

## Lake City Middle School Title I, Part A

### Parent and Family Engagement Plan

2020-21

I, Robert S. Cooper, 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.

  
Signature of Principal or Designee

10/1/20  
Date Signed

### Mission Statement

#### Parental Involvement Mission Statement

##### Response:

The Parent Involvement Plan at Lake City Middle School is committed to creating and maintaining a friendly climate where families actively participate in meaningful academic activities in order to promote the educational process of their child. Our goal is to share in the responsibilities of the educational process by educating, equipping, and partnering with our students and their support systems by offering a wide variety of relevant and effective programs and resources that will make a positive impact on the individual and the community. Together, the parents/families, teachers, and staff in our school are committed to providing a safe and educational environment while preparing all students to become responsible life-long learners.

### 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 Title I will be used (ESEA Section 1116).

##### Response:

Parent information and opportunities to become involved is given to all parents continually throughout the year. The following outreach programs are offered to parents: Virtual Meet the Teacher Day, Virtual Open House/ Fly By, Virtual Title 1 Annual Meetings (2), Volunteer Orientations, Parent Workshops, Parent/Teacher Conferences, PTO meetings, and SAC meetings. Information on the times, dates and activities will be available in newsletters, on the school marquee, on the school Facebook page, and through the school messenger call out system.

Open Enrollment for the School Advisory Committee (SAC) will begin in September. It will also be highlighted on our Facebook page. Members will be voted on at the first SAC meeting. Parents are encouraged to join and participate in the decision making process for LCMS. SAC representatives, composed of teachers, other school personnel, parents/students, and business partners are the decision making entities for the school. Parents are given surveys seeking input on activities, training, school quality and school resources that are needed for school improvement. The SAC will review and give input on strategies, goals and activities for the School Improvement Plan, as well as, the Parent and Family Engagement Plan. Use of Title 1 funds and PFEP funds will be reviewed and discussed by the SAC members. All parental input and suggestions on allocation of funds are discussed and taken into consideration by the school. The documentation will be agendas and minutes from SAC meetings, as well as surveys and sign in sheets.

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### **Coordination and Integration with Other Federal Programs**

Describe how the school will coordinate and integrate parent and family engagement 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.

**Response:**

The Parent Resource Room is open each morning from 8:10-8:40 am or in the afternoons from 3:00 - 3:30 pm After school hours can be scheduled for parents unable to access the resource room during the school day. Resources are available for parent and teacher check-out to assist with academic improvement at home.

<b>Program</b>	<b>Coordination</b>
IDEA	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home based on a comprehensive needs assessment..
Title I, Part C - Migrant Students	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home.
Title II	Funding supports are integrated and coordinated to provide professional development in accordance with the district plan based on a comprehensive needs assessment..
Title III - ELL Students	Funding supports are integrated and coordinated with parent involvement and activities that teach parents how to help their child at home.
Title IV	Funding provides students with a well-rounded education in the area of STEAM (Science, Technology, Engineering, Arts, and Math). The STEAM program incorporates safe and healthy students, safe schools, and parent and family engagement components.
Title V	Coordinates with Title I objectives and ensure consistency across the district with web-based software that can be used at home with parents to help their child improve academically.
Title IX - Homeless Education	The district receives funds to provide resources (social work and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, 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)].

### Response:

Flyers are sent home advertising the virtual presentation of the Title I Annual Meeting.

A PowerPoint is presented by the Curriculum Resource Teacher to explain all aspects of being a Title I school. Handouts are available for parents. Information included in the PPT includes, but is not limited to:

- Timely information about Title I, Part A programs (including how a schoolwide program works),
- A description and explanation of the curriculum in use at the school,
- the forms of academic assessment used to measure student progress,
- the achievement levels of the challenging State academic standards, and
- opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, if requested. (section 1116(c)(4)(A)-(C))

The Annual Parent Meeting will be recorded and placed on the school's website and social media account. Parents will be notified in writing about how to access the recording of the virtual Annual Parent Meeting. The recording will remain on the school's website for the duration of the 2020-2021 school year.

The Title I Brochure, developed in a parent friendly format explaining all aspects of the Parent and Family Engagement Plan and Title I School-wide program, is distributed to parents annually.

School Newsletters are distributed at the beginning of each month with Title I information and updates.

Activity/Tasks	Frequency	Person Responsible	Timeline	Evidence of Effectiveness
Annual Title I Meeting (Title I program, Type of Program, School Grade, Florida Schools Report Card, Rights of Parents)	Annually	Curriculum Resource Teacher and Principal	August and September 2020	Curriculum Resource Teacher will maintain copies of flyers, agendas, school messenger call-out, sign-in sheets, and handouts. At least 20% of parents will attend one of the Title I Annual Meetings.
School Newsletter (Title I Updates)	Monthly	Curriculum Resource Teacher and Principal	Monthly September through May	Curriculum Resource Teacher will maintain copies of each month's School Newsletter with Title I Updates
Title I Brochure	On-going	Curriculum Resource Teacher and Clerk-Typist	On-going	Increased awareness of the Title I Program based on the program surveys. The Curriculum Resource Teacher will distribute it to all current students. Clerk-Typist will distribute to all new enrollees as part of the New Student Packet.
Parent Notification Letters / Flyers	Annually	Curriculum Resource Teacher, Principal, and	August - September 2020	Curriculum Resource Teacher will maintain copies of flyers sent home advertising each scheduled Annual Title I Meeting

		Classroom Teachers		
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## **Parent Notifications**

***Describe how the school will provide each family with timely notification of their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.***

### **Response:**

The "Parents Right to Know" notification letters are sent home through the student backpacks at the beginning of the school year. Additionally, for students that enroll at the school throughout the year, the Parents Right to Know notification is included in the school's registration packet.

***Describe how the school will 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 who is out of field or does not meet the state licensure requirements.***

### **Response:**

An "Out of Field" notification letter is sent home with each student that is being taught for four or more weeks by a teacher that is out-of-field or does not meet the state requirements for licensure. Additionally, for students that enroll at the school throughout the year, a notification is included in the registration packet if the child is being assigned to a teacher that is out-of-field or does not meet the state requirement for licensure.

***How will the school provide each family with an individualized annual report about the performance of their child(ren) on the State and Local assessment (ESEA Section 1116 - Florida State Statute 1008.22)***

### **Response:**

Local testing for progress monitoring includes i-Ready and Performance Matters.

i-Ready Diagnostic assessment is conducted three times per year (beginning, middle, and end) in reading and math for seventh and eighth grade. Results from these assessments are reviewed with parents at conferences and reports are sent home.

Monthly Performance Matters common assessments for seventh and eighth grade are given in all core classes. Results are sent home in a timely manner and discussed during parent conferences.

State testing includes FSA Reading and Math for grades seven through eight, Science for grade eight only, and Civics for grade seven. Individualized results provided by the state are distributed to parents in a timely manner upon receipt of the reports from the Florida Department of Education. Parents are notified through the automated callout system when results are available.

Each parent is provided with access to their child's academic records through an online parent portal - FOCUS. Parents are encouraged to access their child's state testing results as well as their child's academic progress in each subject area in real-time.

***How will the school make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website for each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State, and where such information is available and feasible to report, assessments required district-wide by the LEA (section 112(e)(2)(B))***

### **Response:**

A testing transparency question and answer document is placed on the district website and on each school's website. The question and answer document includes information on each assessment required by the State and required district-wide. The testing requirements for each grade level, type of test and test dates are included. Additionally, The document address frequently asked questions and answers and

where to find state and federal law that requires each assessment. In addition, the document provides information on how to contact the district testing and accountability coordinator. The document can be found on each website under Parents Right to Know - Assessments.

**How will the school inform parents of English learners identified for participation or participating in a language instruction educational program as determined under Title III of the information listed in section 1112(e)(3)(A)(i)-(viii) not later than 30 days after the beginning of the school year. (section 1112(e)(3)(A))**

**Response:**

The school informs parents of identified English learners for participation and those already participating in a language instruction educational program no later than 30 days after the beginning of the school year by sending home a standardized letter. The letter either specifies that the student qualifies for ESOL services for either initial placement, or continuing placement, outlining data from standardized assessments and any other relevant sources. For continuing placement, the school's ELL Coordinator also updates student ELL plans annually, which includes convening the school's ELL Committee. Parents/guardians are invited to attend these committee meetings and give input into their student's ELL plan and to make relevant recommendations. An ELL Committee is not required for initial placement if ELL screening scores alone are enough to justify placement, however, parents are still notified through the standardized form. Through this form, parents are also informed of their right to decline Title III services, if they so choose.

**How will the school inform parents of children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during the school year of the information listed in section 1112(e)(3)(A)(i)-(viii) during the first 2 weeks of the child being placed in a language instruction education program. (section 1112(e)(3)(B)).**

**Response:**

The school informs parents of newly identified English learners through a standardized letter. The letter either specifies that the student qualifies for ESOL services for initial placement, outlining data from standardized assessments and any other relevant sources. An ELL Committee is not required for initial placement if ELL screening scores alone are enough to justify placement, however, parents are still notified through the standardized form. Through this form, parents are also informed of their right to decline Title III services, if they so choose. If a student is being considered for placement in ESOL services based on criteria other than ELL screening assessments, an ELL Committee is convened and parents are formally invited to be a part of the committee and provide input into the recommendation for or against ELL services for their student.

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### **Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and will the school provide, with Title I funds, transportation, child care, or home visits, as such services related to parent and family engagement [ESEA Section 1116 ].

**Response:**

Lake City Middle School will continue to offer parent workshops, parent conferences, and meetings at different times of the day. The survey given in the Spring did not show a preferable day or time for meetings. (random for each) Some parents need to come in the morning and some in the evening so we will offer both. The same thing was noticeable for days of the week. So we will vary which day of the week that we offer activities and workshops. Childcare will be provided if needed. Workshops for parents will be offered at apartment complexes where a large population of our students reside so that more parents can attend.

## **Building Capacity**

***How will the school implement activities that will build the capacity for meaningful parent/family involvement?***

### **Response:**

Lake City Middle School has a parent resource room where parents can come daily from 8:10 - 8:40 am or in the afternoons from 3:00 - 3:30 pm. Parents can also schedule an appointment to come and use the resource room. This resource room allows parents to check out and receive materials, educational games, videos and workbooks to assist families as they work with their child at home in order to achieve academic success. There are also many self help books in the resource room. A computer is also provided for parents to access online materials, resources, and retrieve their child's grades from FOCUS. There are many resources available in Spanish in the parent resource room.

This year homework boxes will be provided to parents/families when they attend workshops, so that they have the materials needed at home to help their child. The homework boxes will contain a variety of supplies needed for students and parents to work together on school assignments. Workshops will focus on academic content, how to use the internet, homework tips, and tips for making your middle schooler successful.

***How will the school implement activities that will build relationships with the community to improve student achievement?***

### **Response:**

Many businesses have donated, at our request, items to our school. Some items were educational, such as earbuds for testing and some were prizes for event nights. All of these managers or owners were invited to our school for a volunteer breakfast in appreciation for efforts at our school.

LCMS has included a community person on our SAC committee and will continue to do so. The Department of Corrections has requested to help in some capacity at our school for the upcoming year as they have in the past.

During Literacy Week guest readers are often members of the community. They read in classrooms and provide support.

***How will the school provide materials and training to assist parents/families to work with their child to improve their child's academic achievement?***

### **Response:**

Lake City Middle School has a parent resource room where parents can come daily from 8:10 - 8:40 am or in the afternoons from 3:00 - 3:30 pm. Parents can also schedule an appointment to come and use the resource room. This resource room allows parents to check out and receive materials, educational games, videos and workbooks to assist families as they work with their child at home in order to achieve academic success. There are also many self help books in the resource room. A computer is also provided for parents to access online materials, resources, and retrieve their child's grades from FOCUS. There are many resources available in Spanish in the parent resource room.

This year homework boxes will be provided to parents/families when they attend workshops, so that they have the materials needed at home to help their child. The homework boxes will contain a variety of supplies needed for students and parents to work together on school assignments. Workshops will focus on academic content, how to use the internet, homework tips, and tips for making your middle schooler successful.

**How will the school provide other reasonable support for parent and family engagement activities? (ESEA Section 1116).**

**Response:**

Opportunities will be given for parents to attend learning activities on how to work with their child to promote academic achievement. These learning workshops will be facilitated by the Curriculum Resource Teacher. Some workshops will take place at LCMS and some will take place within the community.

**List of Activities**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Parent/Teacher Conferences- discuss student performance on local/state assessments and compacts	Teachers	Parents will gain knowledge of student data and progress.	Aug 2020-May 2021	Compacts.
Annual Title 1 Meeting-explanation of Title 1 and how it benefits all students	CRT	Identify components of Title 1 and how parents can support their child's academic progress	Oct. 2020	Sign in sheets
Volunteer Orientation- provide specific expectations for working with students while volunteering	CRT	Assisting teachers to maximize student academic growth	Oct 2020-May 2021	Sign in sheets
Virtual Open House- Parents receive information on grade level expectations and requirements and ways to help their child at home	Teachers	Parent awareness of how to help and expectations will enhance student achievement	Aug. 2020	Sign in sheets
FSA Parent Night- to get packets for FSA review	Teachers, CRT	Parents will get specific information about test standards and expectations so they can help their child prepare for the test.	Jan 2021	Copies of fliers, sign in sheets
Online Grades for Parents- training on how to access grades.	Office Staff/Guidance Staff	The more involved and aware parents are concerning their child's grades, the better their child will perform.	Aug 2020 - Sept 2020	Increased student grades
Newsletters- inform parents of testing tips, instructional strategies, homework help and increase	CRT	Helping parents help their child increases student achievement. Building relationships between home and school	Monthly	Increased family engagement at events. Sign up and show up for events due to newsletter.

parents awareness of school happenings.		increases student achievement.		
Automated Call out and Remind 101- notifying parents of important events and school happenings.	Assistant Principal and CRT	Communicating with families by providing reminders about important school happenings	Aug 2020- May 2021	Log of call outs.
Parent Workshops- informative workshops on various topics to help parents relate and work with their middle schooler	CRT	Building stronger relationships with their child will enhance student motivation and ability to help them achieve.	4 times a year (may be virtual due to COVID)	Sign in sheets
All Pro Dads/ All Star Moms	CRT	Learning about leadership qualities produces better disciplined students which helps them achieve more in the classroom.	Nov. 2020 - Mar. 2021	Sign in sheets

### Staff Development

***Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents / families in the value and utility of contributions of parents and families?***

**Response:** Educating our staff is an ongoing process at LCMS. We meet regularly in Professional Learning Communities with the Instructional Coach and the Curriculum Resource Teacher in order to train staff. We will meet every other Wednesday in PLCs and receive training on Compacts and the Parents' Roles. New personnel will receive training also on conferencing with parents.

### List of Activities

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Compacts-Responsibilities and expectations (all teachers)	CRT	Building positive relationships with parents will enhance student achievement	Aug 2020 - May 2021	Compacts
Engaging Parents During the COVID-19 Pandemic	CRT and Instructional Coach	With the increase in parent engagement a partnership will be formed resulting in increased student engagement	October 2020 - Dec. 2020	PD survey, samples of teacher communication with parents

***Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in how to reach out to, communicate with, and work with parents / families as equal partners?***

**Response:** The PLC will focus on communication skills that make the parent feel comfortable and included in the educational process. Ideas/suggestions for things to do to enhance positive relationships will be discussed.



**List of Activities**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Professional Learning Communities	Instructional Coach	Teachers will gain knowledge of the best practices for instruction	Aug 2020-May 2021	Agendas, sign in sheets, and handouts
Professional Learning Communities	CRT	Provide examples of best practices for parent involvement. Working together with parents enhances student achievement.	Aug. 2020-May. 2020	Agendas, Sign In Sheets, and handouts

***Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in implementing and coordinating parent / family programs, and in building ties between parents / families and the school?***

**Response:** Within the PLCs, we will be discussing best practices with the staff on ways to increase parent involvement. We want to focus on building relationships early in the year by making phone contacts, sending positive postcards and writing notes in planners.

**List of Activities**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Professional Learning Communities	Instructional Coach	Teachers will gain knowledge of the best practices for instruction	Aug 2020-May 2020	Agendas, sign in sheets, and handouts
Professional Learning Communities	CRT	Provide examples of best practices for parent involvement. Working together with parents enhances student achievement.	Aug. 2020-May 2020	Agendas, Sign In Sheets, and handouts

**Other Activities**

***Describe how other activities, such as parent resource centers (rooms), 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:** LCMS uses various resources to assist parents with their child. Our parent room is open daily with access to technology and materials for parents to check out and use at home. We have Facebook and monthly newsletters with parent/child activity calendars and parent tips to work with their child on academic skills at home.

**List all activities that will be implemented:**

A Parent Resource room is available for our families from 8:10- 8: 8:40 am and from 3:00 to 3:30 pm daily and upon appointment. This room has books , videos, educational games and workbooks for parents to checkout and use at home to help their child. It has many resources available in Spanish and a large self help section.

The Parent Resource room has a computer for parents to use to access online resources or to log in to check their child's grades on Focus.

The school has a Facebook page and school website where parents can find up to date information about school events, Title 1 information and specific academic information.

The school newsletter is sent home monthly with updates on Title 1, school information, and information on how parents can help their child.

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## **Communication**

***Describe how the school will provide timely information about the Title I programs?***

**Response:**

Lake City Middle School provides information about Title 1 in a variety of ways. LCMS holds an Annual Title 1 meeting (virtually) explaining how the Title 1 program works and benefits all of our students. This meeting is conducted again later in the year. Soon after, a Title 1 brochure is sent home with every student. A brochure is also given to new students who enroll thereafter. This information is also in the Federal Projects notebook for all parents to see located in the front office and on our LCMS website. The newsletter that is sent home each month provides a Title 1 update for parents. SAC meetings occur four times a year and members are given a Title 1 report and asked for input.

***Explain how the school will describe and explain the curriculum of the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?***

**Response:**

LCMS describes the curriculum and forms of assessment used to measure student progress and student achievement levels all throughout the school year. At the virtual Open House/ parent fly-by, each teacher shares his/her part of the curriculum for the school year. Handouts are given with specific standards and assessments for each subject area. Also at the virtual Open House, the Annual Title 1 meeting (via video) shares with families the subjects and tests that are given at LCMS. Teachers have parent conferences throughout the school year and continue to go over and review assessment results, goals and curriculum.

***Explain 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 children?***

**Response:**

Lake City Middle School provides as many opportunities as necessary for parents to formulate suggestions and to participate in the decision making process relating to the education of their child. All SAC meetings are posted in several places and all families are invited and encouraged to give their input. LCMS sends home a monthly newsletter where parents can call or email the CRT with input on a variety of topics/issues. The PTO meets regularly and meetings are posted and open to LCMS parents. Parents are invited to help on the School Improvement Plan as well as the Parent Family Engagement Plan through fliers, website, and newsletter.

***Explain the process the school will use to submit parents / families comments if the schoolwide plan is not satisfactory to them (ESEA Section 1116)?***

**Response:** Lake City Middle School has a plan for families if the schoolwide plan is not **satisfactory** to them. All SAC meetings are posted in several places and all families are invited and encouraged to give their input. LCMS sends home a monthly newsletter where parents can call or email the CRT with input on a variety of topics/issues. The PTO meets regularly and meetings are posted and open to LCMS parents. At the end of the year parents take a survey which allows them to not only answer specific questions about the school but also post comments. These results are reviewed by the administration, the staff and the SAC to see if changes need to be made.

## **Accessibility**

***Describe how the school will provide full opportunities for participation in parent / family engagement activities for all parents / families?***

Family and Engagement activities and events are made available to all stakeholders through the following means.

The school will send home notifications and flyers to parents informing them of all activities at the school. Notifications will be translated, when feasible, for parents of students who are English language learners. The school will solicit support from the Alachua County Migrant Program for parents of migrant students to provide translation support during the events when requested.

All schools in Columbia County are compliant with accessibility requirements under ADA. The Columbia County School District will assure that all students, parents and stakeholders including those with disabilities, those with limited English proficiency have equitable access to activities and materials provided during parent and family engagement activities.

Parent and Family Engagement activities provided by the school are family oriented and the school encourages participation by every member, regardless of age, in the activities and events that are planned.

***Describe 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?***

To ensure understanding, 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 by meeting with parents in small groups or one on one. Upon request, the district has the ability to change information written in the English language to the language being spoken in the home.

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## **Discretionary Activities**

Discretionary School Level Parental and Family Engagement Policy Components

***Will the school provide 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.)***

**List all activities that will be implemented:**

Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
Community Parent Workshops	provide LCMS parents with academic tips, behavior strategies, homework boxes, to help with their child at home	CRT	Increased student achievement, and improved behavior	4 times throughout the year
Data Day	Parents receive information about test scores and how to help their child at home	Teachers	Provide parents with academic knowledge to help their child at home.	Jan. 2020
FSA night	Families and students learn Math, ELA, Civics, and Science tips and strategies for testing and studying for the test.	LCMS staff	Increased student achievement of FSA Math and ELA, FCAT Science, and Civics EOC	Feb 2020
All Pro Dads/ All Star Moms	provide LCMS parents with academic tips, behavior strategies, and support at home	CRT	Learning about leadership qualities produces better disciplined students which helps them achieve more in the classroom.	Nov 2020- Mar 2021

### Barriers

Describe the barriers that hindered participation by parents during the previous school year. 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, have limited literacy, and parents / families of migratory children)? [ESEA Section 1116].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Newsletters did not get home. Parents were unaware of scheduled workshops. Middle school students, as a whole, are not eager to take paperwork home to parents	This year the CRT will implement Remind, and convey messages via Falcon Flier (Facebook page). More parents seem to be connected to cell phones, so this communication resource is available to most.
There is minimal communication between the parent and teacher and the teacher and parent throughout the school year.	LCMS will coordinate a Data Day to help gap the communication barrier between parent and teacher, and have PLCs with teachers discussing Best Practices.
Parents' work schedule doesn't allow them to participate.	At LCMS we will schedule our meetings and our events at different times.

### Supply Evidence of Input from Parents

Note: As an assurance of the school-level parent and family engagement plan, each school shall involve parents of children served in Title I, part A in decision about how Title I, Part A funds are spent.

*Upload evidence of how parents were involved in making decisions in the FA399 folder.*

### Supply Evidence PFEP Plan was Jointly Developed

Note: As an assurance of the school-level parent and family engagement plan, each school shall jointly develop/revise the PFEP with parents and make it available to the local community.

***Upload evidence of how the plan was jointly developed in the FA399 folder.***

The PFEP was discussed at SAC and input/suggestions were given. Teachers gave suggestions in a PLC on how Title 1 dollars could be spent and also how to involve parents at our school.

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### **Supply Evidence Planning, Reviewing and Improving the Schoolwide Plan**

Note: As an assurance of the school-level parent and family engagement plan, parents and families are to be involved in planning, reviewing and improving the schoolwide program plan

***Upload evidence of how parents were involved in planning, reviewing and improving the schoolwide program plan in the FA399 folder.***

Meetings were scheduled for parents to attend to assist in writing the PFEP on different days at different times. No parents were able to attend. The survey sent by the district to our families gave some feedback on ways to improve. We discussed these results with our faculty at a PLC and with our SAC.

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### **Supply 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.

***Upload an electronic version of the Parent-School Compact in the FA399 folder. Done***

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### **Supply 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.

***Upload evidence of parent input in the development of the compact in the FA399 folder.***

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### **Evaluation of the previous year's Parent and Family Engagement 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.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
Annual Title 1 Meeting	2	35	Parents will increase their knowledge of the Title 1 program and how it benefits all students and learn ways they can help their child achieve academically.
SAC meetings	4	43	Teachers, Parents and Community partners working together improves relationships and fosters new ideas for student achievement
Meet the Teacher/Open	3	2060	Parents gain knowledge of expectations, standards and

House/Transition Nights			assessments for the upcoming year so they can better help their child
Parent Workshops (Breakfast with the CRT/Principal)	2	35	Parents learn ways they can help their child at home.
Parent/Teacher ( Data Chats) Conferences	ongoing all year	5 per conference	Parents gained knowledge of their child's performance in school, on assessments and how they can help at home
Parent Resource Room	open all year	10	This room provides families with resources to support their child at home.

### Staff Training Summary

*Provide a summary of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents / families in the value and utility of contributions of parents and families?*

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Effective Parent Communication	1	42	Improving conferencing skills will improve relationships with parents and therefore enhance achievement.
Reading Assessment Reports	1	32	Improving teachers' ability to explain reports to parents will better help parents know how they can support their child at home.

*Provide a summary of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents / families, in how to reach out to, communicate with, and work with parents / families as equal partners?*

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Effective Parent Communication	1	42	Improving conferencing skills will improve relationships with parents and therefore enhance achievement.
Reading Assessment Reports	1	32	Improving teachers' ability to explain reports to parents will better help parents know how they can support their child at home.

## Best Practices

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective.

Content/Purpose	Description of the Activity
Open House	Families came to the school and received information regarding academic goals and best practices for success in the classroom.