

I, Randy Kelley, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. 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 this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. 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.

The school will:

- 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 8101 of 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;
- Jointly develop/revise with parents the school Parent and Family Engagement Plan and distribute to parents of participating children and make available to the local community;
- Involve parents, in an organized, ongoing, and timely way, in the joint development of planning, reviewing, and making improvements to the school Parent and Family Engagement Plan;
- Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent and Family Engagement Plan;
- If the plan for Title I, Part A, developed under ESEA Section 1116, 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;
- Provide to each parent an individualized student report about the performance of their child/children on the state assessments [ESEA Section 1116];
- 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 out of field; 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.

Randy Kelley

5-11-2018

Signature of Principal

Date

Parent and Family Engagement Mission Statement (optional)

Response: South Woods Elementary School will create a positive learning environment that will instill good character and the desire for academic excellence, fostering the development of caring and productive citizens in the global world.

At South Woods, we believe that:

- it serves and exists to provide the best educational opportunity for all.

-the best educational opportunity is one which makes available opportunities to practice basic skills, receive instruction in the various disciplines, use technology tools, and provide rigor in the curriculum

-the best educational opportunity allows each student to learn to his/her fullest potential.

-each student should be able to learn whatever he/she is studying while demonstrating a level of mastery in all grade level standards.

-efficient learning requires a planned sequence of teaching/learning experiences aimed

at specific goals.

-education's purpose is to help students become independent, self-directed individuals capable of achieving goals while also serving the good of society.

-school must help students to increase their self-respect, respect of others, understanding differences, and that developing good character should be a priority.

Involvement of Parents

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 [ESEA Section 1116].

Response: The parents at South Woods Elementary School will have many opportunities to be involved in the planning, review, and improvement of the Title I programs. These includes decisions regarding how parent involvement funds will be used. We have an active PTO and School Advisory Council where input will be collected.

Both of these organizations meet monthly to discuss on-going activities that are planned. They recruit and involve as many parents in the planning, review, and implementation of Title I and other school wide programs. In addition, input will be sought through annual fall and spring surveys, monthly PTO and School Advisory Council Meetings. This input will be used to improve and enhance South Woods Elementary Title I program services while increasing parent involvement in our school.

In addition, we use reverse calling to provide information to parents regarding upcoming meetings and events. We also use our school's marquee to promote events and participation.

Coordination and Integration

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 [ESEA 1116].

	Program	Coordination
1	Back to School Hot Dog Social- August	Teachers converse with parents to let them know what they can expect at the grade level and ways they can assist their child at home, i.e. writing in planner, checking & signing the planner, checking for completed homework and accuracy.
2	South Wood Title I Annual Meeting- September	Introduction of Title I services and staff, classroom visitations and parent conference sign up. Parents are encouraged to attend to learn more about the curriculum their child will be covering and ways to help reinforce skills students are learning at home.
3	Pre-K <i>Monday Fundays</i>	Through collaboration with Title I, Head Start and VPK, every Monday night, engaging family literacy activities are planned for pre-k students and their parents. At each <i>Monday Funday</i> event, there is always an instructional component to help parents learn to teach readiness skills to their child. A school psychologist is available for consultation with parents at <i>Monday Fundays</i> . A research-based parent curriculum is provided to parents at the fourth <i>Monday Funday</i> of each month
4	Pre-K Parent Engagement Materials	Through the coordination of Head Start and Early Childhood Services, monthly educational materials are sent home with information for parents and caregivers to help motivate young children to learn at home. These activities will offer tips on getting children involved in reading and learning: <i>Parent's Guide to Reading With Your Child</i> , <i>Choosing books for Preschoolers, Infants and Toddler</i> , <i>Math in the Home Activities</i> , <i>Developmental Milestones</i> .

5	Head Start Parent Orientation	Prior to the start of school, all Head Start parents attend orientation to review Head Start policies in the Head Start Parent Handbook, which includes an emphasis on parents being their child's first teacher.
6	Family Nights	Designated evening meetings (twice per semester) where families come to enjoy a family activity (movie, BINGO, etc.) while receiving tips on how to help their child at home with homework, study habits, and to become familiar with the new Florida State Standards.
7	Volunteer Orientation	Parents come and learn how they can volunteer at our school. School receives information from parents on areas where they need assistance/or provide ideas for involvement in our school. Experiences helping in the classroom can be transferred to helping at home with their own child.
8	Grade Level Parent Events	Various grade levels will host a student-centered event to share how students are meeting standards through work. Parents are encouraged to attend to deepen understanding of curriculum.
9	Title III Meetings	Parents are encouraged to attend district parent meetings, which focus on how parents can help their children acquire the English Language.
10	AVID Parent Meeting	Parents attend meetings on topics such as AVID College Readiness, Curriculum, Foundations of Success, Note-Taking, Keys to Success, Celebrating Student Successes.

Annual Parent Meeting

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, Adequate Yearly Progress, school choice, and the rights of parents.

	Activity/Tasks
1	Schedule Title I Annual Meeting - date set and placed on school calendar
2	Advertise Title I Annual Meeting - announce in newsletters, marquee, and reverse messaging system
3	Conduct Title I Annual Meeting
4	Conduct Classroom Information Session to parents with teacher power points and handouts
5	Provide School Brochure - Parent Brochure provided to each parent attending and sent home to those that did not attend so they have the information.

Flexible Parent Meetings

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 parent and family engagement [ESEA Section 1116].

Response: South Woods Elementary will provide flexible meeting times to ensure all parents have the opportunity to be active participants in their child's education. Depending on the nature of the meeting, the meetings may be scheduled prior to the start of the school day, after the school day, and during the school day when teachers have time set aside for planning. There may also be home visits for those parents who have limited or no transportation and night meetings that coincide with school events. Some evening activities for parents will have childcare provided so that parents may have uninterrupted time for meetings and trainings with faculty, staff, Principal, and invited speakers.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family 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**. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116)].

	Content and Type of Activity	Anticipated Impact on Student Achievement
1	Meet the Teacher, Back to School Event	Students will be more successful when parents are aware of the grade level and classroom expectations.
2	AVID Meeting	Increased student organization and added rigor to grade level curriculum.
3	Title I Open House	Teachers will share what is expected of students at the grade level and share expectations for classroom performance.
4	Student Planners/Agendas	Students will take responsibility for their homework and projects by writing assignments in their planners.
5	Title I Parent Handbook/calendar and School-Parent Compact	Students will be aware of events that can help them with academic performance.
6	SAC Plan and Accountability Report	The plan will help school focus on targeted students so they can make academic gains in identified areas.
7	Parent Teacher Conferences regarding progress / assessments	Students will know where they are academically when attending and participating in conferences.

Staff Development

Describe the **professional development activities** the school will provide to educate the teachers, specialized instructional personnel, principals, other school leaders and other staff with the assistance of parents/families, **in the value and utility of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners.** Include implementation and coordinating of parent/family programs and in details of building ties between parents/families and the school. [ESEA Section 1116]

	Professional Development Activity	Building Ties Between Parents/Families and the School
1	PLC	Teachers will evaluate student data, develop common assessments, and target interventions. This will provide individual student performance information to share with parents.
2	Data Chats	Teachers will review data and evaluate instruction/interventions. This will also provide global student performance information to share with parents
3	AVID	Teachers will integrate the WICOR strategies into their lessons and focus on note taking in the classroom. These strategies will be shared with parents during Open House.
4	Balanced Literacy	Teachers will learn strategies associated with the Balanced Literacy framework. This will provide teacher the vocabulary necessary to communicate how reading is taught during parent conferences.
5	Math Literacy	Teachers will facilitate the MFAS in their classrooms. This will allow us to share with parents specific areas of support needed by for child during parent conferences.
6	Digital Instruction	Teachers will evaluate their use of technology using the state Technology Integration Matrix and implement a digital citizenship curriculum. This information will be shared with parents through teacher newsletters.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

Response: South Woods Elementary maintains Parent Resources that are available to parents at different events at our school. They are able to access materials and supplies to best serve their child.

Communication

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

- Timely information about the Title I programs;
- 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 obtain;
- 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; and
- If the school-wide program plan is not satisfactory to the parents of participating children, how the parents will submit the parent/family comments [ESEA 1116].

Response: Timely information about the Title I programs is distributed to parents at the Title I Annual Meeting at the beginning of the school year. Information is available on the school's website, in the Parent/Student Handbook, and in newsletters sent home throughout the year. Quarterly progress reports are sent home to inform parents of their child's academic progress. Conferences with all parents are held by the first report card to discuss progress or lack thereof. Conferences are also held by the 3rd nine weeks to keep parents informed. Exit tickets are used to monitor student learning. An important part of the School Advisory Council is to survey parents regarding the effectiveness of services provided to both parents and students. These surveys are completed bi-annually and the results are used for the improvement of all school programs. These results are also forwarded to the local education agency.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement 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/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

Response: In the Fall, A Parent's Needs Assessment Survey is provided to all parents. Surveys are reviewed to determine parent training needs and activities. The survey requests information that identifies any language, disability, or other health impairments that we may need to address so a parent can participate in all school activities. The Trans Act program is used for conversion, as needed, to convert any notices and any parent communication going home.

Progress monitoring reports will be shared with parents for all formative assessments, including but not limited to the Florida Standards Assessment. Where needed, services

of an interpreter as feasible and sign language support to translate information are also available upon request. Tutoring assistance is also provided.

Discretionary Activities (optional)

Discretionary School Level Parental Involvement Policy Components: include any activities that are not required, but will be paid for through Title I, Part A funding (for example home visits, transportation for meeting, activities related to parent/family engagement, etc.).

	Activity
1	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
2	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
3	Adopting and implementing model approaches to improving parental involvement

Evaluation of the Previous Year's Parent and Family Engagement Plan

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include 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].

	Barrier	Steps the School will Take to Overcome
1	Transportation (Economically Disadvantaged)	School event times are staggered and are kept to a minimum throughout the year.
2	Meeting Attendance	Flexible meeting schedules, send out notices, reminders and post meetings on the school marquee, website and in the newsletter.
3	Lack of response to parent surveys	Provide two a year, provide opportunity to complete at events, and offer incentive to complete.
4	Lack of interest in school/poor school experiences	Provide topics that will appeal to parents. Provide childcare and incentives for parents to attend.
5	Child Care (Economically Disadvantaged)	Childcare provided at school events.
6	Work Schedules	Provide more than one meeting to accommodate parents with varying work schedules.

Building Capacity Summary for the Previous Year

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting.

	Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Meet the Teacher, Back to School Event	1	515	Students will be more successful when parents are aware of the grade level and classroom expectations.
2	Title 1 Open House	1	198	Teachers will share the expectations of the grade level and student performance.
3	AVID Meeting	1	198	Increased student organization and rigor to the curriculum.
4	Student Planners/Agendas	1	680	Students will take responsibility for their homework and projects by writing assignments in their planners.

5	Title 1 Parent Handbook/Calendar and School/Parent Compact	1	680	Students will be aware of events that can help them with academic performance.
6	SAC Plan and Accountability Report	1	10	The plan will help school focus on targeted students so they can improve academically in identified areas.
7	Pre-K <i>Monday Funday</i> Parent Involvement Events	28	224	Emphasis on early literacy, school readiness, family engagement, and research based parent curriculum provided
8	Head Start Parent Orientations	3	30	Review school and Head Start policies with parents with emphasis on parent's role as being their child's first teacher.

Attach Evidence of Input from Parents

* Parent survey conducted for accreditation

Attach Parent-School Compact

* South Woods Parent-School Compact

Attach Evidence of Parent Involvement in Development of Parent-School Compact

* SAC agenda from Oct., 2017

* SAC agenda from May, 2018

* SAC meeting minutes from Oct., 2017

* SAC meeting minutes from May, 2018