

AR
Oakland Heights Elem School (Russellville School District)
1501 South Detroit
Russellville AR 72801
479-968-2084

School Parent and Family Engagement Plan

School Name:	Oakland Heights Elementary
Facilitator Name:	Sheri Shirley
Plan Review/Revision Date:	9/26/2019 , 10-11-19
District Level Reviewer, Title:	Leadership
District Level Approval Date:	Final approval 10-11-19

Committee Members, Role:

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Sheri	Shirley	Principal
Liz	Mullins	Parent Involvement Coordinator
Sarah	Connerly	Counselor
Tracy	Dunn	Classroom Teacher
Lynette	Ditto	Instructional Facilitator
Masami	Onadora	Parent

Committee Members, Role:

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Megan	Riggs	Parent
Andrea	Gamble	Parent
Shondalynn	Ford	Parent

1: Jointly Developed

(Describe/List how parents will be involved in the development of the school parent and family engagement plan and how parents will be involved in the planning, review, and improvement of parent and family engagement programs.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

1. Parents have been invited to sit on a review committee of the Family Involvement Plan.
2. Parents have been given a survey similar to a SWOT to complete and return to school for the committee to review.
3. The OHE PTO is often used as a representative group of parents that offer feedback to school representatives of things going on in the school.

2: Annual Title I Meeting

(Describe/List when (provide the month/year or month/day/year) the school will hold the Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

A meeting was held on August 29, 2019, at 6:00 to inform parents of the Title 1 requirements, the current state of the school's standardized test data, parents rights and inform parents of the current use of Title I funds at Oakland Heights Elementary.

3: Communications

(Describe/List how the parent and family engagement policy will be distributed to parents and how the school is going to communicate with parents including information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

1. Parents received Family Kits, in which the family engagement policy is described in detail. The Family Kits are translated for those needing Spanish.
2. Parents receive a monthly calendar announcing ways they can be involved through parent programs, meetings, etc. In addition, individual fliers, the use of Facebook, and the school sign are ways we communicate to parents about upcoming events.
3. Parents receive weekly newsletters from classroom teachers announcing classroom events. Most of these newsletters are translated into Spanish. In addition, teachers use a form of home communication including DoJo or Remind101 that parents can choose the language in which the program sends their messages.
4. A Quarterly Newsletter guided by the ADE My Child/My Student topic list is produced and sent home in both English and Spanish. Topics will include G.U.I.D.E. for Life, R.I.S.E. Arkansas, Safe, Supportive, and Collaborative School Culture, and Internet Safety.
5. Notes about joining the O.M.G.- Oakland Morning Greeters- and invitations to join the "Read With Me" book club at the O'Down will be sent home in both English and Spanish.
6. Summer Reading Journals will also be sent home in May to instruct parents on how to support their child(ren) in reading and meeting the summer reading goals.

4: School-Parent Compact

(Describe/List the process the schools will follow to jointly develop with parents a school-parent compact.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

- Parents were given a copy of the Parent Compact on August 29, 2019, in English and Spanish
 - Parents have opportunities throughout the year through P/T Conferences and various family nights to learn how to help their child at home reinforce literacy skills and interpreters are present.
 - Teachers frequently send resources and/or tips to help parents better understand how to help their child with homework and give parenting tips on supporting academic tasks in English and Spanish.
 - OHE will host at least two events this year (O'Down and Book Bingo) in which we will specifically provide parents with tips and support for supporting their children in reading development in both English and Spanish.
 - A minimum of two P/T Conferences will be held to provide feedback to parents about student progress. Tips to support students will be available to the parents from staff. Interpreters are present.
 - The Parent Center is available to parents who need additional materials to support their child at home.
 - Additional meetings will be held if students are struggling in academics to ensure parents have an opportunity to be a part of the plan to improve their child's academics. These meetings may be held with the classroom teacher, other staff, or through an SST committee with interpreters present as needed.
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5: Reservation of Funds

(If the district receives more than \$500,000 in Title I allocation, then it must reserve 1 percent for parent and family engagement activities. A minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. If the school is allocated a percentage of the 1 percent, describe/list how the school will share with parents the budget for parent and family engagement activities and programs and how parents will be involved in providing input into how the funds are used.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

Russellville School District annually receives more than \$500,000 in Title I allocation. The district reserves annually at least 1 percent for parent and family engagement activities. In accordance with federal regulations, at least 90% of that 1% is allocated to Title I schools, with priority given to high-need schools. The free and reduced lunch population count from Cycle Two of the prior school year is used to assist in the equitable distribution of funds to schools.

Parents were sent a survey via mail to complete and return to school. The survey asked questions similar to a SWOT Analysis to help identify strengths, weaknesses and areas of growth needed within the school. Parents will be surveyed at P/T Conferences on October 22 to assess the best ways to provide Parent Involvement opportunities for them during the 2019-2020 school year.

6: Coordination of Services

(Describe/List how the district and/or school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

Oakland Heights has many community partners:

- Counseling Associates--referrals for School-Based Mental Health
- Arkansas Tech University--Partnership with the education department to place Intern I students in almost

- every classroom to allow smaller adult to student ratios in the classrooms
- Arkansas Tech Softball- provides Mentors/Lunch Buddys for OHE students
- City Church--Support including volunteers, resources, and help to meet student and parent needs
- First Assembly of God Church--Resources for students needing supplies or clothing
- PTO--OHE has a PTO that meets monthly. Leaders will be opportunities to have a voice in decisions as appropriate
- River Valley Food for Kids--Provide backpacks of food for students who have food shortages at home
- These programs will coordinate to support student success in school as well as promote effective parenting practices and participation in school activities
- OHE will coordinate with preschool programs to offer information regarding transition to kindergarten as well as information on registering students for kindergarten. Activities will include visits to preschools in town as well as Teddy Bear Picnic which introduces parents and students to kindergarten classrooms and teachers.
- This plan will be incorporated in the school improvement plan.

7: Building Capacity of Parents

(Describe/List activities, such as workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings, and any equipment or other materials that may be necessary to support parents in helping their student's academic success.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

- Parents are provided a Family Kit that provides resources for parents including descriptions of curriculum programs, ways parents can support their student in school, etc.
- Parents are provided with ACT Aspire scores from their students' assessments and have an opportunity to discuss the results at P/T Conferences. In addition, parents will be given reports related to iStation and classroom report cards and teachers will explain the results of these assessments to parents.
- Parents are given a report twice a year that indicates whether their child is reading on or below grade level in reading.
- Parents may access extra resources in the classroom or through the Parent Center to support the achievement of their child at home.
- Parents of at-risk readers are provided summer reading materials to promote continued reading during the months we are not in school.
- Parents will be invited to participate in the O.M.G. Club, Oakland Morning Greeters, through a personal invitation, in both English and Spanish, through a Facebook post, and by phone messenger. The O.M.G. club will assist in morning drop-offs, both by car and bus, by setting a positive, welcoming, and happy tone through positive greetings, high-fives, and all-around great attitudes. Each parent will get a list of positive salutations, creative greetings, handshakes, fist -bumps, high-fives, and tips on getting their children to talk to them in meaningful ways.
- During the O'Down in October, parents are invited to attend the Read With Me Book Club and get a quality text to read with their child(ren) , read aloud/comprehension set for the book, tips page for questioning with Themes on back, and a Reading Calendar to mark their progress.
- Parents receive a Summer Reading Journal in May that includes instructions on how to support their child(ren) in reading books and meeting the summer reading goals.
- Parents received the Parent Compact, Title I Letter and viewed a Title I Powerpoint presentation given on August 29, 2019.

8: Building Capacity of School Staff

(Describe/List activities such as workshops, conferences, trainings, webinars, online resources, and Academic Parent-Teacher Team meetings that will be used with school staff to build their capacity to work with parents as equal partners. Describe/List methods of parents' assistance for building staff capacity. Describe/List actions

the school will take to provide other reasonable support for parent and family engagement activities.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

- Through our Family Kit and Report to Patrons, parents are given information about curriculum and on-line resources to help their child in school.
- At least twice a year parents attend a P/T Conference to discuss academic progress of their child. Parents are also provided documentation identifying whether their child is reading at/above grade level reading or below.
- Parents receive information from the state as well as from the school district describing the assessment data being used and how the results of that data can help the teacher better understand how to better address weaknesses in the child's academics.
- At a fall and spring parent involvement night, parents will be provided with written documentation as well as video examples of tips on how to help their child read at home. Books will be given to parents for practice text.
- A Quarterly Newsletter guided by the ADE My Child/My Student topic list is produced and sent home in both English and Spanish. Topics will include G.U.I.D.E. for Life, R.I.S.E. Arkansas, Safe, Supportive, and Collaborative School Culture, and Internet Safety.
- Provide professional development to staff to ensure two way communication is a priority and parents are equal partners in their child's education, to ensure parents feel welcome in the building, to respond to parent requests, and to value the contributions of parents
- Share results of parent feedback in surveys with the staff to identify strengths and weaknesses of parent involvement and ways to improve parent/school communication

9: Building Capacity - Discretionary.

(The school parent and family engagement policy/plan may include additional sections describing other discretionary activities that the school, in meaningful consultation with its parents, chooses to undertake to build capacity.)

Did the School and Parents choose to include any Discretionary (Optional) Components in the School Parent and Family Engagement Plan?

(See complete [Arkansas Guide for School Parent and Family Engagement Plan](#) for references)
