

SOUTH WOODS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

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.

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)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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 and at our Principal's State of our Schools address held in October/November of each year. 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 [Section 1118(e)(4)].

| count | 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 | Literacy/Math Night | Once per semester to help teach parents how to help their child with reading and math at home. |
| 4 | Pre-K & VPK Meetings | Monthly early childhood education meetings with parents that include an instructional component to help parents teach readiness skills to their child. |
| 5 | Head Start Parent Meetings | Held monthly with an educational component to assist parents on different early childhood topics that will help their child to grow academically and socially. |
| 6 | FSA Parent Night | SWES Parents are given a presentation regarding FSA as it relates to mandatory retention in 3rd grade. Teachers will model strategies parents can use to assist their child and make games they can help reinforce skills with at home. |
| 7 | Family Nights | Designated evening meetings (twice per semester) where families come to enjoy a family activity 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. |
| 8 | 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. |
| 9 | Reading Connection Newsletter | Parents receive a newsletter giving parents tips and activities to help their child with reading. |
| 10 | Title III Meetings | Parents are encouraged to attend district parent meetings which focus on how parents can help their children acquire the English Language. |
| 11 | 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. |
| 12 | Kindergarten Sight Word Family Afternoon | Kindergarten Teachers host an afternoon meeting informing parents of the increased expectation of sight word fluency. They offer strategies to help the parents practice sight words with their child in fun and engaging ways. |

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)].

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|---------------------------------------|---------------------------------------|--------------------------|--|
| 1 | Schedule Title I Annual Meeting | Principal, Teachers and Title I Staff | September, 2015 | Date set and placed on school calendar |
| 2 | Advertise Title I Annual Meeting | Principal, Teachers and Title I Staff | August - September, 2015 | Announced in Newsletters, Marquee, Planners, flyers sent home with students |
| 3 | Remind Parents of Title I Annual Mtg | Principal | September, 2015 | Alert Now data graph |
| 4 | Conduct Title I Annual Meeting | Principal, Asst. Principal, CRC | September, 2015 | Sign-in Sheets, signed Compacts |
| 5 | Conduct Classroom Information Session | Teachers | September, 2015 | Teacher Powerpoints, handouts, sign in sheets |
| 6 | Provide School Brochure | Principal, Asst. Principal, CRC, ILC | September, 2015 | 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 parental involvement [Section 1118(c)(2)].

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 child care 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 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)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on | Timeline | Evidence of Effectiveness |
|-------|------------------------------|--------------------|-----------------------|----------|---------------------------|
|-------|------------------------------|--------------------|-----------------------|----------|---------------------------|

| | | | Student Achievement | | |
|---|--|------------------------------------|--|------------------------------|--|
| 1 | Meet the Teacher, Back to School Event | Principal, Teachers | Students will be more successful when parents are aware of the grade level and classroom expectations. | August, 2015 | Parent Sign-in Sheets |
| 2 | AVID Meeting | Principal, Teachers | Increased student organization and added rigor to grade level curriculum. | September, 2015 | Parent Sign-in Sheets, Parent Comments |
| 3 | Title I Open House | Principal, Teachers, Title I Staff | Teachers will share what is expected of students at the grade level and share expectations for classroom performance. | September, 2015 | Sign-in sheets, means of surveys |
| 4 | Student Planners/Agendas | Classroom Teachers | Students will take responsibility for their homework and projects by writing assignments in their planners. | On-going throughout the year | Use of planners/agendas for communication and information/ AVID Rubrics |
| 5 | Title I Parent Handbook/calendar and School-Parent Compact | Principal, SAC, PTO Teams | Students will be aware of events that can help them with academic performance. | Monthly throughout the year | Increased participation at scheduled meetings |
| 6 | SAC Plan and Accountability Report | Principal, SAC Team | The plan will help school focus on targeted students so they can make academic gains in identified areas. | October, 2015 | Surveys, Agendas and Minutes |
| 7 | Resource Table at scheduled events | Guidance Counselor | Parents will be better able to assist their child with their academics with tips and resources made available in the different core areas. | August, September, February | Number of brochures left on the table, improve the abilities of parents to participate in activities |

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| 8 | Parent Teacher Conferences regarding progress / assessments | Classroom Teachers | Students will know where they are academically when attending and participating in conferences. | September/October, 2015 and March/April, 2014 | Parent/Teacher Conference Logs |
| 9 | FCAT (FSA) Night | 3rd gr. classroom teachers | Better achievement in reading, math, and science. | October/November, 2015 | Sign in sheets, increased parent participation |
| 10 | Parent Make and Take Workshops in the areas of reading and math. Parents want to help students at home. The importance of standards is expressed. | Teachers, Guest Speaker, Principal | Students make gains when parents participate in school activities. | 2 times per year | Sign in sheets, strategies shared to go home |

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)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|------------------------------|-------------------------|--|--------------------|--|
| 1 | PLC | Administration/Teachers | Teachers will evaluate student data, develop common assessments, and target interventions. This will provide individual student performance information to share with parents. | Twice a Month | Common assessments and intervention schedule |
| 2 | Data Chats | Administration/Teachers | Teachers will review data and evaluate instruction/interventions. This will also provide global student performance information to share with parents | Three Times a Year | Agenda and Notes |
| 3 | AVID | Administration/Teachers | 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. | Twice a Year | Agenda and WICOR strategies recorded in lesson plans |

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| 4 | Being A Writer | Administration/Teachers/Corporate Trainer | Teachers will implement the Being A Writer program. Student work will demonstrate how student move through the writing process. | Twice a Year | Lesson plans and observations |
| 5 | Balanced Literacy | Administration/Teachers | 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. | Twice a Year | Lesson plans and observations |
| 6 | Math Literacy | Administration/Teachers/District Program Specialist | Teachers will the 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. | Twice a Year | Lesson plans and observations. |
| 7 | Digital Instruction | Administration/Teachers/District Program Specialist | 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. | Twice a Year | Lesson plans and Technology Integration Matrix |

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)].

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.

In addition, we send home monthly a copy of the Recipes for Success, Math and Science Connections, and Reading Connections Newsletters.

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)].

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. The curriculum nights coincide with our monthly PTO Meeting nights to promote attendance. 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 there of. Conferences are also held by the 3rd nine weeks to keep parents informed. Exit tickets are used to monitor student learning. At the end of each quarter, a blended district assessment (Social Studies, Science, & ELA) is administered. In addition, math formative assessments are given weekly to inform teachers and parents how their student is progressing mastering the Florida State Standards. The results of these assessments, will help drive instruction in the classroom. 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 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)].

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

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:

| count | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|-------|--|--|--|---|---|
| 1 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | Parent involvement sought through the SAC and PTO. | Principal, SAC and PTO Teams | Parents involved in decision making and thereby more supportive and informed regarding programs adopted | On-going throughout the year |
| 2 | 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)]; and | Survey parents each year to determine areas they would like training so that they can better support their child's education | SAC Team, Title I Staff | Increased home-school connection/communications | Yearly |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Volunteer Orientation | School Volunteer Coordinator/Principal | Enhanced learning opportunities for students and additional instructional support for the teachers | Beginning of school year and on-going as needed |
| 4 | 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 | Utilize before school, after school, evenings and home visits for conferences | Teachers, Title I Staff, Principal | More informed and supportive parents | On-going throughout the year |

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| | unable to attend those conferences at school [Section 1118(e)(10)]; | | | | |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Review feedback from surveys regarding programs held to improve parental involvement | Principal, SAC Team, PTO, Title I Staff | Improved program selection | On-going throughout the year |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Recruit, train and involve community organizations for support of improving parental involvement in the school | Principal, PTO, Teachers, Title I Staff | Strong home, school and community connection | On-going throughout the year |

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Upload 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)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Upload 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)].

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

[Uploaded Document](#)

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.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---|----------------------|------------------------|--|
| 1 | Meet the Teacher, Back to School Event | 1 | 530 | Students will be more successful when parents are aware of the grade level and classroom expectations. |
| 2 | Title 1 Open House | 1 | 425 | Teachers will share the expectations of the grade level and student performance. |
| 3 | AVID Meeting | 1 | 28 | Increased student organization and rigor to the curriculum. |
| 4 | Student Planners/Agendas | 1 | 560 | 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 | 560 | Students will be aware of events that can help them with academic performance. |
| 6 | SAC Plan and Accountability Report | 1 | 13 | The plan will help school focus on targeted students so they can improve academically in identified areas. |
| 7 | Resource Table at Scheduled Events | 1 | 1 | Parents will better able to assist their child with homework from resources made available in different subject areas. |
| 8 | Parent Teacher Conferences regarding progress and assessments | 2 | 800 | Students will know where they are academically when attending and participating in conferences. |
| 9 | FSA Night | 1 | 33 | Better achievement in reading, math and science. |

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)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|------------------------------|----------------------|------------------------|---|
| 1 | Staff Meetings | 10 | 45 | Give an overview of Title 1 programs available at the school stressing the importance of communication with parents and making them part of the team. |

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|---|--|----|----|---|
| 2 | Parent Volunteer Orientation | 1 | 38 | Training to help teachers learn how to work with parents in the classroom. |
| 3 | 3rd Grade FSA Parent Night | 1 | 5 | Teachers will plan and discuss ways to help parents help their child prepare for the FSA. |
| 4 | AVID training | 10 | 45 | Teachers will to share success strategies with parents so they can best help continue to reinforce strategies at home. |
| 5 | Florida Standards Curriculum Development | 10 | 45 | Teachers discuss how to help parents understand the Florida Standards so they can best help their child at home. |
| 6 | Curriculum and Data Meetings | 10 | 45 | Helping teachers with way to help parents so they can assist their child when looking at data to show individual student performance. |

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)].

| count | Barrier (Including the Specific Subgroup) | 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) | Child care provided at school events. |
| 6 | Work Schedules | Provide more than one meeting to accommodate parents with varying work schedules. |

Best Practices (Optional)

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

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
|-------|-----------------|-----------------------------|