



I, ANDREA POPWELL, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures: administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on the PFEP Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the plan. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA;
- Involve the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-Level PFEP, distribute it to parents of participating children, and make it available to the local community [Section 1116(b)(1)];
- Involve parents and families, 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3);
- Use the findings of PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP [Section 1116(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(c)(1)(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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(c)(1)(B)(i)]; 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 [Section 1112(c)(1)(A)].

Principal Signature

Date

Parent and Family Engagement Mission Statement (optional)

Describe how the school involves the parents/families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used [ESEA Section 1116].

SLWCHS will solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

During Open House, parent nights, etc., we ensure non-threatening methods of introducing parents to teachers and administrators;

SLWCHS will be holding Operation Graduation nights for each grade level to provide parents and students "at risk" with salient information regarding graduation requirements, attendance, discipline, and state testing requirements;

SLWCHS will offer programs that include tutorials to parents who are unfamiliar with Skyward and other forms of educational technology;

SWCHS will have created an Attendance Committee that meets monthly to review attendance data and programs, monthly meetings with counselors and graduation coach are spend reaching out to students and parents to work on interventions to improve attendance rates.

SLWCHS will use School Messenger and Skyward to communicate classroom and school news to parents.

SLWCHS Counselors utilize effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;

Faculty and staff are encouraged to send positive notes, letters, phone calls home.

Involvement of Parents/Families

The school involves families through the School Advisory Committee (SAC), Title I Family Night, ESOL Family Night, Operation Graduation (targeting at-risk students to inform and develop graduation plans), athletics and extra-curricular activities.

Describe how the school involves the parents/families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used [ESEA Section 1116].

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)

Program	Coordination
SAC	Parents and families provide input and feedback for use of academic programs and additional support for struggling students and other means of supporting the School Improvement Plan (SIP)
Title I Family Night	Monitoring grades on Skyward, how to reach out to guidance counselors, teachers and administration, academic programs available to students
Operation Graduation	Learn about graduation requirements, how to reach counselors and graduation coach for support

Annual Parent Meeting

The school will conduct the annual Title I meeting to inform parents and families about opportunities available to students to increase student achievement. Parents are notified via a school messenger and information is posted to the school webpage. In addition, parents and families are made aware of school's past performance and current and future goals via the School Improvement Plan.

Flexible Parent Meetings

When parents are unable to attend meetings, directions for obtaining the information are provided to parents and families. In addition, meetings are often duplicated in case parents cannot attend the original ones. Most meetings are held in the evenings so that parents have time after work to attend. Parent conferences with teachers are built around the schedule of the parents and families. In addition, home visits are scheduled around parental and familial schedules.

- Offer a flexible number of meetings, such as meetings in the morning or evening,
- Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].

Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement
- Implement activities that build relationships with the community to improve student achievement
- Provide materials and trainings to assist parents/families to work with their child/children.

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
SAC	SIP, School Wide data, MTSS	Russell Ader	Monthly	Increased parental and community members on SAC Committee
Title I Family Night	Information on school wide data, opportunities for students support	Russell Ader	1x per semester	Increased participation in student support opportunities; increased student achievement

Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:

- The value of their contributions;
- How to reach out to, communicate with, and work with parents and families as equal partners; and
- How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].

Activity	Person Responsible	Area of Focus	Timeline	Evidence of Effectiveness
Kagan Structures Social/Emotional Learning	Russell Ader	Instructional strategies with high effect size	2020/2021	Improved student achievement on district assessments and FSA/EOC

Communication

Describe how the school will provide to parents of participating children the following:

- **Timely information about the Title I program and activities;**
- **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;**
- **If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

Accessibility

The school uses school messenger which can reach all parents and families via phone and email. In addition, Information is sent home with students, announcements are made in the morning and afternoons, information is posted on the school marquee and information is placed on the school webpage. At various meetings, as mentioned above, i.e. SAC, Operation Graduation, Title 1 and ESOL Family Nights, school-wide data and goals are presented as well as academic opportunities that are available to students before, during and after school.

Discretionary Activities (Optional)

Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Barriers	
<p>Provide a description of the:</p> <ul style="list-style-type: none"> • Barriers that hindered participation by parents during the previous school year • 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]. 	
Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Transportation for students to attend after school academic support opportunities.	Provide more before and during school opportunities
LEP students not consistently in attendance at after school events	Provide information to parents in native language Utilize staff fluent in Spanish and Creole