

FOX HOLLOW ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Karyn Kinzie , 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: Fox Hollow's mission is to actively involve all community stakeholders to ensure our scholars are prepared for college, career, and life.

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: At the end of the 2014-2015 school year, families voted to support programs such as Watch D.O.G.S., All Pro Dads, iMoms, Doughnuts with Dads, and Muffins with Moms. During the 2016-17 school year we will continue to invite all of our scholars' families to participate in these programs. Parents are encouraged and invited to serve on our School Advisory Council (SAC). SAC members have an opportunity to vote for how Parent Involvement funds are spent.

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)].

co un t	Prog ram	Coordination
1	Early Head Start	Early Headstart is offered on site for students who are economically disadvantaged. Large component in the Early Headstart program is parental participation and offering parents workshops. All classrooms have a resource area setup for parents to receive information. Many opportunities are offered for parents to actively participate in the program during the school day and after hours through workshops and information sessions.
2	Head Start	PreK is offered on site for students who are economically disadvantaged. Large component in the PreK Headstart program is parental participation and offering parents workshops. All classrooms have a resource area setup for parents to receive information. Many opportunities are offered for parents to actively participate in the PreK program during the school day and after hours through workshops and information sessions.

3	Therapeutic Pre-K	PreK program is designed to meet the needs of students with disabilities identified early on in life. A parent liaison works closely with families to help navigate their specific concerns with their child and gives specific coaching on those concerns. Parent/teacher conferences provide support for parents through materials and specific strategies that help to inform on specific concerns.
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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)].

co un t	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop handout, create sign-in sheet, draft presentation	Administration	September 22, 2016	Copy of sign-in sheets, agenda, and handouts
2	Invite stakeholders to Open House	Administration	Prior to September 22, 2016	Copy of Flyer, School Connects Summary

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 school will provide flexible meeting and training times throughout the year by scheduling morning, evening and afternoon meetings and workshops. Food and childcare may be provided as appropriate at events. Records of parent participation will be maintained and meeting schedules will be adjusted based on parent needs.

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)].

co un t	Content and Type of Activity	Person Respons ible	Anticipated Impact on Student Achievement	Timel ine	Eviden ce of Effecti veness
1	Academic Workshops	Academi c Teams	Assists families in understanding the standards so they can help their scholar be successful in school.	Septe mber - May	Sign-In Sheets; Agenda s; Parent Survey s
2	Individual classroom, pod or school wide "open door" events	Individual classroom teachers and/or pods	Supports the standards and gives parents information/ strategies to assist with student achievement at home.	Septe mber - May	Agenda s & Sign-In Sheets
3	Assessment Workshop	Administra tion	Supports LAFS and MAFS and gives parents information/ strategies to assist with student achievement at home.	Novem ber- Febru ary	Sign-In Sheets; Agenda

4	Elementary Orientation	Administration	Assists families in understanding the standards so that students can be successful in school.	August	Sign-In Sheets; Checklists
5	Boo Hoo Kindergarten Breakfast	Administration	Supporting parents with beginning of the school year expectations for students so students can be successful in kindergarten.	August	Sign-In Sheets
6	Watch D.O.G.S.	Administration & Lead Dad	Support positive connections that support student achievement.	September-May	Sign-in Sheets
7	Hollow Diner/ Parent Workshops	Administration & Leadership Team	Provide dinner to families, homework help for students, and an opportunity to provide parents with tips to help their scholar/s at home.	September-May	Sign-In Sheets
8	All Pro Dads	Staff Sponsor	Provide an opportunity monthly for Dads to attend a breakfast and share special moments with his scholar/s.	September-May	Sign-In Sheets
9	iMoms	Staff Sponsor	Provide an opportunity monthly for Moms to enjoy breakfast and special time with scholar (reading, sharing moments, etc.).	September-May	Sign-In Sheets

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
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1	Faculty Training on Parent Involvement	Administration	Encourage positive connections that support student achievement	Prior to September 30, 2016	Sign-In sheets, agendas, parent communication logs
2	Volunteer Training	Resource Management Assistant	Positive connections that support student achievement	1st Qtr.	Sign-In sheets, agenda

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: We invite families to attend our Hollow Diner every Monday evening from 6:00-7:00 p.m. During Hollow Diner, scholars receive homework support from teachers (6:00-6:25), families participate in curriculum workshops (6:25-6:40), and a homemade meal is served (6:40-7:00). This is an opportunity for families to participate and learn more about how to help at home.

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 Open House event, a general Title I meeting will be presented during classroom visits via an administrative presentation. Information regarding Title I programs, curriculum and academic assessments will be presented. Parents will also receive information through School Connects messages, social media, school website and flyers regarding opportunities for involvement including decision-making for their scholar and home-school communication procedures. Attendance sheets will be collected. Material is available in the parents' home language as needed. September 2016

Social media (Facebook and Twitter) and the school website will be up-to-date and will inform families of the FHES events, as well as provide students with online resources to support academics. August-June

School Connects messages will keep parents informed of relevant information and/or issues that are present at school, as needed. August-May

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: Materials and translators will be provided in other languages and translators as needed for any event. Information and assistance will be provided to individuals with special needs, as well.

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:

co un t	Activity	Descript ion of Impleme ntation Strategy	Person Respo nsible	Anticipate d Impact on Student Achievem ent	Timel ine
1	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)];	School Meetings will be offered at a variety of times	Adminis tration	Increased attendance will improve student achievement because students are attending school regularly and receiving grade level instruction without interruption.	Augu st- May

2	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Watch D.O.G.S., All Pro Dads, iMoms	Administration, Top Dog, School Sponsor	Positive connections support student achievement while improving school wide safety.	September-May
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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.

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.

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.

co un t	Content and Type of Activity	Numb er of Activi ties	Numbe r of Partici pants	Anticipated Impact on Student Achievement
1	Title 1 Annual Meeting	1	300	Inform families about Title I and the commitments that the FHES staff will abide by to ensure scholars are college, career, and life ready.
2	Hollow Diner/ Parent Trainings	40	50	Build relationships, provide families with academic support (homework help and training) and a free meal
3	Camp Read-A- Lot	1	200	Provide an opportunity for parents to learn how to become a reading coach at home.

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	Staff Meetings/Celebrations	25	100	Encourage positive connections that support student achievement
2	'How to Use a Volunteer' Training	1	45	Building relationships with properly trained volunteers will provide support to teachers and scholars.
3	Hollow Diner Leadership Meetings	7	8	Prepare for relationship building, parent trainings, and homework help, which will increase student achievement.

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	weather (all walkers)	Reschedule events when possible

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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