

FY20 Title I Schoolwide Plan - Lake Worth Middle (2131) Parent Family Engagement Plan Summary**Mission Statement**

Enter your Parent and Family Engagement mission statement below. The mission statement should:

- Reflect the beliefs or values the school holds regarding the importance of family engagement;
- Explain the purpose of the parental involvement program;
- Be written in parent friendly language;
- Inspire stakeholders to be involved and supportive of the program; and

Mission Statement

Lake Worth Community Middle School (LWCMS) will provide students with the tools necessary to succeed at the high school level. The LWCMS community will accomplish the goal to prepare students for graduation and beyond through the use of The Warrior Way. Parents will be proactive in their child's education. This will be accomplished by inquiring each day about their child's experiences in school. Parents will also provide positive reinforcement, encouragement, and work with teachers to increase communication. All stakeholders will encourage the students in a growth mindset to set academic goals that will lead to high school readiness. LWCMS is committed to involving parents in shared decision-making and encouraging parents to become active participants in their child's educational process by effectively communicating instructional goals while creating an environment that is inviting for all parents. The school is committed to supporting families through communication, resources and parent training sessions.

18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 school year built the capacity of families to help their children learn at home.

Parent Capacity Training 1

| Name and Brief Description | Number of Participants | What went well? | What improvements could be made to make the training more effective? | What were parents able to do as a result of the training? What was the impact on student achievement? |
|---|------------------------|---|--|--|
| Training for Parent SIS Computer access | 23 | The information sessions provided parents with an overview of SIS and how parents can use it to keep track of their child's progress. Parents were pleased that they had access to a computer to create their SIS accounts during the training session. Plus, they were able to ask any pressing questions. | Use the CLFs and office secretaries in addition to the school-wide call outs to communicate with parents about the training so more of them would be willing to participate. | As a result of the training, parents were able to access their SIS accounts to see their child's grades, attendance and other information. |

Parent Capacity Training 2

| Name and Brief Description | Number of Participants | What went well? | What improvements could be made to make the training more effective? | What were parents able to do as a result of the training? What was the impact on student achievement? |
|----------------------------|------------------------|---|--|---|
| Science Fair | 111 | We built capacity with parents by informing them about the specific categories in which students were able to pick for their science projects. Additionally, parents learned about the science department requirements and the district requirements for successful completion of the science fair project. | Prior the the science fair, a letter should be sent home with specific instructions pertaining to the science fair. The letter should explain that upon arrival students will be readily available assist them with evaluating the boards. That way the parents will be able to get through all the boards in a timely manner. | Parent were given the opportunity to evaluate science fair boards in all of the reporting categories. They got a good understanding of the science 8th grade standards. |

Parent Capacity Training 3

| Name and Brief Description | Number of Participants | What went well? | What improvements could be made to make the training more effective? | What were parents able to do as a result of the training? What was the impact on student achievement? |
|----------------------------|------------------------|---|--|--|
| Report Card Night | 100 | Parents learned the graduation requirements for high school. They also learned about the number of points needed to move on to high school from middle school. This is aligned to the strategic plan as outlined by the district. | Report card night should allow parents to implement what they have learned in the training. A sample report card should be handed to the parents to evaluate to ensure they understand the difference between a student who is eligible to move on to the next grade versus a student who is in need of improvement. | Parents were able to understand the nuances involved in understanding their child's report card. Also, their understanding of the requirements for their child's graduation was enhanced. This training opened a dialogue about student achievement which is aligned to the district's strategic plan. |

18-19 Staff Trainings

Using your staff training evaluations and feedback to teachers on implementation of strategies taught in staff trainings, evaluate how the staff trainings provided during the 2019-2020 school year educated faculty and staff on the value of engaging families and on strategies designed to equip families to support learning at home.

Staff Training 1

| Name and Brief Description | Number of Participants | What went well? | What improvements could be made to make the training more effective? | What were teachers able to do as a result of the training? What was the impact on family engagement? |
|--|------------------------|---|--|---|
| Best Practices of Parent Engagement The SSCC and Parent Liaison presented to the teachers about ways teachers/staff can improve parent engagement. In the presentation, the teachers received information on the latest research pertaining to parent and family engagement and how the partnership helps to improve student achievement. Also, ideas from other schools were shared with the teachers. Teachers were tasked with an engaging activity that required them to brainstorm best practices of parent engagement appropriate for our demographic. | 60 | Teachers actually brainstormed about the role of parent engagement and as educators discussed and listed some of the best practices that can be implemented at the school to improve parent engagement. | More time could be allotted in the busy professional development schedule of activities on campus to devote to the training. | The teachers/staff increased their knowledge of what is meant by parent engagement and were able to enhance their toolkit of strategies. Teachers were able to discuss and share ways in which they communicate with parents. There was a slight increase in parent conferences. The counselors reported that some of teachers had a more hospitable demeanor which was welcoming to the parents. |

Staff Training 2

| Name and Brief Description | Number of Participants | What went well? | What improvements could be made to make the training more effective? | What were teachers able to do as a result of the training? What was the impact on family engagement? |
|--|------------------------|--|---|---|
| Best Practices of Parent Engagement Part II The professional development began with a review of the previous staff training about best practices and ways that teachers were implementing communication with the parents. The presentation continued with a focus on specific scenarios. Teachers were given a series of scenarios that mirrored some of those we'd previously encountered on campus. The teachers worked collaboratively to determine the best approach to address each scenario. | 60 | Some teachers were confident in their abilities to communicate and form relationships with both parents and students. They were able to express how they had successfully fostered relationships with the families. It was evident in their feedback that some of the scenarios resonated with them. | Newer teachers were not as confident with their approach to addressing the parents so it would be better to work with the newer teachers separately on a how to start forming relationships with parents. | The teachers were able to work with counselors to ensure the parent conferences were a more pleasant experience for the parents. Teachers took the initiative to invite parents to parent night events. |

Involvement of Stakeholders

Describe how the school will engage stakeholders in the planning, review and implementation of Title I programs. Include decisions regarding how funds for parent and family engagement will be used.

Brief Narrative

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|---|
| List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact. |
| Erica Bell (Teacher/Parent Liaison), Rita Pinder (SAC President), Aura Espinosa (SAC Member), Dolores Sebastian (SAC Member), Mabel Leon Bjorkland (SAC Member-Business Partner), Mark Bjorkland (Teacher-Parent), Markeisha Johnson (SAC Member), Cindy Escobar (Student), Shemeria Burgess (SAC Member), Sylvia Espinoza (Parent), Susannah Amygdalitsis (Parent), Lashonda Siddique (LTF/Secretary), Elsa Lubin (Single School Culture Coordinator) |
| What are the procedures for selecting members of the group? |
| 1. Announce at the Open House 2. Announce at our SAC meetings |
| How will input from stakeholders be documented? |
| Minutes from any meetings we have including Title I parent trainings, SAC Meetings (monthly), Open House, parent surveys, etc. |
| How will stakeholders be involved in developing the plan? |
| They were given notice when the meeting took place and had an opportunity to provide input once we have discussed the previous year's information that we collected from surveys and evaluations. The recording template provided by the Title I district office was used to gather information from the stakeholders. The meeting was held on March 12, 2019. The stakeholder's compact letter was sent home. |
| How will Title I parent and family engagement funds be used? |
| As we work towards promoting increased participation in parent engagement at the school, all funds will be utilized to purchase resources for parent training sessions as well as refreshments for parents who participate. The purchase of refreshments will adhere to the guidelines set forth by the district. |

19-20 Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively reach out to, communicate with, and work with families as equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administration's analysis of teacher feedback.

Staff Training 1

| Name | Brief Description | Month of Training | Responsible Person(s) | What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement? |
|--------------------------------------|--|-------------------|--------------------------------|--|
| Effective Communication with Parents | Lake Worth Community Middle School serves a unique population of students. This school year we have added more faculty and staff members who will need to learn and understand the culture of the students and the parents we serve. The objective of this training will be to teach faculty members about the cultural dynamic of the parents and how to effectively communicate with them for the purpose of positively impacting student achievement. | Nov. 2019 | M. Gonzalez – ESOL Coordinator | Teachers will be able to communicate with parents through various methods including use of the CLFs. Teachers will learn how to best approach communication with students with any given situation. When teachers are scheduled for parent conferences, they will have a more positive rapport with parents making use of parent-friendly language. The atmosphere will be more encouraging for the parents. As a result, it is anticipated that parents will be more inclined to work with teachers as they will feel more welcomed and comfortable with the approach from the teachers. Parents will be more motivated to work with their child knowing that there is a partnership with the teachers. The follow-up activity will be that teachers will reach out to at least 50% of the parents of their students with the task of communicating positive messages to parents. At the training, teachers will receive a communication log template in which they will use to document communication with parents. Additionally, Lake Worth Middle School anticipates increased parent participation with the completion of the School Effectiveness Questionnaire. |

Staff Training 2

| Name | Brief Description | Month of Training | Responsible Person(s) | What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement? |
|--|---|-------------------|--|---|
| Teacher Led Parent Engagement on Content Resources | In preparation for the upcoming Florida Standards Assessments, all content area teachers will be invited to a teacher led fair where they will be organized by grade level to disseminate standards based strategies and resources to parents relevant to the state standards. Parents will rotate from one subject area to the next where they will engage with the teachers. Community Language Facilitators (CFLs) will be present to assist with translation. | Feb 2020 | E. Lubin – SSCC E. Bell – Parent Liaison | Teachers will be able to share content resources with parents that highlights grade level expectations. As a result, it is anticipated that parents will be more knowledgeable about the curricula and will be able to work with their child as they prepare for the upcoming assessments. Additionally, parents will learn of other support in place to help their child be successful including tutorials/Saturday boot camps. The teachers will have the record of parents who attended the event along with their current contact information. The teachers will use the contact logs from the fair to communicate with parents. This may include answering lingering questions, providing additionally curriculum guidelines and other resources that the parent can use with their child. This is a way for the teachers to continue to build a relationship with the parents so they can have unified partnership as they work towards supporting student achievement. |

Annual Meeting

Families are invited to attend the Title I Annual Meeting to learn about the school's Title I programs and requirements. Describe the tasks the school will take to conduct an effective Annual Meeting. The meeting should be designed to inform parents about:

1. What it means to be a Title I School;
2. The school's Title I School-wide Plan;
3. Parent and Family Engagement (plan), including the School-Parent Compact;
4. Special Programs such as Migrant Education and McKinney Vento;
5. Parent's Right to Know; and
6. Other opportunities for parents.

| Brief Narrative |
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| What is the date and time of the Annual Meeting? |
| The annual meeting will take place at the beginning of the new school year on September 5, 2019 @ 5:30 in the Media Center. All parents and stakeholders will be invited. |
| How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.) |
| Coastal Observer (Local Paper), Social Media (Twitter, Facebook), The school's marquee, Flyer will be posted on the school's website, Call-out -One Voice, Postcard/Invitation to parents |
| What resources do you plan to prepare for stakeholders? |
| I will provide them with the following: 1. Agenda and sign-in sheets, 2. Title I Annual Meeting PowerPoint, 3. Survey results from last year's parent input, 4. Copy of FY20 compact, 5. Copy of FY20 PFEP Summary, 6. Title I Annual Meeting evaluation completed by all stakeholders in attendance |
| What materials/supplies are needed for the Annual Meeting? |
| Pencils, pens, paper (notes), copy of the Title I Compact (English, Spanish & Creole), PFEP Summary, copies of the survey |
| How do you plan to reflect on the effectiveness of the Annual Meeting? |
| The Leadership team at LWCMS will review and discuss parent/stakeholder evaluations, suggestions given to identify strengths and opportunities for growth when holding the Title I Annual Meeting. The school will consider suggestions and implement them as appropriate whenever possible. The feedback will be shared at the ensuing faculty meeting as well as the SAC meeting. |

19-20 Parent Trainings

Describe the trainings you will offer families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that families can use to extend learning at home, support students in meeting challenging state standards, and monitor their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, presentations, handouts, evidence of parent and family interaction, evaluations, and analysis of parent feedback.

*Be sure to indicate if refreshments will be purchased and list dollar amount. For example: Refreshments (\$175.00).

Parent and Family Training #1 (First Trimester/Semseter)

| Name | Brief Description of Training (Include the Hands-On Component of the Training) | What will parents be able to do as a result of this training? What is the anticipated impact on student achievement? | Date of Training | Responsible Person(s) | Resources and Materials |
|-----------------------------|---|--|------------------|--|---|
| SIS Gateway Parent Training | The SIS Gateway is a tool that provides parents/guardians timely access to their student's information including, but not limited to schedule, grades, discipline, and attendance. Parents will be placed in a computer lab where they will receive an overview of the Student Information System and what it means for them and their child. | LWCMS staff members will be on hand to assist parents with the creation of their accounts. Once accounts have been created parents will have access to monitor their child's grades, behavior, attendance, view FSA, FSQ and USA scores and schedules. Parents will be able to email teachers directly to inquire about student behavior and performance. With more parents having access to the SIS Gateway, students will be motivated to attend classes on time and keep their grades up. | September 2019 | E. Lubin – SSCC E. Bell – Parent Liaison | Paper, pencils/pens, individual student access sheets |

Parent and Family Training #2 (First Trimester/Semester)

| Name | Brief Description of Training (Include the Hands-On Component of the Training) | What will parents be able to do as a result of this training? What is the anticipated impact on student achievement? | Date of Training | Responsible Person(s) | Resources and Materials |
|-------------|---|--|-------------------|--|---|
| STEAM NIGHT | The purpose of STEAM Night is to promote science, technology, engineering, arts and math at Lake Worth Community Middle School for our students and parents. Parents will rotate among 20 interactive hands-on training stations where they will learn how science, technology, engineering, and math concepts are applied through a series of experiments. They will also interact with unique forms of art that challenge their problem solving skills. | These hands-on stations at STEAM Night are standards based exploratory ideas/big questions. These stations cover topics aligned to the middle school science and engineering standards specifically covering physical, chemical, earth/space and nature of science. These stations provide parents with visual and three-dimensional representations of building-block concepts. These stations will give parents firsthand knowledge to use as a frame of reference to building upon in order to help their child m | December 5th 2019 | E. Lubin – SSCC E. Bell – Parent Liaison | Science Museum hands-on stations, paper, pencils/pens, stamps |

Parent and Family Training #3 (First Trimester/Semester)

| Name | Brief Description of Training (Include the Hands-On Component of the Training) | What will parents be able to do as a result of this training? What is the anticipated impact on student achievement? | Date of Training | Responsible Person(s) | Resources and Materials |
|-----------------------------------|--|--|-------------------|--|---|
| STEM Night Fun with Science Night | A STEM Parent Night is an evening of hands-on mind-blowing science, math, and engineering activities for students and families to complete together. The event includes a range of activities covering different STEM topics and connections to exciting STEM careers. There will be 20 interactive activities connected to relevant standards in science, technology, engineering and math that are sure to amaze the parents. The information that parents learn at STEM Night will be taken home. | Parents will learn how science, technology, engineering and math are intertwined in a cross curricula manner. The interactive hands-on collaborative events at STEM Night will help parents learn about the availability of additional resources to help their child be successful in science and math. STEM is multifaceted and gives students and parents a broader perspective on how these areas are interwoven in the real world. | January 16th 2020 | E. Lubin – SSCC E. Bell – Parent Liaison | Science Museum hands-on stations, paper, pencils/pens, stamps, log sheets |

Coordination and Integration

Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities by identifying the three (3) most relevant agencies/organizations that tremendously **support your school's parent and family engagement goal** (for example: **Literacy Coalition, Multicultural Department, ESE Department, Migrant Education, Publix, Boynton Beach Fire Department**).

Partnership 1

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|--------------------------|---|--|-----------|
| Multicultural Department | The Multicultural Department works very closely with Lake Worth Community Middle School. Translators from the department spend time on the campus each week assisting families with translations during registrations, parent conferences, and other language support. They even conduct home visits when necessary. They attend parent events to help with translation. Other services rendered through the Multicultural Department include support services for homeless families. | Conference logs Student Services logs Sign-in sheets and agendas for parent events | undefined |

Partnership 2

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|----------------------------|--|--|-----------|
| Bridges of Lake Worth West | The agency supports families with raising healthy, safe and strong children. They are working to increase the number of children who are born healthy. They strive to help families create safe and nurturing environments – free from abuse and neglect. They also work in partnership with the community to increase the number of children who enter kindergarten ready to learn and become proficient readers by third grade. Bridges of Lake Worth West accepts referrals from Lake Worth Community Middle School to support parents who are in need of basic necessities. They conduct workshops where they invite parents to participate. They invite parents to their health fairs and provide them with resources. Additionally, they help support parents and families who are homeless. | Copy of referral paperwork Flyers inviting parents to workshops Pamphlets/brochures advertising services | Monthly |

Partnership 3

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|-------------------|---|--|-----------|
| Jack the Bike Man | Donation of a bicycle to the quarterly winner of the Principal's 200 drawing. | Business Partnership Agreement Thank you letters Partner of the month on the Marquee Pictures of students winning the bicycle on our Facebook page | Quarterly |

Communication

After reflecting on your 2019-2020 Title I Family Engagement Survey results, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information. Evidences include agendas, sign-in sheets, minutes, evaluations, school websites screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

| Key Points of Communication | |
|---|---|
| Describe how school will provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring. | How will the school document that the information was shared? |
| The school will inform parents of Title I programs and other relevant information in a timely manner. Methods in which parents will receive information are through our Annual Meeting, SAC, official letters mailed/distributed about our tutorials, parent training sessions, through emails to parents for parent conferences, call-outs, flyers sent home with students, school marquee, social media platforms (Twitter, instagram,etc), and the school website. | The school will retain copies of flyers, SAC agenda and minutes, letters, copies of social media posts, and pictures of marquee. |
| Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet. | How will the school document that the information was shared? |
| We will inform our parents about curriculum at the school and how academic assessments are used to measure student progress as well as the proficiency levels students are expected to meet. Parents will receive information through the following methods: Open House, SAC, Parent Conferences, Progress Reports, Report Cards, Literacy Night, parent training session about understanding your child's report card, SIS Gateway, and a parent information session for 8th grade parents to assist them with registration of the district's choice programs. | The school will retain copies of flyers, SAC agenda and minutes, agendas (other), letters, notifications, invitations, sign-in sheets, etc. |
| Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children. | How will the school document that the information was shared? |
| We will inform our parents about curriculum at the school and how academic assessments are used to measure student progress as well as the proficiency levels students are expected to meet. Parents will receive information through the following methods: Open House, SAC, Parent Conferences, Progress Reports, Report Cards, Literacy Night, parent training session about understanding your child's report card, SIS Gateway, and a parent information session for 8th grade parents to assist them with registration of the district's choice programs. | The school will retain copies of flyers, SAC agenda and minutes, agendas (other), letters, notifications, invitations, sign-in sheets, etc |
| Describe how the school will offer flexible time for meetings, training, activities, and events to remove barriers for attendance (i.e. childcare, transportation, home visits, etc). | How will the school document that the information was shared? |
| We will inform our parents about curriculum at the school and how academic assessments are used to measure student progress as well as the proficiency levels students are expected to meet. Parents will receive information through the following methods: Open House, SAC, Parent Conferences, Progress Reports, Report Cards, Literacy Night, parent training session about understanding your child's report card, SIS Gateway, and a parent information session for 8th grade parents to assist them with registration of the district's choice programs. | The school will retain copies of flyers, SAC agenda and minutes, agendas (other), letters, notifications, invitations, sign-in sheets, etc. |

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering your 2017-2018 Title I Family Engagement Survey results and information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities, and events. Evidences may include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

*Keep in mind, this section describes **support provided to families** so they may participate in family engagement activities.

| Brief Narrative |
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| Accommodations for parents and families with limited English proficiency |
| LWMS will arrange meetings, events and conferences at a variety of times in an effort to make them accessible to the parents. Department personnel, CLFs or district support translators will be present at all SAC meetings and parent events with headsets for translation. CLF and Strategists are present if requested at all parent conferences. Teachers who are unable to communicate with parents in their native language may complete a request form that details the information they wish to communicate with parents. The CLFs will make contact with the parents and relay the response(s) to the teachers. One Voice call outs are in English, Spanish and Creole. |
| Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations) |
| Parents of students with disabilities will receive notification from the specialist through written communications sent home and verbal communications such as One Voice that helps parents understand their rights as parents of students with disabilities and pertinent information regarding meetings and conferences that address issues like 504 Plans and IEP's. Parents and or families with disabilities will be provided equal access to all programs. This will be accomplished by specialists assisting with the confines of their specific disability. Parents with disabilities will have access to disabled parking spots any time they visit the campus. The building is handicap accessible. |
| Accommodations for families engaged in migratory work |
| LWMS addresses needs of migrant families by offering tutoring in conjunction with the migrant education department. Notification of meetings and training sessions are done through the office of migrant education. Migrant education informs the parents of resources available to them such as the Parent Resource Room. The office communicates with the parents in their their native language |
| Accommodations for families experiencing homelessness |
| The school works with business partners and the District to provide necessary resources to our homeless families. Also, homeless families have the opportunity to receive counseling by our school counselors as well as district approved support services. Families are provided with school supplies, clothing and community resources. |

Other Activities

List other activities that are planned to strengthen parent and family engagement at your school. You may list additional parent and family trainings here. If you plan to offer refreshments, please indicate that in the description field along with the dollar amount.

Activity 1

| Name of Activity | Brief Description |
|---|---|
| Parent Training-Choice Programs 8th Grade Night | Parents will learn how to determine which high school programs may benefit their child and the specific high schools in the county that contain the programs best suited for their child. All of the eighth grade parents will be invited to the training. Other information that parents will learn include: the registration process, a presentation explaining the choice programs, and whether transportation is provided to and from the high schools. To best assist the parents, live registration will take place that evening on site. |

Activity 2

| Name of Activity | Brief Description |
|------------------|---|
| Literacy Night | Parents will learn how literacy impacts their children over time. They will learn ways they can help their child strengthen reading and literacy skills at home. Additionally, literacy stations will be set up with ELA and Reading teachers leading each station. Through the stations as they rotate, parents will learn about the Florida Standards Assessment (FSA) expectations for reading and writing. They will also learn about the most important Florida Standards. |

Activity 3

| Name of Activity | Brief Description |
|-----------------------------|--|
| STEM Fun With Science Night | Fun With Science Night-Parents and Students come experience a mind-blowing night of science, technology, engineering, art, and math for your students and parents. We will offer 20 interactive activities, experiments, and demos that are sure to amaze! The information they learn at this science night can be brought back to the home and discussed with lessons they will be able to do together. |