The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

**Assurances**

The above named school agrees to the following assurances:

* Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;
* Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
* Jointly develop/revise plan with parents and make available to the local community;
* Involve parents and families in planning, reviewing, and improving schoolwide program plan;
* Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school’s parent and family engagement plan;
* Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals;
* Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;
* Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

**Mission Statement**

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| **1. Does the mission statement include:**  How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement plan will assist in providing high quality instruction for all learners? | **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.**  **We are committed to working jointly with parents and families to develop a plan for activities and workshops that provide parents with the tools they need to support the high quality instruction needed for all learners to be successful.** |

**Involvement of Parents**

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| **2. Does the plan include:**  How the school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]? | **Forsyth Woods Elementary will have Parent Meetings to organize all of the stakeholders, in order to discuss current suggestions for our 2018- 2019 meetings, review the Title I budget and set goals for 2018-2019 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.**  Forsyth Woods Elementary will ensure the organized, ongoing and timely manner of involving parents through the following methods:   * Home-to-school and school-to-home communication in English and/or other languages * Student planners * Flyers * Newsletters * Connect Orange messages * School Website * Email * Class Dojo, Remind   At Forsyth Woods Elementary parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used by:  **Attending**   * School Advisory Council (SAC) meetings * Multilingual Parent Leadership Council (MPLC) meetings * Title I Annual Meeting   **Participating In**   * Parent and family engagement capacity-building activities   **Reviewing**   * Academic data * Previous school year Parent and Family Engagement Plan |

**Coordination and Integration with Other Federal Programs**

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| **3. Does the plan include:**  How the school will coordinate and integrate parent and family engagement programs and activities?  How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]? | Forsyth Woods Elementary will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child(ren) at home through the implementation of various best practices that have proven to have a high impact on student achievement. Below you will find the delineated program and coordination for each school-based program. |
| **Program** | **Coordination** |
| Pre-K Varying  Exceptionalities ESE - IDEA | Coordinate transition meetings with parents. Parents, VPK, ESE and VE, Kindergarten teachers will discuss specific learning needs of the students. The school will work with the VE teachers and paraprofessionals to coordinate transitions for students into the regular classroom. Meetings will be held to discuss student needs and develop new IEPs. An opportunity for orientation to kindergarten and classroom visits will occur in spring and/or summer. Pre-K families will be invited to all Family Night events. |
| 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. |
| Title II | **School has not been informed funds available for Title II** The school will continue to work on informing parents of Florida Standards. Teachers will learn about these standards through Title II funds. |
| Title III | **Multilingual Services coordinates with the ESOL CT to provide support for our ELL students and parents.** |
| 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. |

**Annual Parent Meeting**

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| **4. Does the plan include:**  A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s  Title I program?  A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?  A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting? | Forsyth Woods Elementary will host an annual Title I meeting to inform parents and families of children participating in the Title I program at the beginning of the school year. We will host a single meeting to educate parents via the following methods:   * Annual Yearly Progress (AYP) via PowerPoint Presentation and handouts * School Choice via district handouts and policies * The rights of parents via Power Point.   Parents and families are informed of the Title I program by the following statement:  Title I schools receive services from the largest federal aid to education program in existence. Title I has been in existence since 1965 and continues to level the academic playing field for children victimized by poverty. Title I funds provide services and educational programs to help students achieve. Title I/Migrant Programs administer in excess of $500 million in federal funds to school districts and agencies in Florida for high quality supplemental instruction and support services for educationally disadvantaged children. Our mission is to provide leadership and technical assistance to local education agencies (LEAs) and local operating agencies (LOAs) to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. We provide service to local school districts, agencies, private schools and local neglected and delinquent institutions for Title I, Migrant, and Homeless Programs.  For more information please visit the Florida Department of Education, Office of Title I Programs and Academic Intervention Services at <http://www.fldoe.org/bsa/title1/title_compile.asp> and le our district’s Title I website <https://www.ocps.net/departments/title_i>.  Below are the specific steps that Example Elementary will take to conduct the Title I Annual Meeting. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Develop agenda, handouts, and/or presentation materials | Principal | September 2018 | Copies of agenda, PowerPoint Presentation and handouts |
| Develop and disseminate information | Parental Involvement Contact | September 2018 | 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 |

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| Advertise event | Parental Involvement Contact | September 2018 | Posting on Marquee/Flyer |
| Translator will be present so presentation will be done in English and Spanish | ESOL Compliance | September 2018 | Sign-in sheets |
| Conduct Annual Meeting | Administration/Teachers | September 2018 | Sign-in sheets |
| Maintain documents | Title 1 Coordinator | Ongoing | Copies of documentation |

**Flexible Parent Meetings**

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| **5. Does the plan include:**  How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]? | 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. Report Card Conference 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 during the school year. |

**Building Capacity**

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| **6. Does the plan include:**  How the school will implement activities that will build the capacity for meaningful parent/family engagement?  How will the school implement activities that will build relationships with the community to improve student achievement?  How the school will provide material and training to assist parents/families to work with their child(ren)?  How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]? | Forsyth Woods Elementary takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Our doors are open to the community through the implementation of activities during and after school that community members and organizations can volunteer to support through our Partners In Education (PIE) coordinators as well as our ADDitions coordinators.  Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family.  Below are the specific steps that Forsyth Woods Elementary will take to build capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Meet the Teacher | Instructional Staff | Teachers will introduce classroom expectations, routines and establish rapport. | August 2018 | Marquee, Connect Ed, Sign in Sheets, Handouts |
| Report Card Conference Night | Principal, Assistant Principal, Faculty | Teachers will conduct conferences with parents to discuss the child’s academic progress. | October 2018 and April 2019 | Sign in Sheets, Parent Conference Sheets |
| Additional Parent Conference Opportunities | Principal, Assistant Principal, Faculty | Individual conferences allows parents to be informed about their child’s academic progress and behavior | Reporting Periods throughout school year. | Communication Logs, Class Dojo messages |
| Regularly Scheduled SAC/PTA/PLC Meetings | Principal, Parents, Staff | Parents will actively participate in decision making process for the school. | Ongoing | Meeting Minutes |
| Literacy Nights by grade level | Parent Involvement Contact, Media Specialist and Faculty | Provide parents with effective reading strategies to implement at home | October 2018-May 2019 | Sign-in sheets, agendas, and Powerpoints |
| Math Night | Instructional Coach, Assistant Principal, and Faculty | Provide parents with effective math strategies to implement at home | January and February 2019 | 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 2018 and February 2019 | Sign-in sheets, agenda |
| Parent Collaboration | Faculty, Staff, PTA | Provide activities for parents | Ongoing | Sign-in sheets |
| Workshops | Parent Involvement Contact | Strategies to implement at home | Ongoing | Sign in sheets |
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**Staff Development**

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| **7. Does the plan include:**  A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff:  - with the assistance of parents/families, in the value and utility of contributions of parents/families?  - in how to reach out to, communicate with, and work with parents/families as equal partners?  - in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]? | Forsyth Woods Elementary strives to build the capacity of all school staff. Throughout the year, various professional development activities are provided to educate the teachers, specialized instructional support personnel, administrators, other school leaders and other staff to build capacity in parent and family engagement.  Below are the specific activities and tasks that Forsyth Woods Elementary will implement to build capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Parent and Family Engagement Professional Development Module 1 - Building Strong Partnerships with Parents and Families | PEL Contact  PD Contact | Improved school staff resources to create a welcoming school environment, understand and value the importance of parent and family engagement, and maintain strong school to home partnerships | October  2018 – November 3, 2018 | Sign-in sheets, exit  slips |
| Parent and Family Engagement Professional Development Module 2:  Building Ties  Between Home and  School | PEL Contact  PD Contact | Improved ability of staff to work with parents and families | November 2018-January 2019 | Sign-in sheets, exit  slips |
| Parent and Family Engagement Professional Development Module 3:  Implementation and  Coordination of  Parent and Family Engagement  Programs | PEL Contact  PD Contact | Increased parent and family participation in school activities which support student achievement | January 2019-March 2019 | Sign-in sheets, exit  slips |
| Parent and Family Engagement Professional Development Module 4:  Communicating  and Working with  Parents as Equal Partners | PEL Contact  PD Contact | Improved relationship, communication and collaboration between  parents and school | March 2019 - May 2019 | Sign-in sheets, exit  slips |

**Other Activities**

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| **8. Does the plan include:**  How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116]? | 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. District Parent Academy and Virtual Academy offered throughout the year. 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. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 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 | Spring 2019 | Student Achievement is increased with parental involvement |  |
| 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 | PEL Contact | 2 times a year | Student Achievement is increased with parental involvement |  |
| Parent Academy | Parent Engagement Liaison | Saturday, September 15, 2018.  Saturday, November 3, 2018.  Saturday, January 12, 2019.  Saturday, March 9, 2019.  Saturday, May 4, 2019. | Pictures, Parent Registration, Flyers |
| Virtual Academy | Parent Engagement Liaison | Thursday, October 4, 2018.  Thursday, December 6, 2018.  Thursday, February 7, 2019.  Thursday, April 4, 2019. |  |
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**Communication**

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| **9. Does the plan include:**  How the school will provide timely information about the Title I programs?  How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?  How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?  How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]? | Our school will advertise all events in multiple formats, including flyers, marquee and school website. We will also communicate 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.    Teachers and other staff members will support parents’ understanding of curriculum, forms and assessments used to measure progress and expected achievement through the following:   * School Compact * Report Card Nights * Progress Book * Planners * Class Dojo * Facebook Page * Parent Conferences * Connect Orange Messages   Parents will be included in the formulation of suggestions and decision making through the following:   * One-on-one meetings with teachers, administrators, and/or support personnel * Parent Surveys * Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and School Compact   If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and needed updates. |

**Accessibility**

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| **10. Does the plan include:**  A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?  A description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand? | Our school will advertise all events in multiple formats, including flyers, marquee and school website. We will also communicate 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 Activities (optional)**

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| **11. Does the plan include:**  Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.) | Forsyth Woods Elementary will utilize Title I, Part A funding for additional activities to support student achievement. Although not required, these activities support student achievement.  Below are additional activities and tasks that Example Elementary will implement that are funded by Title I, Part A. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 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 2019 | I Ready Growth Data |
| 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 | I Ready Growth Data |

**Barriers**

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| **12. Does the plan include:**  A description of the barriers that hindered participation by parents/families during the previous school year?  A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]? | Forsyth Woods Elementary, after reviewing the previous years’ Parent and Family Engagement Plan and accompanying feedback, acknowledges the existence of the following barriers to parent and family engagement:   * Transportation * Language * Education * Economically disadvantaged   Below are the specific steps that Forsyth Woods Elementary will take to address barriers that existed in the previous year. | |
| **Barriers (Including the Specific Subgroup)** | | **Steps the School will Take to Overcome** |
| Spanish Speakers non-native ELL | | Use translation services as needed |
| Economically Disadvantaged FRL | | Provide food during some evening events, free lunch for all students, Food Pantry, clothing, Thanksgiving food baskets, Christmas gifts and food. PTA purchases a book for every child. |
| Displaced families due to hurricane | | Resources available to registering parents |
| Marquee not Visible off main road | | Use newsletters, OCPS messenger28  service (i.e. phone call reminders, text message, email, etc.) to keep parents and community informed about upcoming events |

**School-Parent Compact**

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| **13. Does the plan include:**  As a component of the school-level parent and family engagement 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? |  |

**Adoption**

The Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the artifacts included below.

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| May, 2018 |

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| 2018-2019 |

This policy was adopted by the school on and will be in effect for the period of .

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| 9/1/18 |

The school will distribute this policy to all parents of participating Title I, Part A children on or before .

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| **Signature of Authorized Personnel** | James Leslie, Principal |
| **Date** |  |

Provide evidence that this policy has been developed with input from parents based on the review of the previous school year’s Parent and Family Engagement Plan, if applicable. (*previously referred to as the Parent Involvement Plan – PIP)*

The following documents can be scanned with this document and submitted as evidence:

* Parent surveys of previous year’s events and activities
* Any SAC and/or PTA artifacts with Title I/PFE topics on the agenda
* Parent Feedback Summary of PFEP Evaluation
* Parent and Family Engagement Activities Tracking Form