## LAKE COUNTRY ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan 2018-2019

I, Shane Ward, 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 school wide 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)].

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

**Mission Statement**

Parental Involvement Mission Statement

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| **Response:** With the cooperation of students, parents, staff, and community, the following mission statement will be carried out at Lake Country Elementary.  Lake Country is a place where leaders are nurtured,  Excellence is encouraged,   Academic goals are achieved, and  Dreams become realities! |

**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:** In early September, Lake Country will organize a School Advisory Council (SAC) consisting of an equal percentage of parents, reflecting the demographics of the school, along with representatives from the faculty, staff and administration. Parents are encouraged to participate in activities at school such as volunteering and being involved in student learning. An informational flyer in both English and Spanish is provided during Open House in August soliciting parents to get involved with SAC. They are asked to fill out the bottom half of the flyer if they are interested in serving as a voting member of SAC. Parents shall be elected by parents. A slate of representatives nominated by the officers of the SAC shall be submitted for additional nominations and voting. Advocates for the Hispanic and Black communities shall be solicited and welcomed for the nominations. This committee will serve as the decision-making body of the school. The School Advisory Council and Parent Teacher Organization meets four times a year starting in September, with parent invitations with English and Spanish translation sent and posted in the newsletter, and school website. Parents are encouraged to participate in SAC and PTO meetings. Parental input is sought at each meeting and through school-wide surveys each spring. When comments, concerns or input are given, either the principal or assistant principal make notes on a copy of the agenda, and comments are documented in the minutes of the meeting. The Title 1 Annual meeting will be held the same day as the first official SAC meeting (before or after) the meeting.   The Parent and Family Engagement Plan (PFEP) and the Home School Compact will be developed, implemented, and evaluated by the School Advisory Council with the parents' help through discussion and input. The input from the parents will be documented in the SAC minutes of the meeting. The plan will reflect the parents' input. Parents will vote and approve the Parent and Family Engagement Plan (PFEP) as well as the Home School Compact. We will revisit the Parent and Family Engagement Plan (PFEP) three times a year- Fall, Winter, and Spring to review the activities that are planned for the year and receive input on the effectiveness of the family nights.    The LEA utilizes the District SAC Committee (DSAC), comprised of parents from the Title 1 schools representative of the school's demographics, district and Title 1 school administrators to develop, implement, support, and review the District Parent and Family Engagement Plan (PFEP). Parents, through SAC, will review and approve Title 1 funds in the fall. Parents are encouraged and invited to participate in all levels of district and school planning. The district committee meets three times during the school year to review and revise the Parent and Family Engagement Plan (PFEP) : Fall- accept plans that were reviewed, revised, and approved in the Spring; Winter-review the progress of the plan; Spring- review, revise, and approve plan for the new year. Parents are also encouraged to attend all 6 DSAC meetings at the District Office. |

**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 | District School Advisory Council | This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Family Engagement Plans, and other items of concern. |
| 2 | District Parent Advisory for Advanced Academics | This Parent Advisory Council is actively involved in the support and increasing the advanced academic program. |
| 3 | IDEA | Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP. |
| 4 | Exceptional Students Education | This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies. |
| 5 | Title I Part A | Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent family engagement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district. |
| 6 | Title I Part C, Migrant | Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program. |
| 7 | Migrant Parent Advisory | The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs. |
| 8 | Title II | Provides for teachers and administrators professional development and supports all teachers to be state certified. |
| 9 | Title III | Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education. |
| 10 | ELL | The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities. |
| 11 | Title IV | Supports activities to assist students, teachers, staff, and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology |
| 12 | Title V | Supports students by giving opportunities to them for on-line courses through the Highlands Virtual School |
| 13 | Title IX-Homeless & Title 1, Part A-Homeless | Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title IX also funds a homeless advocate for homeless students. |
| 14 | Supplemental Academic Instruction (SAI) | Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers. |
| 15 | VPK | These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector. |
| 16 | Adult Education | Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available. |
| 17 | Nutrition Programs | LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations. |

**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 (school wide or targeted assistance), Adequate 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 | Invite and notify | Alicia Yeager | September 1 & 6, 2018 | Newsletter, Flyers (2 times before meeting), Blackboard Connect, Facebook |
| 2 | Title 1 Annual Parent Meeting, | Laura Halloran & Shane Ward | September 13, 2018 | Surveys, Parental Feedback, Sign in Sheets, PowerPoint Presentation |
| 3 | Review of School Data, Parents Rights, and Title 1 School Activities | Laura Halloran and Shane Ward | September 13, 2018 | School Data, FSA Data, Title 1 Activities |
| 4 | Presentation of Title 1 Plan to faculty | Laura Halloran & Shane Ward | September 25, 2018 | Agenda and PowerPoint Presentation |
| 4\5 | Planning | Shane Ward, Laura Halloran and Jen Cauffield | May 2018-September 2018 | Title 1 Budget |

**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:** Parent Involvement Nights will be conducted during evening hours to enable greater attendance. Based on surveys, 80% of parents work between 7:30a.m. and 5:30 p.m. Translators will be provided at meetings as 54% of our parents speak a language other than English.     Quarterly parent conferences are flexible with parent choice of either morning or afternoon times, and include one late evening per quarter. In addition, translators are available upon request.     SAC meetings are held in the afternoon four times a year based on input from parents to determine most convenient time. PTO meetings are held in the afternoon four times a year. The input for the meeting times will be addressed again at the September SAC and PTO meeting.    If transportation is factor in attending these meetings, we will make arrangements with advance notice. We also provide child care during the meetings through our LCE daycare. In addition, we send Social Workers out to visit and deliver school notices and information. |

**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 | Orlando Science Center STEM Family Night  (proposed) | Administration and grade level teachers | Increase parent understanding of science vocabulary and the scientific process to improve student SSA scores in science. | February 2019 | Increase in Student Achievement on 2018 Science SSA, Student use of vocabulary and concept understanding based on chapter tests, Parent Survey, Progress Monitoring, and Sign in Sheet. |
| 2 | LCE Family Curriculum  Night | Reading Coach, Resource Teacher, Administration, and grade level teachers | Increase parent support and understanding of research based reading comprehension strategies. | September 13, 2018 | Increase in Student Achievement on 2018 ELA FSA, Basal Assessments, Parent Survey, and Progress Monitoring, and Sign in Sheet |
| 3 | LCE Family Leadership Night | Donna Nitz, Administration, Action Team | Increase student behavior and motivation | February 2019 | Decrease in discipline referrals, increase leadership language in the home, and Sign in Sheets |
| 4 | LCE Vocabulary Parade | All Staff Members | Increase parent awareness and understanding student's need for a rich expressive vocabulary. | October 26, 2018 | Increase student achievement through the use and awareness of a rich vocabulary in reading and writing, and Sign in Sheets |
| 5 | Parent Resource Center/ Information Station | Administration. Reading Coach, Office Staff | Increase parent awareness of the resources provided by our school and various agencies. | Ongoing | Increase student participation and achievement in after school activities or programs. Sign-in notebook. |
| 6 | SAC/PTO Meetings | Administration, SAC co-chair, PTO President | Provide an opportunity for parents to be informed about school activities as well as an opportunity to provide input. | August, September, October, November, January, February, April, and May | Parent surveys, increase parent participation, Sign in Sheets. Will review the 2018 Student Achievement Data with parents at the 1st SAC meeting of the 2018-2019 school year. |
| 7 | Report Card Conference Night | Administration, Classroom Teachers | Increase parent awareness and understanding of child's learning and achievement. | October/April | Sign in Sheets. Teachers will discuss student achievement with parents. GLI’s will also be discussed as well as iReady data. |
| 8 | Automated Phone Calls | Administration | Increase parents' awareness of school-wide family nights and activities. | Quarterly/Monthly | Increase in parent participation, sign in sheets |
| 9 | Awards Day | Administration, Classroom Teachers | Parents are invited to observe the distribution of awards recognizing students for positive academic achievement at the end of the fourth nine weeks. | Monthly and EOY Celebration | Parent participation, Sign in Sheets |
| 10 | Veteran's Day Program | All Staff | Increase parent and community involvement through the attendance of the program and recognizing family members who have served in the military. | November 12, 2018 | Parent participation, Sign in Sheets |
| 11 | 5th Grade Banquet | 5th Grade Teachers | Motivation for students to achieve at their full potential | May 18, 2019 | Parent participation, Sign in Sheets |
| 12 | Take Your Dad to School | Administration | Increase involvement from dads | September 26, 2018 | Parent participation. Information on how Fathers can be involved in their child’s education. |

**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 | Communication Apps | Administration & Teachers | Train teachers and staff how to effectively communicate with families using 3rd party app (remind, Facebook, ClassDojo, etc.). This will lead to a deeper connection between the family and the school. | October 2018 and ongoing at monthly option professional developments. | Communication logs at the end of the grading period during progress monitoring. |
| 2 | iReady Growth Review | Administration and Teachers | Understanding the importance of growth, in accordance with reading and math. | January 2019 | Third grading period we will see the growth that the students have made from Diagnostic 1 to Diagnostic 2. |

**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:** Students and parents will continue to learn about Stephen Covey's "Seven Habits of Highly Effective People" and "Seven Habits of Highly Effective Families". These habits will be embedded in the curriculum and the communication with parents. Families will be enriched and will more fully participate in the education of their children. Parents will also be invited to a series of Family nights to highlight Reading, STEM, and Leadership. There will also be a Leadership day in the spring for parents, community members, and district employees to attend and learn more about leadership in our school. The effectiveness of these activities will be measured by a survey with teachers, parents, and students.     Parents will be notified and encouraged to visit our Parent Resource room located in the Mrs. Baker’s (Reading Coach) room to receive materials that they may need help with their child's education. Mrs. Baker will oversee the materials, resources, and sign in book. |

**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 school wide 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:** Lake Country Elementary is committed to providing full opportunities for all parents to participate in parental involvement activities.   The school will notify parents on the first day of school through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This notification will be a "Four Week Letter" to the parents.   Title I Annual Parent Meeting will be held on September 13, 2018. This meeting will be a review of Title I information, including PowerPoint.   Parent information is delivered in a timely manner in both Spanish and English through the School Webpage, Social Media, Monthly Newsletters, Parent Online Resources, Parent Meetings, Quarterly Parent Conferences at school, (Additional if desired), Quarterly Progress Reports, and through MTSS Meetings. Parent Nights, SAC, and PTO, parents are encouraged to attend and make suggestions and decisions relating to their child’s education. Meeting invitations are sent home two times, the week before and the day before the meeting/event.    SAC and PTO meetings are conducted monthly (except December and March) during the school year, and all parents are invited to attend through flyers we send home with every student. We also utilize the Blackboard Connect calling system to relay important school events as well. The messages are delivered in both English and Spanish. During each meeting, flyers and handouts are collected and filed in appropriate labeled binders which are accessible to office personnel and teachers if needed. Parents can receive access to these as well upon request to our Office Staff.  The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments. Once the Florida Standards Assessment results have been received by the school, the parents may request a copy for their own record. |

**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 translators will be provided along with program materials and communication in both English and Spanish. Translators are noted when parents indicate this on the Report Card Conference schedule form. The school automated phone message system will be used to communicate important information in a language parents can understand. Instructional activities will be demonstrated and then sent home with parents in an understandable and uniform format to the extent that is practical. If needed, deaf parents will have sign language interpreters during meetings or school activities. In addition, the school has ADA approved facilities accommodating to parents with disabilities.     The administration will work with the ELL para to monitor the numbers of various languages needed for communication. If percentages change significantly, another language will be added to communications. |

**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 | 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 [Section 1118(e)(10)]; | Parent conference meetings and home visits using flexible times | Teachers and school social worker | Increased student achievement through parent involvement | Ongoing |

**Evidence of Input from Parents (Held at school)**

**Parent-School Compact (Held at school)**  
  
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)].

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**Evidence of Parent Involvement in Development of Parent-School Compact (held at school)**  
  
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)].

## 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 | Orlando Science Center STEM Family Night | 12 | 120 | Increase parent understanding of science vocabulary and the scientific process to improve student FCAT scores in science. |
| 2 | LCE Family Reading Night | 1 | 64 | Increase parent support and understanding of research based reading comprehension strategies. |
| 3 | LCE Family Leadership Night | 1 | 56 | Increase student behavior and motivation |
| 4 | LCE Science Day | 1 | 30 | Increase student and parent knowledge and understanding of the Scientific Method through observation of student projects. |
| 5 | LCE Vocabulary Parade | 1 | 150 | Increase parent awareness and understanding student's need for a rich expressive vocabulary. |
| 6 | Parent Resource/Information Center | 1 | 20 | Increase parent awareness of the resources provided by our school and various agencies |
| 7 | SAC/PTO Meetings | 5 | 12 | Provide an opportunity for parents to be informed about school activities as well as an opportunity to provide input. |
| 8 | Report Card Conference Night | 2 | 390 | Increase parent awareness and understanding of child's learning and achievement. |
| 9 | Automated Phone Calls | 10 | 450 | Increase parents' awareness of school-wide family nights and activities. |
| 10 | Awards Day | 1 | 450 | Parents are invited to observe the distribution of awards recognizing students for positive academic achievement at the end of the fourth nine weeks. |
| 11 | Veteran's Day Program | 1 | 50 | Increase parent and community involvement through the attendance of the program and recognizing family members who have served in the military. |
| 12 | 5th Grade Banquet | 1 | 110 | Motivation for students to achieve at their full potential |

**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 | Leadership Training for New Staff | 3 | 64 | Instruct teachers to help student and parents increase student motivation, confidence and self - esteem |
| 2 | Parent Involvement in your Title 1 School | 1 | 64 | A partnership school increases opportunities for parent involvement to increase student achievement. |
| 3 | iReady Training | 3 | 39 | Instruct teachers on the new iReady software for reading and math |
| 4 | Leadership Family Training | 1 | 39 | Train families on the 7 Habits of Highly Effective Families which will benefit students learning at home and in the classroom |
| 5 | Cultural Awareness Training | 1 | 64 | Enhance the cultural awareness of teachers and staff to ensure the effectiveness of instruction |
| 6 | Phonics Book Study | 4 | 15 | Enhance phonics instruction K-3. |

**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 | High percentage of ESOL parents. | Provide translated copies of materials and documents sent home. We also provide a bilingual person to translate during conferences. Bilingual front desk clerk. |