

Southern Oak Elementary School

Parent and Family Engagement Plan

I, Susan 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 parent and family engagement, 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 parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school 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 [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 parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [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)].

Mr. Susan Taylor

7.30.20

Signature of Principal or Designee

Date Signed

Mission Statement

Parent and Family Engagement Mission Statement

Response: The Southern Oak Elementary school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships. The mission of Southern Oak Elementary is educate each student to prepare for college, career and life. We can't accomplish that goal without the help and support of our students' families.

Engagement 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 parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Southern Oak Elementary School believes in involving parents in all aspects of its Title I programs; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). 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. More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. 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. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. 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 and Family Engagement Plan. Parents may request additional support either directly through their child's teacher or school administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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
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1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.
2	VPK/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.
3	Kindergarten-Grade 5 Meet the Teacher and 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	Transition to Kindergarten evening	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.
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.

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

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	Maintain documentation	Principal and MTSS Coach	ongoing	Title I audit box housed in Title I office and documentation will be uploaded to electronic audit box
2	Annual Title I Parent Meeting	MTSS Coach	September, 2020	Agendas and sign-in sheets

3	Create sign-in sheets	MTSS Coach	August, 2020	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal	August, 2020	School Messenger messages, school marquee, and posting on school website and Facebook page
5	Develop and disseminate invitations	Principal, teachers, and MTSS Coach	August, 2020	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	MTSS Coach	August, 2020	Copies of agendas, PowerPoint presentation, and handouts

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

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: Southern Oak Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year.

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 record our Annual Meeting and then post a link to the recording on our school website and Facebook page to allow those families that are not able to secure transportation to school the ability to stay informed. 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.

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 active participants in their child's education. Translators for parents who speak other languages are available through the PCS District offices if requested.

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, 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 & MTSS Coach	Parents will receive information about Title I and how the program benefits all Southern Oak students.	September, 2020	Sign In Sheets, Agenda and Workshop Evaluation
2	Family Fun Festival	Administrators, Grade level teams, Family Involvement Committee	Families will be invited to school for fall themed curriculum-based learning games with make 'n' take stations.	October, 2020	Sign In sheets, Parent evaluations
3	Learning Lunches	Family Involvement Committee, Family Involvement Coordinator	Each month, parents will be invited to have lunch with their children and participate in a monthly themed activity. Themes	October, 2020 - May, 2021	Sign in Sheets, Parent evaluations

			include: bullying prevention, math games, FSA information, science activities and summer bridge information.		
4	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.	November, 2020	Sign In Sheets and Evaluation forms
5	Great American Teach In	MTSS 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, 2020	Sign In Sheets and photographs
6	Math Night	Reading and Math School Improvement Teams, Family Involvement Committee	Parents will learn to play math games with their children and will take home games to increase student achievement. Focus will be on speaking math language together and completing fun math activities.	November, 2020	Sign in sheets

7	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 2019-2020 school year.	December, 2020	Sign In sheets and evaluations
8	Grandparents Week	Family Involvement Committee	Grandparents will be invited in to have lunch with their child during the week and will be given a tour of the campus by the MTSS Coach.	February, 2021	Sign In Sheets and feedback
9	Green Festival	Grade level teams, Family Involvement Committee, Administration	Parents and families will come to school to participate in hands-on science activities. We will also invite community members (recycling centers, local animal shelters, etc.) to participate.	March, 2021	Sign in sheets

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of

Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;

- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

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	Ongoing PLC	Principal, Assistant Principal, Instructional Coach	Improve the ability of staff to work effectively with parents.	August 2020- May 2021	Review of PLC notes and other appropriate documentation as required
2	Sam Whitten Schoolwide Data Chat	Principal, Assistant Principal, Team Leaders, teachers	Sam will come to Southern Oak for an in-depth analysis of FSA and MAP data to help determine focus and next steps.	October, 2020	Sign in Sheet
3	District instructional coaching cycles	Principal Assistant principal, teachers	District instructional coaches will be invited to coach teachers as needed.	ongoing	Sign in Sheet

Review Rubric:

Content and type of activity including the following:

- Valuing of parent and family engagement,
- Communicating and working with parents,
- Implementation and coordination of parent and family engagement program,
- Building ties between home and school, and
- Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and

- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

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: Southern Oak Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. School staff will attend extracurricular events in the evenings to promote positive parent-student-teacher communication.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

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: Southern Oak Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At Open House and stand-alone Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution

methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement 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: Southern Oak Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

Upload evidence of parent input in the development of the plan

Upload Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement 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 in all languages represented at school site.

Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement 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.

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	Meet and Greet	In Classrooms	406 families	Parents and students had the opportunity to get to know the teachers and learn ways to support students at home.
2	Ready, Set, Kindergarten!	2	22 families	Incoming Kindergarten parents were able to come hear from the Kindergarten teachers about ways to help their children be more prepared to start Kindergarten in the fall. We gave away games and books to allow parents to work with their children at home. They were also able to tour classrooms and see examples of Kindergarten work.
3	Annual Title I Parent Meeting	1	316	(done in conjunction with Open House) Parents understand what it is to be a Title I school, where to find important information and how to get involved.
4	Open House	In Classrooms	316	Parents came to hear from the teachers about county expectations, ways they can help at home and learned how to keep home and school communication lines open.
5	Green Festival	10	75	Parents were invited to come to the school to learn about science activities that they can do at home with their children to help reinforce science concepts and vocabulary.
6	Grandparents' Week	2	132 families	Grandparents were invited to school to view schoolwork, visit classrooms, and have lunch with their grandchildren.
7	Fall Festival	14	211 families	Parents were invited to come to the school to learn about math and reading activities that they can do at home with their children to help reinforce concepts and vocabulary. Children also participated in a costume parade. Water and popcorn were provided free of charge.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

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	Ongoing PLC's with Instructional Coaches	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.
2	Cross Content PLCs	36	60	Work within cross content teams to identify student's strengths and areas of support and reach out to parents to work with them to support their children throughout the year.
3	School Wide Data Chat	3	60	Teachers learned how to interpret FSA and MAP data to determine growth needed in order for each student to demonstrate learning gains.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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	Lack of parent involvement at Ready, Set, Kindergarten night.	Offer different meeting times and coordinate with another family event to increase participation. We also have been giving out backpacks with games and activities to increase literacy to all parents who sign up a kindergarten aged student.
2	Unable to contact parents/multiple calls from several teachers in one	Hired a full time ESOL assistant and she is available to answer questions and relay information in Spanish to our families.

	day (Hispanic, economically disadvantaged)	
3	Morning events are difficult to plan because of the parking safety issue with our sister school, Walsingham Elem.	We plan activities at varying times during the day and evening to try to accommodate as many families as possible.

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

Best Practices (Optional)

Describe the parent and family engagement 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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- **Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.