

OAKCREST ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Linda Bonifay, 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: Oakcrest Elementary believes that parent/family involvement is very important to student achievement. We will provide several opportunities for our parents to be involved in their child's education. Our school motto is "Every Student, Every Day, Whatever It Takes!"

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
 - Description of what will be done; and
 - Description of the beliefs or value of the LEA.
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Review Status:

Review Comments:

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: Oakcrest Elementary will involve parents in all Title I programs. The SAC will actively seek to involve parents in the developing, implementing, and evaluating of school plans, including the SIP and PIP.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- 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)].

Review Status:

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Title 1	Upon request
2	National Fathers take your child to school Day	Staff and Community and Family Liaison
3	Donuts with Dads	Staff and Community and Family Liaison
4	Family Nights (Once a Month)	Staff and Community and Family Liaison
5	Muffins with Mom	Staff and Community and Family Liaison
6	Grits with Grandparents Day	Staff and Community and Family Liaison

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

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	Open House	Principal and/or Leadership Team	September 2016	Copy of agenda
2	Title 1 Program	Principal and/or Leadership Team	September 2016	Copy of agenda
3	K Family Night	Principal and K Teachers	January 2017	Sign in sheets
4	1st Grade Family Night	Principal and 1st Grade Teachers	October 2016	Sign in sheets
5	2nd Grade Family Night	Principal and 2nd Grade Teachers	November 2016	Sign in sheets
6	Read and Treat Night	Principal and The Literacy Team	October 2016	Sign in sheets
7	Stem Night 3rd, 4th, 5th Grade Teachers	Principal and 3rd/4th/5th Teachers	October 2016	Sign in sheets
8	5th Grade Family Game Night	Principal and 5th Grade Teachers	January 2017	Sign in sheets
9	FSA Chat: Student led discussion with parents and teachers	Principal and 4th/5th Teaches	February 2017	Sign in sheets
10	5th Grade Science/Math Family Night	Principal and 5th Grade Teachers	April 2017	Sign in sheets
11	Progress Monitoring: Individual conferences	Principal and RTI	On-going	Progress reports, report cards
12	Parent: Flyers to advertise parent activities	Family and Community Liaison	On-going	Climate Surveys
13	Assessments: Individual conferences, progress	Principal and Teachers	On-going	Progress report conferences
14	PBS Family Night	PBS Team Members	September 2017	Sign-in-Sheets
15	Muffins with Mom	Parent Involvement Committee	September 2016	Sign-in-Sheets

16	Donuts with Dad	Parent Involvement Committee	September 2016	Sign-in-Sheets
17	Grits with Grandparents	Parent Involvement Committee	October 2016	Sign-in-sheet

Review Rubric:

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.

Review Status:**Review Comments:**

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: Parent meetings will be offered at various times during the day and at evening hours. Parents will be given the opportunity to select a time for conferences if needed. Home visits will be scheduled as needed.

Review Rubric:

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.

Review Status:**Review Comments:**

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	Open House	Principal and Teachers	SIP Core Goals	September 2016	Sign in sheets
2	Title 1 Program: Annual Parent Meeting	Principal and Teachers	SIP Core Goals	October 2016	Sign in sheets
3	K Family Night	Principal and K Teachers	SIP Core Goals	January 2017	Sign in sheets
4	1st Grade Family Night	Principal and 1st Grade Teachers	SIP Core Goals	October 2016	Sign in sheets
5	2nd Grade Family Night	Principal 2nd Grade Teachers	SIP Core Goals	November 2016	Sign in sheets
6	Reading and Treat Night	Principal and The Literacy Team	SIP Core Goals	October 2016	Sign in sheets
7	Stem Night 3rd, 4th, 5th Grade Teachers	Principal and Literacy Team	SIP Core Goals	October 2016	Sign in sheets
8	5th Grade Family Game Night	Principal and 5th Grade Teachers	SIP Core Goals	January 2017	Sign in sheets
9	FSA Chat: Student led discussion with parents and teachers	Principal and Teachers	SIP Core Goals	February 2017	Sign in sheets, progress reports
10	5th grade Science/Math Family Night	Principal and 5th Grade Teachers	SIP Core Goals	April 2016	Sign in sheets
11	Progress Monitoring: Individual conferences	Principal and RTI Team	SIP Core Goals	On-going	Progress reports, report cards
12	Parenting: flyers to advertise parent activities	Parent Liaison	SIP Involvement Goal	On-going	Climate Surveys
13	Assessments: Individual conferences, progress reports	Principal and Teachers	SIP Core Goals	On-going	Progress reports, conferences
14	PBS Family Night	PBS Team Members	SIP Core Goals	September 2017	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, Parental involvement 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

Review Status:

Review Comments:

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	Capturing Kids Hearts	Principal	SIP Goals	July 2016	Surveys
2	State of the School Address	Principal	SIP Goals	August 2016	Climate Surveys
3	Ruby Payne	Ford	SIP Goals	On-Going	Climate Surveys
4	Ron Clark PLC Book Study	Teachers	SIP Goals	On-Going	Climate Surveys
5	Being a Writer	Principal	SIP Goals	August 2016	Sign in sheets
6	Thinking Maps	Mrs. Slater	SIP Goals	On-going	Climate Surveys

Review Rubric:

- Content and type of activity including the following: Value following:

- Valuing of parental involvement,
- Communicating and working with parents,
- ~~Implementation and coordination of parental involvement 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.

Review Status:

Review Comments:

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: At Oakcrest Elementary, we use student planners to communicate with parents on a daily basis. These planners contain information about grades, behavior and homework. Parents receive daily notes from their student's teacher about their day. Teachers also communicate expectations of proficiency levels students are expected to meet and how the parents can be involved on meeting that goal.

We have a parent communication board in our office. We list upcoming events and community information.

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.

Review Status:**Review Comments:**

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: All information about our school activities, curriculum and meetings will be advertised to our families in many different ways (flyers, family communication board, school website, school sign, phone system, etc.)

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.

Review Status:**Review Comments:**

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: Oakcrest Elementary is an ESOL designated center. We have an interpreter on staff who will assist in school-wide and parent meetings. She will also translate school forms/teacher notes into the parent's native language. Home language surveys will be sent home with all students the first day of school.

We will also ensure that parents with disabilities will have access to all meetings/conferences. Teachers will relay any additional needed resources to our Family and Community Liaison.

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.

Review Status:

Review Comments:

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parents are invited to attend -- literacy nights throughout the year.	Principal	Early intervention and implementing researched based reading strategies at home will increase student achievement	Sept. - May
2	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,	We will provide access to staff and volunteer opportunities by offering		Parental	Sept. -

	who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	a differentiated schedule to meet the needs of our parents.	Principal/Staff	Involvement	May
3	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	School Advisory Council will meet four times a year to review and enhance our parent involvement plan.	Principal	Parental Involvement	Sept. - May
4	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Our Partners In Education are visible at all of our school events. We are working with each partner to discover ways that they can assist in our student's education.	Parent and Community Liaison	Community Involvement	Sept. - May

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 parental involvement 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.

Review Status:**Review Comments:****Upload Evidence of Input from Parents**

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

Uploaded Document**Review Rubric:****Review Status:****Review Comments:****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

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
 - Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
 - Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].
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Review Status:

Review Comments:

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

Review Rubric:

Review Status:

Review Comments:



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	Read and Treat Night	35	200	Increase student achievement in Reading in Math
2	Student led conferences with parents and teachers	35	445	Increase reading comprehension/ Science Skills
3	Night field trip to the Roy Hyatt Environmental Center	3	30	Increase Science Knowledge and skills
4	Teacher and parent conferences	35	500	Increase reading, math and science skills
5	Science Night/ Hands on Science activities	1	83	Increase Science and Math Knowledge and skills
6	Donuts with Dads	4	200	Increase parents knowledge of Circle Maps
7	Camp Read S'More	1	281	Increase student achievement in reading

Review Rubric:

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

Review Status:

Review Comments:

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	Marica Tate/How to increase student achievement without using worksheets	1	50	By increasing student engagement, we will increase student achievement
2	Book Study-The End of Molasses Class	1	50	Increase teacher skills of the 101 most successful strategies to help children and parents succeed in school.

Review Rubric:

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

Review Status:

Review Comments:

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	Limited literacy	Sending home parent friendly newsletters
2	Teacher Accountability with follow through	Document parental involvement at each grade level
3	Working Parents	Over services twice a day
4	Language	Have translators at school events
5	Transportation	Make bus tickets available to parents

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement 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 parental involvement policies described in Section 1118.

Review Status:

Review Comments:

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
1	Building the Capacity of Schools	Camp Read S'more This event was a camping-themed event with the goal of providing our families with educational activities that will prepare students for the upcoming school year and also promote family time.
2	Building Capacity of Parents	S.T.E.M Night Families were challenged to build a seat that will hold a person chosen by the judges from the audience.

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.

Review Status:

Review Comments: