to come and work on homework together or to learn computer skills before and after school.

The Connect for Success Computer Program will offer training to parents at various times during the day, before and after school to ensure that all families who would like to take part in the program will have an opportunity to attend training.

Spanish translators will be provided for our many Hispanic families as part of our Family programs. Programs for our Hispanic families will also be available through Southern Oak's ESOL staff and that of the District to encourage families to become an active participant in their child's education. Translators for parents who speak other languages are available through the PCS District offices if requested.

### 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	Title I Annual Meeting	Administrator & RTI Coach	Parents will receive information about Title I and how the program benefits all Southern Oak students.	September, 2016	Sign In Sheets, Agenda and Workshop Evaluation
2	ESOL Family Morning	Southern Oak ESOL staff, District ESOL Department, and SIP teams for addressed areas	Parents of ESOL students will learn strategies to assist their children in academic areas in a positive, nurturing environment. Spanish will be the primary language but other translators will be available as requested.	October, 2016	Sign In Sheets and Evaluation forms
3	Winter Festival, Concert and Art Show	School Improvement Team goal managers, classroom teachers, Southern Oak support staff	Parents will have a "menu" of activities to attend covering all curriculum areas. Families will work together learning to use math, science, and reading activities at home. Parents will also have the opportunity to learn about grade level expectations and assessment information new to the 2015-2016 school year.	December, 2016	Sign in sheets and evaluations
4	Great American Teach In	RTI Coach, Community Liaison	Students will learn about careers and how they can begin to prepare to take their place in society after hearing from parents, grandparents and members of the community.	November, 2016	Sign In Sheets and photographs
5	Grandparents Day	RTI Coach	Grandparents will view presentations by students showcasing reading, writing and performance. Grandparents will have the opportunity to visit classrooms and to work together with the students, learning about current trends in education and ways they can work together with their grandchildren.	February, 2017	Sign in Sheets and feedback
6	Pastries with Parents	Reading and Math School Improvement Teams, RTI Coach	Parents will learn to play math and reading games with their children and will take home games to increase student achievement. Focus will be on reading together, working on FCRR reading activities and completing fun math activities.	March, 2017	Sign in sheets
7	Green Festival			May, 2017	

		School Improvement Teams, Classroom teachers and administrators	Students in chorus will prepare for the evening by learning songs relating to science. Families will have the opportunity to work together to learn about recycling and the scientific process which will increase understanding of science concepts. The evening will also showcase what students have been learning all year to increase parent understanding.		Sign In Sheets and Evaluation responses
8	Kindergarten Round-Up	RTI Coach & Administrators, Kindergarten Team	Students will be better prepared to enter kindergarten after parents and caregivers have used the materials provided to help prepare the students for kindergarten.	May, 2017	Sign in Sheets, Agendas and Parent Responses
9	Individual Parent Conferences	Classroom Teachers	Parents will have conferences with the classroom teachers and specialists if requested to discuss student progress and to obtain information about ways they can help their child perform successfully. Parents will also have the opportunity to discuss the Parent-Student-Teacher compact and how each item affects their child's academic success. Progress monitoring plans will also be generated at the meetings which outline student progress and areas for improvement.	Ongoing 2016-2017 School Year	Signed Conference Sheets, Compacts and Progress Monitoring Plans
10	RTI Intervention Meetings	RTI Coach, Psychologist and District Diagnostician	Parents and caregivers will work together to put a Problem Solving Worksheet in place which will address the student's areas of deficiency.	Ongoing 2016-2017 school year	Signed problem solving worksheets and intervention data collection sheets and graphs
11	Connect for Success Take Home Computer Program	Julie Otto, Media Specialist	Parents and students will work together using learning software to extend student learning.	Ongoing 2016-2017	Number of laptops checked out and data from the District on usage
12	FSA Parent Evening	RTI Coach and Grade 3-5 teachers	Parents will learn about the format and dates of the FSA assessments and will learn strategies to use with the student at home to prepare him for these assessments.	October, 2016	Sign in sheets and evaluation forms

### 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	Title I Orientation - communicating and working with parents	Title I Contact	Teachers who reach out to parents show that they value parents and the role they play as partners in their child's education	Fall, 2016	Staff agenda, presenter notes, and survey results

### 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:** Reading Counts Training - computer training provided by the Library Information Specialist for families throughout the year - September, 2016 - May, 2017 and individual help as requested. Effectiveness will be demonstrated by tracking progress of students who attend and show evidence of increased participation and successful completion of tests with 70% or greater accuracy.

Take Home Books program for our Hispanic families. Volunteer opportunities for parents / caregivers both during and outside school hours. Ongoing August, 2016 to May, 2017. The ESOL teachers and bilingual assistant are responsible for check out and in of "just right" books. They will demonstrate effectiveness of the program by the number of books checked out and by the increase in SAT-10 and FSA scores. Multilingual books are provided using Title I funds.

The "take home" computer program will give students the opportunity to check out laptop computers for the entire school year and to engage in learning opportunities using math and reading programs. This is a Title I funded program.

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## Communication

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

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

**Response:** Timely information to all stakeholders about the Title I program is provided throughout the school year. Information is provided to families at the Title I Annual Meeting with a calendar of events for the year distributed to each family. Monthly newsletters keep parents informed about upcoming events with flyers, invitations, reminders in the agenda planners and School Messenger messages made preceding events. Announcements about each event are aired on the Southern Oak Morning News Show to encourage attendance. Phone calls are made to families whom we feel will benefit from the specific workshop.

Information about the Title I program is sent home to all families in the monthly newsletter and at all Family Evening events. Information is also available on the Southern Oak website and in the front office and parents receive information about the availability in newsletters. Parents / caregivers are also encouraged to contact the Southern Oak Office for more information or to ask questions about the program.

Information on curriculum, assessments and the required proficiency of students is provided at Open House, during parent conferences, and in newsletters.

Agenda planners are provided using Title I funds for every Southern Oak student. This vehicle for communication provides a place for parents to communicate with the teachers and teachers to do the same. The agenda planner contains a handbook which gives timely information about expectations and school rules as a reference for families. Agenda planners are also used to remind parents about upcoming Family events.

Compacts are also provided to each student entering Southern Oak throughout the 2016-2017 school year. This communication tool outlines the responsibilities of parents, teachers and students to help the student perform at his/her highest level of achievement. Teachers discuss the compact with parents during Open House and also during individual parent teacher conferences.

Parents / caregivers are encouraged to be a part of the Family Involvement Committee, SAC and PTA in order to give suggestions for improvement and to become a partner in the education of their children.

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## Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118 (e)(5) and 1118(f)]

**Response:** The Southern Oak Parent Information Policy will be summarized in a newsletter to parents / caregivers and will be available in the front office in both Spanish and English. Translations will be available in other languages as requested. The newsletter summary will outline the major components of the policy and will offer to provide a "hard copy" upon request.

Written communication will be provided in both Spanish and English and in other languages as requested. Translators will be available at parent meetings and in the school office to provide translation services to ensure that parents are able to participate fully in family meetings. If translations are needed in other languages, schools will send the material to the District for translation. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English.

All Family event publicity will be provided in both English and Spanish and other languages as needed. Title I information is also provided in both Spanish and English, a service provided by the ESOL team. Parents with disabilities requiring information in other formats will have the opportunity to call the office and information will be disseminated as needed.

Accommodations for parents and caregivers with disabilities will be given as needed. Southern Oak is "handicap accessible" and parents with disabilities can request assistance which will be provided upon request.

## 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	District will provide materials for ESOL training	Title I Contact and ESOL teachers	Students who have reading support at home that is aligned to classroom instruction will perform at a higher level	October, 2016
2	Training parents to enhance the involvement of other parents [Section 1118 (e)(9)],	Parent Advisory Council meetings	Parent Advisory Council Representative	Parents who are updated on current trends and strategies will be more effective teachers at home	Ongoing 2016-2017 school year
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)],	Workshops and family events will be scheduled at different times during the day and evening and on different days of the week to accommodate parents schedules Teachers will schedule conferences at varying times and will make contacts by phone for those not able to attend in person	Classroom teachers, Title I Contacts and Administrators	Parents who are engaged in their child's education will provide more support for the child, enabling the child to perform at a higher level than those who do not participate	Ongoing 2016-2017 school year

## 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

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## Evaluation of the previous year's Parental Involvement Plan

### Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)] Include participation data on the Title I annual meeting

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title I Annual Meeting	10	35	Parents will receive information about the Title I program and how the program benefits all Southern Oak students
2	ESOL Family Morning	4	9	Parents of ESOL students will learn strategies to assist their children in all academic areas in a positive, nurturing environment
3	Winter Festival Curriculum Night	10	308	er learning to use math, reading and science activities at home Parents will also have the opportunity to learn about grade level expectations and information new to the 2014-2015 school year
4	FSA Parent Evening	9	20	Parents will receive information about the new 2014-2015 FSA assessments and will learn how to help prepare for FSA success using these activities Parents will learn about available online resources to use to help students achieve success They will also learn how to help alleviate stress involved with testing
5	Grandparents Day	7	284	Grandparents will view presentations by students showcasing reading and writing performance Grandparents will have the opportunity to visit classrooms and to work together with students, learning about current trends in education and ways they can work with their grandchildren to achieve academic success
6	Pastimes with Parents	16	122	Parents and students will work together using math and reading games and will be able to take home these games to help their child achieve success in the classroom Focus will be on reading together, working on FCRR reading activities and completing higher level fun math activities
7	Spring Curriculum Evening / Green Festival	23	259	Students in chorus will prepare for the evening by learning songs relating to science Families will work together to learn about recycling and the scientific process which will increase understanding of science concepts The evening will also showcase what students have been learning during the year This event helps to increase parent understanding of the curriculum and also ways that students can be academically challenged over the summer
8	Kindergarten Round Up	6	26	Students will be better prepared to enter kindergarten after parents and caregivers have used the materials provided to help prepare the students for kindergarten
9	Great American Teach In	60	60	Students will learn about careers and how they can begin to prepare to take their place in society after hearing from parents, grandparents and members of the community
10	Fourth Grade Parent Training	5	15	Parents will learn about the fourth grade curriculum which will allow them to help their child with academics at home As a result, student performance will increase

### 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	Title I Orientation	3	75	Teachers who reach out to parents show that they value and respect the role that parents play as partners in their child's education

### 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	Parents job responsibilities - all subgroups with an emphasis on economically disadvantaged subgroup	We will provide a variety of events at different times of day
2	Transportation Barriers - economically disadvantaged subgroups	The ESOL teachers will work with parents to encourage them to carpool to events. A morning ESOL event will allow parents and caregivers to make connections with others in the community. Morning, afternoon and evening events are planned to allow more participation of all subgroups. The ESOL assistant will make contact with families to determine needs and will work on a plan to get transportation arranged for those in need.
3	Language barriers - Asian and Hispanic subgroups	Translators will be provided at all events to allow parents and caregivers to take part in events. Handouts will be translated into languages needed. If the Bilingual Assistant is unable to translate, we will contact the ESOL department for assistance.

### 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