

# Southeast Local Schools

## School Parental Involvement Plan

### 2022-2023

- 1. Our elementary has jointly developed with, and distributed to, parents a written parent involvement plan. This includes how parents will participate in an annual evaluation of the content and effectiveness of the parent involvement program.** Our elementary school parents are invited to the Parental Involvement Plan Meeting which takes place in the spring during the annual PTO review meeting. Together we review and develop strategies for both the continuous improvement plan (One Needs Assessment) and the school-wide Title I Parent Involvement Plan. These plans are available in the school office and on our website.
- 2. Our elementary has designed strategies to involve parents in the planning, review, and improvement of school programs and the education of their children.** Throughout the year, parent comments are encouraged through parent home and school communication, daily folders or planners, and weekly envelopes. Home/school communication is encouraged at all times. The district and buildings use Final Forms to send electronic communications home. Parents are also asked to complete a yearly survey to evaluate and review our district education program.
- 3. Our elementary will hold an annual meeting to inform parents of the school's participation in Title I Schoolwide Program.** The school will invite all parents to a Title 1 informational meeting in the fall. The evening will include information on the school's participation in Title 1 with Make-it Take-it activities. Parents will be reminded that our Parental Involvement Plan and School Improvement Plan (ONA) are located in the Office and also on the website.
- 4. Our elementary has a Family-School Agreement that describes and outlines a partnership for sharing the responsibility for improved student achievement.** The Teacher/Parent/Student Compact is signed by all participants. This is completed at Open House or at Parent Teacher conferences.
- 5. Our elementary will provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.** Teachers conduct a parent conference with each student's family. Multi-Tiered Systems of Support and IEP meetings are scheduled as necessary. Progress reports are available on Progress Book, report cards are sent home four times per year, and other student progress communication through a variety of means such as weekly envelopes, daily planners and parent notes.
- 6. Our elementary provides information to parents concerning State Assessments, school performance profiles, and their child's individual assessment results, including assistance in understanding the results.** Midterm progress and report cards with accompanying explanations/comments/resources are sent home on a quarterly basis for students in need or upon parent request. The school reports information in the district newsletter and monthly school newsletters. State assessment results for students in grades 3-6 are sent home with students. Parents of 2<sup>nd</sup> and 5<sup>th</sup> grade students receive InView test results. Additionally, parents of every student are encouraged to attend individual conferences with the teachers of their child(ren) at which curriculum, assessment, and student progress is discussed.
- 7. Our elementary will notify parents by letter when their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified.**
- 8. Our elementary provides assistance to parents in understanding a variety of topics such as:** The state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, and OELPA and how to monitor their child's progress. Information and assistance are provided during parent teacher conferences. Our Southeast website also has online resources for parents.

9. **Our elementary provides materials and training for parents to help them work with their child to improve achievement.** Training to help parents work with their children is provided through a variety of means. There are Make-it Take-it workshops, parent workshops, parent teacher conferences, and phone conferences. Teachers provide information and strategies to use at home with students. Local agencies and partnerships are also provided to parents when support is needed.
10. **Our elementary provides staff with appropriate education in how to work with parents as equal partners.** Parent involvement training is included in staff meeting(s). Volunteers possess enormous talent and are used as important partners at our schools.
11. **Our elementary conducts a variety of activities that encourage and support parents in more fully participating in the education of their children.** The school provides opportunities for parents to assist at school, volunteer, or participate in classroom/school activities. Our school has a dynamic volunteer program. Parents are welcome and encouraged to participate and assist in classroom and school wide activities.
12. **Our elementary provides information to parents relating to the school and parent programs, meetings, and other school activities in an understandable format.** The Principal sends out a monthly newsletter. Information about all programs are sent home to parents and listed on the website.

### **Curriculum and Evidenced Based Strategies:**

#### **Southeast Local Schools Core Literacy Instructional Plan The Five Big Components: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension**

**Vision Statement:** We believe all students are capable of acquiring the skills needed to become proficient readers by reducing the barriers of literacy acquisition for all students and providing evidence based instructional practices.

Our Literacy Mission encompasses the following:

- Family Partnerships
- MTSS
- Shared Leadership
- Teacher Capacity- Professional Development
- Consortium Collaboration including the ESC

### **Evidence-Based Practice:**

1. Family Engagement and school-home relationship: Draw on relationships with professional colleagues and students' families for continued guidance and support.
2. MTSS: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening.
3. Professional Development:

Develop awareness of the segments of sounds in speech and how they link to letters (Phonemic Awareness)

Teach students to decode words, analyze word parts, and write and recognize words (Phonics).

Ensure that each student reads connected text every day to support reading accuracy, fluency, academic vocabulary, and comprehension (Vocabulary, Fluency, Comprehension).

Southeast Local Schools literacy plan incorporates the 5 components of reading. Teachers will implement these components into their instruction daily. The components consist of:

### **1. Phonemic Awareness (sounds)**

**PA is relevant to spoken words and are made up of separate units. Students should be able to: isolate, blend, add/delete, segment and substitute phonemes. These activities help children form connections between visual information as it appears in print (spelling) and its meaning, which helps them learn new words.**

### **2. Phonics (sounds/symbols)**

**Phonics teaches children about alphabetic principles - matching sounds & letters increases word recognition and sight words (also support fluency).**

### **3. Fluency**

**Fluency is the accurate, automatic word recognition which increases comprehension. Fluency can be practiced/modeled through repeated readings, guided oral reading, read along and poems.**

### **4. Vocabulary**

**Tiers- one= everyday speech**

**two= academic vocabulary three= content specific vocabulary**

**5. Comprehension- Comprehension involves constructing the meaning of a text. It is the final goal of reading instruction. Students can demonstrate comprehension with the use of story maps, prior knowledge, and questioning. (framing- connection-analysis/application) It also incorporates Writing/Language which can be oral or written. Oral= listening & speaking Written= reading response and writing instruction (handwriting and written composition)**

### **Components of our Mathematics Program:**

- **Conceptual Understanding**
- **Problem-Solving**
- **Computation/Mental Math**
- **Math Facts**
- **Explicit Vocabulary Instruction**
- **Common Formative Assessments**

**PARENT INVOLVEMENT EVENTS WILL BE ADDED TO OUR SCHOOL WEBSITE AND REMINDERS WILL BE SENT HOME VIA FINALFORMS.**

### **Events Include:**

Parent Teacher Conferences  
Musicals/Fine Arts Nights  
Open House & Registration  
Carnivals  
PTO Meetings & Events  
District Events