I, Birgit Ager , 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.

## Assurances

* 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 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(b)(1) and (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)];
* 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)];
* 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)(E)];
* 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 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 [Section (h)(6)(A)].

Birgit Ager 9-25-18

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| --- | --- |
| **Signature of Principal or Designee**  | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement:

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| **Response: SeaWind Elementary works in collaborations with parents and families to foster the academic, social, and emotional development of our students.**  |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response: SeaWind Elementary hosts a variety of family events throughout the year. Parents are involved in the decision making process through their involvement in PTSA, SAC, parent conferences, and the annual Title One Parent Meetings.**  |

**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 [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Whole Child Connection | Alicia Stover |
| 2 | Children’s Services Council | Alicia Stover |
| 3 | Food Backpack program | Alicia Stover |
| 4 | Tykes & Teens Counseling Services | Kim Gerard |
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**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 (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational 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)].

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| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title One Parent Meeting K-2 | B. Ager | Sep 4th 5:00-5:30pm | Sign-in sheets/ Parent Compacts/ Surveys |
| 2 | Title One Parent Meeting 3-5 | J. Michels | Sep 6th 5:00-5:30pm | Sign-in sheets/ Parent Compacts/ Surveys |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

**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 parental involvement [Section 1118(c)(2)].

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| **Response: SeaWind Elementary hosts a variety of parent meetings which are flexibly scheduled at different times of day throughout the year including PTSA, SAC, Family Events, and parent conferences.** |

**Building Capacity**

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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | PTSA | Erin Mosby | Increased levels of family engagement lead to increased student achievement | 2018-19 | Increased parental involvement |
| 2 | Parent Liaison and Community Support Agencies | Alicia Stover | Increased family support and connections with community agencies | 2018-19 | Meeting basic needs of our families (food/clothing/shelter/medicine) |
| 3 | SAC | Lisa Careccia | Increased parent engagement and voice in school decisions | 2018-19 | Annual Satisfaction and Engagement Surveys |
| 4 | Tykes and Teens | Kim Gerard | Increased emotional support leads to improved mental health | 2018-19 | Discipline data  |
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**Staff Training**

Describe the professional development activities 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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent Resource Center | Alicia Stover | Increased access to educational resources | 2018-19 | Increased student achievement |
| 2 | Trauma Informed Care | Jen Michels &Dorothy Oppenheiser | Explicit social skills instruction and mental well-being focus | 2018-19 | Increased student achievement |
| 3 | Restorative Practices | Jen Michels | Increased student agency and accountability  | 2018-19 | Discipline data |
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**Other Activities**

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)].

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| **Response: Actively refer families to the Parent Resource Center. Literacy coaches engage with families to support reading strategies that can be used at home.**  |

**Communication**

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 include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response: Title One parent meetings, school website, bi-monthly school newsletter, school app, SAC meetings, parent conferences, and open door policy** |

**Accessibility**

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)].

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| **Response: Parent liaison translates school correspondence. Translators available at family events and during conferences. Weekly automated phone call translated and delivered in Spanish to Spanish speaking families.**  |

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Family Literacy Night | Literacy strategies and resources that can be used at home | S. Ressler & K. Landis | Increased reading stamina and enthusiasm | October 2018 |
| 2 | Celebrate Literacy Week | Book BINGO family event – win lots of free books to build home libraries | N. Bentz | Increased reading stamina and enthusiasm | January 2019 |
| 3 | Science Night | Collaboration with South Florida Science Museum | R. Burns-Wein | Increased exposure to hands-on / real-world science activities | March 2019 |
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**Attached Evidence of Input from Parents**

Attach evidence of parent input in the development of the plan.

Attached document Title: SAC Minutes September 2018

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**Attached Parent-School Compact**

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

Attach an electronic version of the Parent-School Compact.

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| Attached document Title: SWE Title One Compact |

**Attatch Evidence of Parent Involvement in Development of Parent-School Compact**

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

Attatch evidence of parent input in the development of the compact.

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| Attached document Title: SAC Minutes |

## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the previous 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title One Annual Meeting | 2 | 100 | Increased student achievement |
| 2 | Open House/Curriculum Night | 2 | 100 | Increased student achievement |
| 3 | STEM Night | 1 | 200 | Increased student achievement |
| 4 | Literacy Night | 1 | 200 | Increased student achievement |
| 5 | Math Night (Publix) | 1 | 50 | Increased student achievement |
| 6 | Math Night (Home Depot) | 1 | 50 | Increased student achievement |
| 7 | Meet the Teacher Event | 1 | 600 | Increased student achievement |
| 8 |  |  |  |  |

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous 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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Trauma Informed Care w/Tykes and Teens | 6 | 60 | Increased self-regulation strategies, de-escalation strategies, and focus on mental wellness. Increased school- home connections. |
| 2 | Parent Resource Center | 1 | 60 | Increased use and awareness of Parent Resource Center materials |
| 3 | Preparing for Conference Night PD | 1 | 60 | Effective communication with families based on student performance data  |

**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 to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Transportation | Secure a van and provide transportation to families to school conferences and parent learning events. |
| 2 | Early Language Development Deficits | Expand Port Salerno Talks: Early Language Development Program |
| 3 | Lack of awareness of opportunities for students beyond school | Increase amount of information sent home about parent events |

**Best Practices**

Describe the parental involvement activity/strategy the school implemented during the previous schoool year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice.

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| **count** | **Content/Purpose** | **Description of the Activity** |
|  | New Teacher Support Group | New teachers met monthly for specific support in parent communication, connecting with community resources, and proactive strategies to increase parental support |
|  | **Meet the Teacher Event strategically housed inside the cafeteria in collaboration with community agencies****(B&G club, Tykes & Teens, Boy Scouts, Children’s Services Council, Whole Child Connection, Parent Resource Center)** | **Families rotate to each booth before getting class assignments and meeting teachers in the classrooms. Laptops set up for immediate access to applications.** |
|  |  |  |