

School Parental Involvement Plan

Fredericksburg Elementary

2021-2022

- 1. Fredericksburg 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.** Fredericksburg 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. Fredericksburg 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. Fredericksburg 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. Fredericksburg 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. Fredericksburg 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 sent three times a year, report cards four times per year, and other student progress communication through a variety of means such as weekly envelopes, daily planners and parent notes.
- 6. Fredericksburg 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. Additional school reports information is available in the district newsletter for the district and specific to our school. State assessment results for students in grades 3-6 are sent home with students. Parents of 2nd and 5th grade students receive InView test results in the mail. 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. Fredericksburg 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. **Fredericksburg 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, the requirements of Part A, how to monitor their child's progress, and how to work with educators. Information and assistance are provided during parent teacher conferences. Our Southeast website also has online resources for parents.
9. **Fredericksburg 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. **Fredericksburg 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 Apple Creek.
11. **Fredericksburg 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. Apple Creek Elementary School has a dynamic volunteer program. Parents are welcome and encouraged to participate and assist in classroom and school wide activities.
12. **Fredericksburg 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**

**FREDERICKSBURG ELEMENTARY
PARENT INVOLVEMENT PLAN TIME LINE
2021-2022**

Due to trying to enforce social distancing, we are asking that only parents attend events with their children.

<u>Activity</u>	<u>Date</u>	<u>Evidence</u>
Parent Teacher Conferences (Fall)	October 11 & 13	Sign in
Title 1 Make-it Take-it / Math Academic Night	November 17	Sign in
Musicals/Fine Arts Nights	Winter and Spring	Calendar/Newsletter
Title I Holiday Breakfast @ Fredericksburg	December 6	Sign in
Title 1 Make-it Take-it / Reading Academic Night	February 9	Sign in
Parent Teacher Conferences (Spring)	February 14 & 16	Sign in
Kindergarten Registration @ Holmesville	April 27, by appointment	Sign in
PTO Meetings	First Tuesday/Month	Calendar
Other:		
School Newsletter	Monthly	Newsletter copy
Parent Needs Assessment/ Evaluation Form	April	Survey forms

Communication with Parents

We provide various types of written communication to parents which include:

- a. school year calendar
- b. notification of special programs (Gifted, Title I)
- c. notification updates on Progress Monitoring Plans, IEP's, and EP's
- d. notification of special parent programs/workshops
- e. monthly newsletters
- f. progress reports
- g. report cards
- h. student planners
- i. grade level newsletters
- j. teacher notes and email to parents
- k. the school link on the School District web-site <http://www.southeast.k12.oh.us/>
- l. School Handbook