

LAKE SHORE MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Christopher Begley, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Lake Shore Middle School recognizes that parents are their children's first and most influential teachers, and that sustained parent involvement in the education of their children contributes greatly to student achievement including a positive school environment. At Lake Shore, parents are provided with meaningful opportunities at all grade levels for involvement in school activities; advisory, decision-making, and activities to support learning at home. Additionally, parents are consulted and participate in the planning, design, implementation, and evaluation of all parent involvement programs.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status: Adequate

Review Comments:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: The school will offer monthly meetings that will discuss in detail the current Title I Program. Invitations are sent home to all parents via student's backpacks, and automated calls done by School Messenger system. The information is also uploaded to our Facebook page. Parents gave input at the PIP development meeting as they completed a PIP Development Worksheet that gave us their thoughts regarding flexible parent meetings, building capacity, staff training, communication and barriers. Parents also gave input on the PIP by coming to school at anytime of day to review, make suggestions, or delete items on the PIP. The first meeting of the school year the Title I Program is explained to all parents, and the strong emphasis on parental involvement is highlighted. It is at the initial Title I Meeting, held on September 6, 2016, that members of the Title I parent group are established by volunteering. Once this group is identified, the group along with the Principal, Assistant Principal and the counselors begin reviewing the Parent Involvement Plan. During the quarterly meetings parents also suggest topics for future meetings and conduct constant reviews of the PIP. Parents submitted changes via email and in writing. The PIP is placed on the school's website and copies are provided in all of the offices.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- 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)].

Review Status: Adequate

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not

limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	IDEA	Parents are given strategies to help their student and use at home with their ESE students.
2	Title I	Parents will receive information to assist students at home with standards-based courses (Math, Science, ELA, Reading, etc) and the transition to common core. Resources will be included in each meeting. These will include parent-friendly FLDOE information and school-based literature.
3	IB MYP/AVID	Parents are able to learn more about the magnet / special educational programs offered at Lake Shore and how to become a part of helping their students become successful at completing the requirements.
4	ESOL	Parents of ESOL students are given some extra support in assisting English Language Learners in the general education classroom.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status: Adequate

Review Comments:

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop Title I Parent Night School Messenger	Christopher Begley-Principal/Caleb Gottberg - Assistant Principal	September 5, 2016	Report of School Messenger Call
2	Advertise Title Annual Meeting on Marquis	Caleb Gottberg - Assistant Principal	August 23, 2016	Posted Message
3	Parent Title I Annual Meeting	Christopher Begley - Principal	September 6, 2016	Sign In/Evaluation?Photos/PowerPoint
4	Advertise Title Annual Meeting on Lake Shore's Facebook page	Rebecca Durkin - Assistant Principal	August 30, 2016	Posted Message

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: All Title I meetings will be held monthly in the evenings so that parents can attend after work. A Title I Resource Room is available on campus during school hours for parents to visit, and to assist parents in meeting the social and academic needs of their children. The Title I Resource Room is equipped with computers, internet access, educational literature and part time personnel to assist parents (open 8am-4:30pm).

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status: Adequate

Review Comments:

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	PIP discussion/face to face/Developmental Meeting	Principal - Begley	Parents will be aware of the opportunities for parents to be involved in	September 6, 2016	Parent Input Worksheet

			the child's school. This will increase parent involvement in student academics		
2	Reading/Math/ Science Parent Information	Marion/Barfield/Gottberg/Begley	Parents will utilize school resources to access online support programs such as PENDA, FOCUS, FCAT Explorer (science only), i-Ready, Achieve3000, and the Khan Academy. The academic coaches will help parents support students at home with home learning.	Monthly (2016-2017)	Interim Assessments and Common Core Post Exam
3	Data Review - Mid Year - ELA/Math/Civics/Science	Caleb Gottberg -APC	Parents will understand the different ways students are assessed and where students currently stand in various subject areas. Parents will understand the new Common Core standards and be able to understand test/data results. .	February	Parent Exit Slip/Parent Reflections
4	Planning for the Future/ face to face	Shayla Ranger/Mary Wrenn	Parents learn about future opportunities for their child in high school and college.	January 17, 2017	Parent Exit Slip/Parent interest and application to various high school

			Various High Schools will present information about various programs including Early College and AP/IB. This is a hands on workshop with parents and students.		programs.
5	Accelleration/Magnet Options	Caleb Gottberg	Parents will learn about high school accelleration programs and magnet options	April/May	Parent Feedback/Exit Slip
6	AVID Parent Night (s)	Jamicelle Clark	Parents will learn about the AVID Program and be able to support students at home with the student binders	October, December, March and May	Parent Feedback/Exit Slip
7	Academic Online Resources Night	Rebecca Durkin - AP	Parents will learn how to create a FOCUS account so that they can access student grades on a daily basis. They will also learn how to access a math eBook homework helper from Eureka.	October 18, 2016	Parent Feedback/Exit Slip
8	Dual Enrollment	Mrs. Wrenn and Mrs. Ranger - School Counselors	Parent will be guided through Dual Enrollment registration so that their students can participate in the Pre-Early College Prgram here at Lake Shore.	November 8, 2016	Parent Feedback/Exit Slip/Completed Dual Enrollment Packets

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
 - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
10/5/2016 10:27:15 AM		Provide more details on how AVID ties to SIP Goals for student improvement. Make sure your event titles on Building Capacity aligns with Budget Template. They must match along with dates. Also, your expenditures for toner and paper are excessive on Budget. Please reduce costs and add other items. Be sure to recalculate all budget lines. Resubmit with all updates and notify via email once completed.

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Value of Parent Involvement	Shayla Ranger/Sabrina Tyson	The school creates a partnership with parents to address student academic and social needs	September 2016	Student test scores on state and district level assessments show steady improvement
2	Use of the new Focus Portal for Parents	Caleb Gottberg	Teachers will learn how to create and update websites.	Ongoing	Parents visiting websites.
3	Mid Year Data and Parent Involvement Meeting	Christopher Begley - Principal	Teachers will review data of students and how to involve parents through holiday break to enrich learning.	January 2017	Student / Parent Feedback

Review Rubric:

- Content and type of activity including the following:
 - Value following:
 - Valuing of parental involvement,
 - Communicating and working with parents,

- Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
 - Correlation to student academic achievement;
 - Reasonable and realistic timelines; and
 - Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Parent Resource Center has an annual Open House to introduce the center to parents and expose them to the various resources (computer access, parent literature, guidance counselor services, full-service school referrals, and meeting space) that are available. The responsibility of the PRC will fall to the Guidance Counselors (Shayla Ranger and Mary Wrenn). Parents will be able to fill out evaluations when they attend meetings and workshops.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: We will increase the utilization of the website and Facebook page for specific information about school programs and upcoming parental involvement opportunities. Students will be given a quarterly progress report about the District objectives in conjunction our MYP IB (International Baccalaureate Middle Years Programme) & AVID objectives that will be taken home for parental review and feedback. Grade Portal passwords will be redistributed annually to ensure easy access for parents to retrieve grades daily. Teachers will send home class syllabi that inform parents of expectations of proficiency in each content area. Parents will be informed about the various state and district progress monitoring assessments through our school website, Focus website, Facebook page and parent nights. Parents are encouraged to regularly request team meetings to discuss specifics about their student's progress. Translators are available on campus to assist ESOL parents during all meetings and conferences. The school will monitor the effectiveness of these efforts by monitoring the number of ESOL parents that attend. The district and site will use translate.google.com to assist in translating literature that will go home to the parents. Parents will receive reports based off of the assessments that their child took. Student Compact will be disseminated to students to take home to parents. Parents will be notified at least 2 weeks in advance and a reminder two days prior to all meetings via School Messenger, school marquee and the school website.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status: Adequate

Review Comments:

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Identify students' native language and provide all written communication in the appropriate language by utilizing Transact. . School staff fluent in Spanish will translate all written communications for Spanish speaking parents. Transact will also be utilized to translate information for parents. Interpreters for the hearing impaired will be available up request at all Title I meetings. Any parent or guardian that requires additional accommodations for various disabilities include physical and visual, staff members will

modify meetings accordingly to meet these needs. All school communication will be written with the audience in mind with attention given to removing overly technical language, reducing the use of acronyms, and using parent friendly language. The school will measure the effectiveness by accounting for the number of ESOL parents that attend Title I meetings. ESOL teachers will disseminate the information to their students ensuring the information is in the child's native language. All information will be on the website, sent via School Messenger and via backpacks. Parents will have to option of translating the school's website in any language due to a Google application.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status: Adequate

Review Comments:

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:
X Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status: Adequate

Review Comments:

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
9/23/2016 11:23:07 AM		

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
9/23/2016 11:23:21 AM		

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
9/23/2016 11:26:01 AM		Pending review of events as approved expenditures for AVID, Magnet Programs and building capacity alignment

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	PIP Presentation	1	25	NA
2	Reading	1	10	Increased Parent Awareness
3	Math	1	10	Increased Parent Awareness
4	Writing	1	10	Increased Parent Awareness
5	Safe and Civil School	1	10	Increased Parent Awareness
6	Data - Mid Year Review	1	10	Increased Parent Awareness
7	Bullying	1	10	Increased Parent and Student Awareness
8	RTI	1	10	Parent/Guidance
9	Planning for the Future	1	10	Parent awareness of options
10	Magnet/Acceleration Options	1	10	Parent Awareness of High School Programs
11	Community Involvement/Writing	1	100	Writing Workshops for Parents

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Value of Parent Involvement	8	32	Parents aware of classroom activities and can assist students
2	Website Development on FOCUS	1	15	Class websites share information about classroom activities

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parents with limited English proficiency have been a barrier do not attend meetings and seldom come in for teacher conferences.	Provide more translators for parent conferences and to help call home with academic and behavior concerns.
2	Economically disadvantaged parents do not have access to computers to check on their child's progress via FOCUS.	Provide more opportunities for parents to visit the resource center to check grades.

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status: Adequate

Review Comments:

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status: Adequate

Review Comments:

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9/23/2016 11:29:03 AM		
