

2017-18 School Parental and Family Engagement Policy/Plan
School: Forsyth Woods Elementary School **LEA: _____**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parent engagement and describes how the school will implement a number of specific parent engagement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

Assurances

Forsyth Woods Elementary School agrees to:

- ☐ 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(a)(3)(B)];
- ☐ 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)];
- ☐ 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)];
- ☐ 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)(2)(E)];
- ☐ Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- ☐ 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

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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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

Parental Mission Statement

The mission of Forsyth Woods Elementary (FWE) is to provide leadership that will promote parental and community engagement as a priority to ensure that our students become responsible citizens who excel in their academic achievement and develop appropriate social interaction. Parents will be engaged in the planning process to build strong relationships between the school and students, families, and community.

1. 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)]. 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)].

Forsyth Woods Elementary will have Parent Meetings to organize all of the stakeholders, in order to discuss current suggestions for our 2017- 2018 meetings, review the Title I budget and set goals for 2017-2018 school year. Involvement of parents will be documented through sign in sheets and minutes of meetings. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and the Parental and Family Engagement Policy/Plan (PAFEP). For the PAFEP, all parents will be given surveys at the end of the school year seeking their input on activities, training, and materials they need to help their child. Results of parent surveys will be reviewed in a Parent Meeting to determine needed changes.

2. 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)].

Program	Coordination
Title III	Multilingual Services coordinates with the ESOL CT to the ELL population of students and parents.
Title I	Title I coordinates efforts with the Principal and Title I Contact to provide opportunities for parent involvement. Additionally parent training opportunities are provided and funds available for parents to attend.
VPK	Coordinate transition meetings with parents. Parents, VPK and Kindergarten teachers will discuss specific learning needs of the students.
Title X	Coordination with the school based liaison provides services and materials to students of families experiencing homelessness. Transportation is arranged and provided to students so that students may remain at their home school.

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Title II	\$0 School has not been informed funds available for Title II
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3. 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 education 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)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Develop agenda, handouts, and/or presentation materials	Principal	September 2017	Copies of agenda, PowerPoint Presentation and handouts
Develop and disseminate information	Parental Involvement Contact	September 2017	Communicate with parents to inform them about school activities, meetings, etc.
Copies made for meeting	Secretary	Week of Meeting	Number of participants
Develop Sign-in sheets	CRT	Week of meeting	Number of participants
Advertise event	Parental Involvement Contact	September 2017	Posting on Marquee/Flyer
Translator will be present so presentation will be done in English and Spanish	ESOL Compliance	September 2017	Sign-in sheets
Conduct Annual Meeting	Administration/Teachers	September 2017	Sign-in sheets
Maintain documents	Title 1 Coordinator	Ongoing	Copies of documentation

4. 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)].

The staff of Forsyth Woods Elementary will provide opportunities to encourage parent participation. Evening conferences will be held to discuss student progress. Parent teacher conferences will be scheduled to accommodate the schedule of parents that are not available during conference night. Programs such as parent teacher conferences/ Progress Report and Report Card Nights will be held twice a year. P.T.A and SAC meetings will be held once every other month, and Multi-Lingual Parent Leadership Council (M.P.L.C), school programs and community presentations, will be offered 2 times

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during the school year.

5. 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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Report Card Conference Night	Principal, Assistant Principal, Faculty	Teachers will conduct conferences with parents to discuss the child's academic progress.	October 2017 and April 2018	Sign in Sheets
Report card Conference Night	Principal, Assistant Principal, Faculty	Individual conferences allows parents to be informed about their child's academic progress and behavior	Reporting Period	Flyer, School Messenger, Newsletter
Parent Conference	Principal, Assistant Principal, Faculty	Parents receive individual attention about their child's needs	ongoing	Survey
Literacy Nights by grade level	Parent Involvement Contact, Media Specialist and Faculty	Provide parents with effective reading strategies to implement at home	October 2017-May 2018	Sign-in sheets, agendas, and Powerpoints
Math Night	Math Coach, Assistant Principal, and Faculty	Provide parents with effective math strategies to implement at home	January and February 2018	Sign-in sheets
ELL Parents Night	CCT and Faculty	Provide parents with effective ESOL strategies to help their students study at home and make the transition to the English language	November 2017 and February 2018	Sign-in sheets, agenda
Parent Collaboration	Faculty, Staff, PTA	Provide activities for parents	Ongoing	Sign-in sheets

6. Describe the training 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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
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Module 1: Importance of Parental Involvement	Parental Involvement Contact	Improve the ability of staff to work effectively with parents providing examples of best practices for parental involvement	1st Quarter 2017-2018	Sign in Sheets; exit slips
Module 2: Building Ties Between Home and School	Parental Involvement Contact	Improve the ability of staff to communicate effectively with the parents to promote better parental involvement.	2nd Quarter 2017-2018	Sign in Sheets; exit slips
Module 3: Implementation and Coordination of Parental Involvement Programs	Parental Involvement Contact	Improve the ability of staff to work effectively with parents providing examples of best practices for parental involvement	3 rd Quarter 2017-2018	Sign in Sheets; exit slips
Module 4: Communicating and Working with Parents	Parental Involvement Contact	Improve the ability of staff to work effectively with parents providing examples of ways to build connections between home and school	4th Quarter 2017-2018	Sign in Sheets; exit slips

7. 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 child [Section 1118 (e)(4)].

Parent Conferences are held to discuss the child's academic success and what the parent can do at home to help their child. Every parent is given a form to sign up for conferences giving a few choices of the dates and times they can attend. The teacher sends a written notice home indicating their assigned time. When parents arrive, each teacher keeps a sign in sheet to verify attendance of each parent.

We will have several activities that promote parental involvement in our school: Meet Your Teacher, Breakfast for Kindergarten Parents, PTA meetings, Grandparents Breakfast, Family Skating Nights, Fall Festival, Veteran's Day, Holiday Programs, Winter Concert & Dinner, Family Movie Nights, Valentine's Dance, Spring Carnival, String Concerts, Variety Show, Extended Media Hours etc. All the activities are planned with the objective of involving the parents and the community in our school. We believe and it is proven that academic achievements improve with parental involvement.

8. 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 also submit the parents'

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comments on the plan that will be available to the local education agency
[Section 1118(c)(5)].

Our school will advertise all events in multiple formats, including flyers, marquee and school website. We will also communicate effectively with parents about curriculum, assessments, meetings, student progress, and Title I programs through the Annual Title I meeting, SAC and PTA Meetings, newsletters, School Messenger, ED Connect, Marquee sign, student planners, teacher conferences, Progress Book, and flyers. Parents are welcome to schedule parent conferences whenever needed with their child's teacher to discuss any concerns. Parents are encouraged to become ADDitions volunteers, as well as be full participants in the PTA, MPLC, and SAC committees. By joining these committees, parents are well informed of the many events happening on campus. Copies of flyers sent home will be kept on file or electronically. Translation in Spanish will be available.

9. 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)].

Our school will advertise all events in multiple formats, including flyers, marquee and school website. We will also communicate effectively with parents about curriculum, assessments, meetings, student progress, and Title I programs through the Annual Title I meeting, SAC Meetings, and PTA Meetings, newsletters, School Messenger, ED Connect, Marquee sign, student planners, teacher conferences, Progress Book, and flyers. Parents are welcome to schedule parent conferences whenever needed with their child's teacher to discuss any concerns. Parents are encouraged to become ADDitions volunteers, as well as be full participants in the PTA, PLC, and SAC committees. By joining these committees, parents are well informed of the many events happening on campus. Copies of flyers sent home will be kept on file or electronically. Translation in Spanish will be available. Flyers are sent home for the hearing impaired, ED Connect phone calls are made for the visually impaired and we have a working elevator on campus for the physically impaired. Staff members volunteer to translate and provide additional assistance to those parents who have limited vision and/or limited reading capabilities.

Discretionary School Level Parental Involvement Policy Components

☐ Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- ☐ Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences

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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)];

- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
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)]	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)] Trainings on Statewide assessments, Reading Nights, ELL Nights	Teachers, CRT, Principal, Assistant Principal	Student Achievement is increased with parental involvement	Spring 2018
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)]	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)] Report Card/Conference Week	Classroom Teachers/ Principal	Student Achievement is increased with parental involvement	2 times per year

School-Parent Compact:

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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by ☐.

This policy/plan was adopted by the school on mm/dd/yy and will be in effect for the period of mm/dd/yy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

(Signature of Authorized Representative)

(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2016-17 PIP.

Review of 2016-17 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2016-2017 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.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Report Card Conference Nights	1	420	Teachers will conduct conferences with parents to discuss the child's academic progress.
Title 1 Annual Meeting	1	510	Provide parents with Title 1 information

2. Provide a summary of the professional development activities provided by the school during the 2016-2017 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)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Module 1: Importance of Parental Involvement	1	12	Improve the ability of staff to communicate effectively with the parents to promote better parental involvement
Module 2: Building Ties Between Home and School	1	12	Improve the ability of staff to work effectively with parents providing examples of ways to build connections between home and school
Module 3: Implementation and Coordination of Parental Involvement Programs	1	12	Improve the ability of staff to work effectively with parents providing examples of ways to build connections between home and school
Module 4: Communicating and Working with Parents	1	12	Improve the ability of staff to work effectively with parents providing examples of ways to build connections between home and school

3. Describe the barriers that hindered participation by parents during the 2016-2017 school year in parental involvement activities. Include the steps the school will take to during the 2017-2018 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited

Review of 2016-17 School Parental Involvement Policy/Plan

English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Time: ESE, ELL	We will have flexible scheduling for those parents that work or cannot make it at a certain time can still be involved in their child's education.
Parent attendance to activities: FRL	School will better advertise the activities; send home flyers, messages, marquee ahead of time. We will make it appealing to the parents so that they will want to come. Teachers will personally call parents to invite them to activities.
Marquee is not visible from the main road (ELL, FRL, ED, SWD, Hispanic, White, African-American, Haitians, Vietnamese.)	Use newsletters, OCPS messenger service (i.e. phone call reminders, text message, email, etc.) to keep parents and community informed about upcoming events.

4. Describe the parental involvement activity/strategy implemented during the 2016-2017 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity

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School Name: _____

Reviewer: _____ Review Date: _____

Policy/Plan Components	YES	NO
2016-2017 Plan Review		
Was evidence adequate to demonstrate that the plan was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the plan written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2016-2017 plan? Did the school address the barriers identified in the review?		
LEA Policy Mission Statement		
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: <ul style="list-style-type: none"> • Explanation of the purpose of the parental involvement program; • Description of what will be done; and • Description of the beliefs or values of the LEA. 		
1. 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)]. 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)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans; and • Includes 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)]. 		
2. 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)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the specific federal program; and • Description of how the programs were coordinated. 		

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<p>3. 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 education 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)]</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • 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. 		
<p>4. 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)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • 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. 		
<p>5. Describe how the school will implement activities which 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 children to improve their children'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)].</p>		

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6. Describe the training for staff 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)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
7. 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)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • 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. 		
8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: <ul style="list-style-type: none"> • 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)]; and • 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)]. <p>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • 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. 		

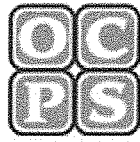
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<p>9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans 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)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for translating information into a parent's native language; • Description of how the school will ensure that parents with disabilities 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 that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents. 		
<p>10. Describe how each discretionary activity checked will be implemented.</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Provide literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Maximizing parent participation, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Description of the implementation strategy; • Identification of person(s) responsible; • Correlation to student academic achievement; and • Reasonable and realistic timelines. 		
<p align="center">School-Parent Compact</p>		
<p>School-Parent Compact must include the following components:</p> <ul style="list-style-type: none"> • 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 		

Review Rubric for 2016-17 School Parental Involvement Policy/Plan

<p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ● Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. 		
Review of the 2016-2017 Policy/Plan		
Did the school include a copy of the review of the 2016-2017 policy/plan?		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> ● A summary of the results of the activities conducted for parents; ● A summary of the staff training activities; ● 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 school will use the information gathered from the review to design strategies for more effective parental involvement policies. 		

Additional Comments or Concerns:



Orange County Public Schools

Mission: To lead our students to success with the support and involvement of families and the community.

Good Evening Forsyth Woods Parents,

This is a reminder of our PTA meeting on Tuesday, May 16th at 6:00. The meeting will be held in our cafeteria just before our Chorus and Dance Team concert begin at 6:30. I hope to see you there!

James Leslie

Principal

PTA/SAC Meeting

Tuesday, May 16th, 2017 6:00 p.m.

Agenda

- I.** Jen Gillet – Welcome
- II.** Mr. Leslie-SAC Report
- III.** Candice-Budget Report
- IV.** Old Business
 - a. Arts @Forsyth-Sign-up if you want to volunteer
 - b. FSA Relief Party
- V.** New Business
 - a. Vote on 2017-18 PTA Board
 - b. Audit the Books
 - c. Review PIP and Student-Parent-Teacher Compacts for 2017-18 school year

PTA/SAC Meeting

Tuesday, May 16th, 2017 6:00pm

Notes

Mr. Leslie- SAC report	Almost finish with testing. FSA is finished. I-ready is finished. 5 th is still taking EOC. Hopefully by the end of next week is finished with testing. FSA reading for 3 rd should be in at the end of the year. Teachers will contact you at when the scores come in. A phone message will be passed when scores are in. School ends May 31, the week after is summer school. Report cards do not come home at the last day of school. Parents need to come to school to pick it up.
Candice- Budget Report	Final events: Arts at forsyth (Friday), teacher appreciation (last week), and FSA relief party (May 30 th). \$1,000 will roll over to next year.
Jen- Arts @ Forsyth – -Volunteers -Art Presenters- Brad Gillet -Food and Supplies	There will be presenters, Ms. Margrave will be creating projects for outside. Volunteers will be needed. Lunch will be provided.
Jen- FSA Relief Party	Will be available for 3-5 grades.
Jen- Vote on New Board 2017-2018	Nominations from last meeting 4.18.2017 Jen Gillet- President Kelly Szymanski- Vice-President Nicole Dubon- Treasurer Brad Gillet- Secretary

	<p>Board voted in for 2017-2018 school year 5.16.2017</p> <p>President- <u>Jen Gillet</u></p> <p>Vice-President- <u>Kelly Szymanski</u></p> <p>Treasurer- <u>Nicole Dubon</u></p> <p>Secretary- <u>Brad Gillet</u></p> <p>All members voted the nominated officials.</p>
Audit for 2015-2016 Books ???	<p>Can't audit books until august since money is still being spent.</p>
Ms. Paul PIP/Compacts Review	<p>Ms. Paul presented the Compact and PIP used last year. Parents and faculty members reviewed the Compact and PIP from last year and did not offer any corrections or additions to either of them.</p>

What is a School-Parent-Student Compact?

The School-Parent-Student compact is an agreement that the school, parents, and community members develop. It explains how the school, parents and students will work together so that the students can achieve academic success.

Jointly Developed

This School-Parent-Student compact is reviewed annually by the school, parents, and community members. If you have any questions/comments/concerns, please contact the Parent Involvement Coordinator at (407)207-7495.

Activities to Build Partnerships

Forsyth Woods Elementary is committed to providing activities throughout the year that focus on building relationships between school and home.

- PTA and SAC Meetings on the third Tuesday of every month.
- Meet the Teacher
- Open House
- Family Events
- Student Performances

Communication about Student Learning

Forsyth Woods Elementary is committed to keeping parents informed about school events and student learning through a variety of ways.

- Student Planners
- Progress Reports
- Report Cards
- Conferences
- Newsletters
- Connect Ed Messages
- Emails

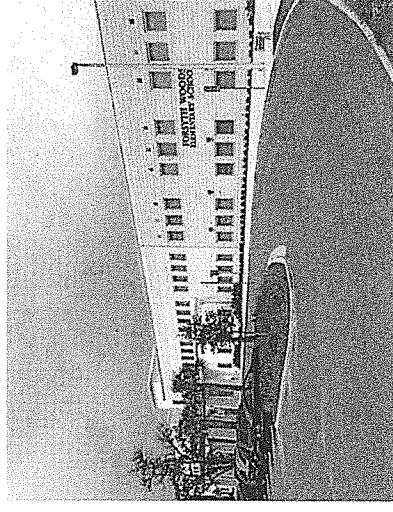
Forsyth Woods Elementary

Pre K – Grade 5

6651 Curtis Street

Orlando, FL 32807

407-207-7495



FORSYTH WOODS ELEMENTARY SCHOOL

Title I School-Parent-Student
Compact
2017-2018

Our Goals for Student Achievement



District Goals

- Intense focus on student achievement
- High-performing and dedicated team
- Safe learning and working environment
- Efficient operations
- Sustained community engagement

School Goals

- Provide a safe learning environment
- Increase student achievement
- Empower students and their families

Grade Level Goals

Based on i-Ready Data, students will meet grade level criteria throughout the school year

Reading	Sept.	Dec.	Mar.
K	362-395	396-423	424-479
1	434-457	458-479	480-536
2	491-515	516-536	537-560
3	514-547	548-560	561-602
4	557-578	579-602	603-629
5	581-608	609-629	630-640
Math	Sept.	Dec.	Mar.
K	363-375	376-411	412-454
1	404-415	416-454	455-496
2	430-445	446-496	497-506
3	451-466	467-506	507-516
4	465-483	484-516	517-526
5	480-497	498-526	527-540

In The Classroom

Teachers

- Provide parents with frequent reports on their child's progress, specifically with information on assessments, report cards, tutoring and conferences.
- Communicate volunteer opportunities available at school.
- Provide parents with information on curriculum, the teaching and learning process/strategies and expectations for the year.

Teacher Signature & Date _____

At Home

Parents

- Review the OPCS Electronic Code of Student Conduct with my child regularly to support the school in its efforts to maintain proper discipline.
- Ensure that my child is on time and attends school regularly.
- Be an active participant in my child's efforts to learn by checking the agenda daily.
- To the best of my ability, I will become involved in the school through the PTA, SAC and/or ADDitions.

Parent Signature & Date _____

Students:

- Come to school prepared to learn.
- Ask for help when I need it.
- Write down my assignments in my planner and do my homework every day.
- Read at home every night.

Student Signature & Date _____