School Name Parent and Family Engagement Plan (PFEP) 2020-2021

I, Kevin Tunning, 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 1116 (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 1116(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 1116(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 shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
* 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 1112(e)1)(A).

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**Parent and Family Engagement Statement**

Recognizing that education is a *major component* in preparing students to become productive members in a diverse society, the staff at Lake Placid High School, in cooperation with our students, parents, and community is committed to providing an educational setting focused on "Empowering the Leaders of Tomorrow."

**Engagement 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 1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** School Advisory Council (SAC): Lake Placid High's School Advisory Council, which represents all parents/guardians of all students attending the school, meets on a regular basis throughout the year to develop and revise the LPHS School Improvement Plan (SIP). Guidelines for the make-up of the council, which is comprised of parent representatives of the school's demographics, are adhered to in the selection process. Parents holding leadership positions are nominated by parents, and those in attendance make the selection.

The SAC is involved in reviewing and planning the use of Title 1 funds. Title 1 funds will be used to help support and implement SIP goals, provide before and after school tutoring, pay for professional development, supplemental instructional materials, and parental involvement activities which are voted on and approved by the SAC committee. At the October 7th SAC meeting, SAC will review and discuss ways to use parent and family engagement money.

The SAC addresses the importance of continued and increased parental involvement in our school by providing input into the development of Parent and Family Engagement Plan and Home and School Compact. Discussions/actions taken regarding the Parent and Family Engagement and the Home and School Compact are documented in the SAC minutes and stored in the Title 1 Notebook maintained by the principal's administrative assistant.

All parents/caregivers are invited and encourage to participate on the SAC, to be a volunteer, and to serve on various committees designed to meet the needs of students. Title 1 funds are used to provide and support opportunities for parents through workshops and other activities.

All parents are invited via Blackboard Connect callout system, and invitations/announcements are sent home for parents/caregivers to attend the Title 1 Annual meeting where an overview of the Title I, Part A program was presented along with the 2019-20 Title 1 budget. During the last 2018-19 SAC meeting, parents reviewed a draft of the of LPHS 2019-20 Parent and Family Engagement and the Home School Compact. SAC attendees discussed, made suggestions, and voted to approve the Parent Family Engagement Plan and the Home/School Compact. Parents in attendance voted to accept the selection. All parents who attend SAC meetings are invited to serve on the SAC committee for the duration of the year.

**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 1116(a)(2)(D) and 1116(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 | The District has some VPK classes during the regular school year. There are some VPK classes 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 or in SBHC VPK classes. |
| 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 Community Eligibility Provision (CEP) program (free lunch for all students) 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), opportunities for students, School grades, Student Achievements, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts, and presentation materials that address required components | Administration | September 2020 | Copies of agenda, PowerPoint presentation includes Rights of parents, school grades, opportunities for parents to participate in their student’s education, and the Title 1 program, handouts, and sign-in sheet. |
| 2 | Develop and disseminate invitations | Administration | September 2020 | Flyer, invitation, and website posting (with dates) |
| 3 | Advertisement of Event | Administration | September 2020 | Blackboard Connect 5 message sent/LPHS Facebook page/Flyers |
| 4 | Develop sign-in Sheet | Administration | September 2020 | Sign-in Sheets will be maintained in Title 1 Binder |
| 5 | Title I Annual Meeting | Administration | September 2020 | Sign-in Sheets/Minutes/Powerpoint presentation |

**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 1116(c)(2)].

**Response:** SAC meetings are held the first Monday of each month. During the first meeting of the year, parents are asked about the best day and time to hold SAC meetings to accommodate families’ schedules.

Teachers are also available before and after school for individual conferences upon request. Parent conferences typically are scheduled in the mornings but have been scheduled in the afternoons to accommodate parents. If there is a need, the District’s Social Workers can make home visits.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(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 1116(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 1116(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Individual Parent/Student Conferences | Guidance/Classroom Teachers | Conferences will assist parents in understanding how to monitor their child’s progress and work with educators to improve their child’s academic success. | August 2020 - May 2021 | Conference Logs |
| 2 | Progress Monitoring Plan/Intervention Letter for Parents of Struggling Students | Administration/Guidance/LCRT | Parents are provided with strategies they can use at home to help their child become successful at school. | October, January, and April | Signed copy of letter from parents |
| 3 | Academic Awards | Administration/Awards Committee/Classroom teachers | Student will receive awards for maintaining GPA and behavior. | September 2020-May 2021 | Sign-in Sheets |
| 4 | MTSS/504 Meetings | Guidance Counselors/LCRT/School Psychologist/Administration | Involve parents in creating a plan to meet their child’s academic needs. | September 2020-May 2021 | Meeting Minutes/Increase achievement via MTSS/504 process |
| 5 | FAFSA Nights | College Coach | Parents receive hands-on assistance completing financial aid applications | November and March | Sign-in Sheets |
| 6 | AVID Family Nights | AVID Coordinator/Elective Teachers | Parents gain a better understanding of academic rigor, college readiness process, and how to assist their student in preparing for advanced academics and college. | October, January, and April | Sign-In Sheets/Agendas |
| 7 | College Nights | College Coach | Parents and their students interact with various colleges to learn admission/financial aid information | November and March | Sign-in Sheets |
| 8 | Orientation Night | Guidance Counselors | Students and their parents will gain a better understanding of high school requirements & expectations. | August 2020 | Sign-in Sheets |
| 9 | STEM Parent Night | STEM Coordinator/Admin | Students and their parents gain a better understanding of the STEM program and participation details. | October 2020 | Sign-in Sheets |
| 10 | Freshman Parent Night | Admin/Guidance | Students and their parents will gain a better understanding of high school requirements & expectations. | November 2020 | Sign-in Sheets |
| 11 | Scheduling Nights | Admin/Guidance | Parents are given information about academic pathways. Students develop a schedule in conjunction with their parents and school staff. | February/March 2021 | Sign-in Sheets |
| 12 | Advanced Academic Night | Admin/Guidance | Through parent support, students will schedule rigorous classes. | Spring 2021 | Sign-in Sheets |
| 13 | SAC Meetings | SAC Chair/Admin | Parents, students, community and staff in collaboration with admin will discuss topics that will lead to improvement for student achievement, culture, and security. | August 2020 - May 2021 | Sign-in Sheets |

**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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Faculty meetings | Administration | Staff members will gain an understanding of the value of parental involvement, communicating and working with parents, implementation of the school wide parent involvement program, building ties between home and school, and develop culture sensitivity. All aspects of this training will help to focus on student achievement by focusing on the parent as an asset to the student's learning. | October 2020 - April 2021 | Student progress reports and report cards |

**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 1116 (e)(4)].

Lake Placid High School staff communicates with parents/guardians via phone calls, emails, text messages, web pages, Facebook, monthly school newspaper, and academic and athletic events.

Parents will be notified of students grades via progress reports that will be sent home at the mid point in the grading period (4 1/2 weeks) and report cards will be sent home at the end of each grading period (9 weeks). Families can access their child’s academic progress through Skyward, our web-based gradebook.

**Communication**

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(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 1116(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 1116(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 1116(c)(5)].

**Response:** Parents are notified by the call out system of the Title I Annual meeting. At the Annual Title I meeting of parents in October, Lake Placid High School shared information about the Title I programs, the curriculum, and academic assessments. All notes/minutes from this meeting and all other meetings will be kept in the Title 1 Resource Binder. On August 8, 2019, Lake Placid High School held its orientation. At that time parents made classroom visits where teachers provided additional information on the subjects they teach, assessment plans, and how parents can help at home. Teachers maintained sign-in sheets and provided a copy to the assistant principal who also maintained documentation of the dissemination of information, distribution methods, and timelines.

The Blackboard Connect5 system is used to notify all parents in Spanish and English of upcoming events such as report cards going home, informing parents of important FSA testing dates, bus information, weather reports (when necessary), school start-up times and dates, holidays, early release days, and SAC/PTO meeting dates and times.

Parents that attend SAC/PTO meetings gain valuable information about school improvement and parent and family engagement plans. We share data with them about test scores and behavior issues. We ask for input from them on how we can better support them.

Parents are notified through phone calls in English and Spanish, notes in planners, progress reports, and report cards about concerns teachers might have with individual students by suggesting a parent conference. The school's phone number is provided, and a translator is provided upon request. The ELL Para notifies the Data Operator if progress or report cards need to be in Spanish or English. All call-out information will be kept in the Title I notebook monitored by the Assistant Principal.

Parents receive a Progress Monitoring letter regarding their child's scores on the Florida Standards Assessments and/or Reading test after administration of test. Parents can call and gather further information from the Reading Coach or discuss with the ELL Para. A copy of the form letter will be kept in the Title I notebook monitored by the Assistant Principal.

Important information is shared with the community via our school sign in front of the office. Important dates and events are posted for all to see when driving through parking lot or in front of the school.

Important information is also included in the monthly newsletter, *The Legend*, which goes home with the students and is available online. All relevant parent involvement information is also shared via our school website.

Information is shared with parents and documented with sign-in sheets, meeting notes, and phone logs. All information is kept in the Title I notebook and continuously monitored by the Assistant Principal.

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. 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. Copies are available for pickup through the school’s front office. A Connect-Ed phone call is sent out from the school to make them aware results are available.

**Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA 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 1116 (e)(5) and 1116(f)).

**Response:**

 Lake Placid High School provides families with an interpreter for conferences and meetings. Our ELL Para helps teachers communicate with parents via phone, notes, or home visits. The ELL Para helps students better understand the curriculum in their native language (Spanish). The Migrant Academic Advocate and Migrant Recruiter will also help migrant parents in conferences or school meetings on an as needed basis. The administration, with the help of the ELL Para, will monitor the home languages and provide additional languages when that population percentage increases to a level that is necessary and feasible.

 LPHS uses the Blackboard Connect Ed system, which sends out messages in English and Spanish for our Non-English speaking families.

 LPHS takes appropriate steps to ensure parents with disabilities have an equal opportunity to participate in and enjoy the benefits of all offered activities.

 LPHS has had the Home-School Compact/Agreement in English and Spanish. The district has a letter of teacher qualifications and the code of conduct transcribed in English and Spanish for our parent's convenience.

**Evidence of Input from parents- must have evidence of parent/family input in the development of the plan- Send District Office a copy of Meeting Notes**

**Parent-School Compact-Send District Office a copy of your 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)].

**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 and families to help their children academic achievement [Section 1116 (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 | Individual Parent/Student Conferences | 200 | 400 | Conferences will assist parents in understanding how to monitor their child’s progress and to work with educators to improve their child’s academic success. |
| 2 | Academic Awards  | 3 | 400 | Student will receive awards for maintaining GPA and behavior. |
| 3 | FAFSA Nights | 1 | 20 | Parents receive hands-on assistance completing finanical aid applications  |
| 4 | AVID Family Nights | 1 | 100 | Parents gain better understanding of academic rigor, college readiness process, and how to asist their student in preparing for advance academics and college. |
| 5 | College Nights | 1 | 100 |  Parents and their students interact with various colleges to learn admission/finanical aid information |
| 6 | Orientation Night  | 1 | 1200 | Students and their parents will gain better understanding of high school requirements/expectations |
|  | STEM Parent Night | 1 | 150 | Students and their parents gain a better understanding of the STEM program and participation details. |
|  | Freshman Parent Night | 1 | 200 | Students and their parents will gain a better understanding of high school requirements & expectations. |
| 7 | Scheduling Nights | 1 | 800 | Parents are given information about academic pathways. Students develop a schedule in conjunction with their parents and school staff. |
| 8 | Advanced Academic Nights | 1 | 100 | Through parent support, students will schedule rigorous classes. |

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff 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 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |  |
| 1 | 1 | Faculty meetings | 2 | 60 | Staff members will gain an understanding of the value of parental involvement, communicating and working with parents, implementation of the school wide parent involvement program, building ties between home and school, and develop culture sensitivity. All aspects of this training will help to focus on student achievement by focusing on the parent as an asset to the student's learning. |

**Barriers**

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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 1116(a)(2)(D(i)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | New data system (Skyward) | .Improve communication regarding tips to use Skyward for parents and staff |
| 2 | Time for parents to attend school improvement initiatives | To create worthwhile events that parents find valuable - ie.-scheduling night |