## Lake Forest Elementary School Title I, Part A Parent and Family Engagement Plan 2017-2018

## School Name

I, Cassandra Thomas, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
* Engage parents and family, 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 parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school’s parent and family engagement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent and family 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 and family 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 and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal** | Date Signed |

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| **Involvement of Family** |
| How the school involves the parents and families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used? [ESEA Section 1116] |
| **Coordination and Integration with Other Programs** |
| How the school coordinates and integrates Parent and Family Engagement programs and activities with other Programs?   |  |  |  | | --- | --- | --- | | Choose all that apply | Program | Coordination | |  | IDEA (Students with Disabilities | The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment. | |  | VPK | The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles. | |  | Title II | The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Title I seeks to provide the tools and education necessary to families so that they can work hand-in-hand with the highly qualified school staff to help their children be successful academically and behaviorally in school. | |  | Parent Academy | Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family that range from one time workshops to programs over the entire school year. | |
| How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116]  Monthly parent night based on content areas will be held this year to provide extra support for parents. |
| **Annual Family Meeting** |
| A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program? |
| A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?   * Calendar Annual Meeting / flyers/ invitations / advertisment * Update Marquee * Develop Agenda * Develop PowerPoint and handouts * Hold meeting and present information * Get feedback from attendees * Maintain Documentation |
| A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?  The meeting will cover AYP through the use of PowerPoint to share findings and handouts. |
| **Flexible Family Meetings** |
| How will the school offer a flexible number of meetings, such as meeting in the morning or evening? Check all that apply.  AM Sessions at different times  PM Sessions at different times  AM & PM Sessions (Meetings offered at different times on the same day, same content) |
| How will the school provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement? Transportation, refreshments and on-site day care for evening events will be provided. |
| **Building Capacity** |
| How the school will implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)  Family nights will be held monthly this year with refreshments provided and a student performance to bring more parents out. During these nights, parents will learn about the expectations for each content area as well as support in helping their students. |
| How will the school implement activities that will build relationship with the community to improve student achievement?  We will invite different members from the community to visit our school and read to students as well as volunteer in other areas such as present wrapping for students in need during the holidays. We will also have a Lake Forest cares day where we will cookout for parents and members of the community. |
| How the school will provide materials and trainings to assist parents or families to work with their child(ren)?  Materials such as consumables and take home books are available in the parent engagement room. Parents will receive training/ support when attending the parent nights monthly. |
| How the school will provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, chew and chat, etc.) [ESEA Section 1116]  After parents have been cleared, they are welcome to come in and sit during a class with their student to see how instruction is delivered and teachers are willing to meet with parents to support them. We have a parent engagement office and liaison who is here almost daily and welcomes all parents and provides volunteer opportunities for them. |
| **Parent and Family Engagements Events:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | | 1 | Title I Annual Parent Meeting | Principal, C. Thomas | Parental Involvement in learning for core academic areas and Common Core Standards and SIP Targets. | August 24, 2017 | Parent Feedback Forms | | 2 | Literacy Night, What is the data telling us? | Assistant Principal, Willis  Reading Interventionist, Scheib and Halbert | Parent activity and workshop offered to engage parents with their students in meaningful reading and writing activities. | October 19, 2017 | Parent Feedback Forms | | 3 | Real Men Read | Parent Liaison, Mikell | Fathers and other men from the community will come and read to students. | Jan. 25, 2018 | Parent Survey Responses | | 4 | Literacy Week | Assistant Principal, Willis  Reading Interventionist, Scheib and Halbert | Entire week will be filled with fun and engaging reading activities and a book give away.  Parents will also be asked to attend workshops centered around reading strategies and comprehension for their students. | January 22-26, 2018 | Parent Survey Responses | | 5 | Math Night | Principal, C. Thomas | Fun and engaging filled night of family math activities and centers to take home. | Nov. 16, 2017 | Parent Survey Responses | | 6 | FSA Night | Principal, C. Thomas | Parents will engage in sample FSA to get the idea of what students will have to do. | Feb. 22, 2018 | Parent Feedback Forms | | 7 | Technology during the school day | CIS Advocate, Watson | Million word campaign, improved comprehension, monthly reading targets and end of year goals for Superintendents reading celebration | Sept.-May | Parent Survey Responses | | 8 | Open House | Principal, C. Thomas  Assistant Principal, Willis | Common Core Standards, Curriculum, Blended Learning, FSA, Behavior and before and after school care. | August 24, 2017 | Parent Survey Responses | | 9 | Award Ceremonies | Principal, C. Thomas  Assistant Principal, Willis | Awards for achievement in academics, conduct attendance, etc. | Quarterly | Parent Survey Responses | |
| **Other School wide Activities:**  How other activities such as the family resource center, the school will conduct encourage and support parents and families in more meaningful engagement in the education of their child(ren)?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Count | Name of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness | | 1 | Student of the month | Mikell | Positive behavior and active engagement in classrooms | All year | More student engagement and less behavior referrals | | 2 | PTA meetings | PTA president, Johnson and Vice president, McAllister | Parents will be able to understand the demands of the curriculum to better support their students. | Last Tuesday of each month at 5:00. | Increase in parent support around campus | | 3 | SAC Meetings | Principal, C. Thomas  Assistant Principal, Willis | Parents will be able to understand the state of the school along with the student progression plan and what it means for students. | Last Tuesday of each month at 5:30. | Increase in parent support around campus | |
| **Staff Development** |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on the assistance of parents and families and in the value of their contributions.   * Cultural sensitivity * How to Use Classroom Volunteers? * Data Analysis * Building relationships with parents and community * Effective Parent Conferences * Ethics |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff on how to reach out to, communicate with, and work with parents and families as equal partners.  PTA Meetings  SAC Meetings  PAC Meetings  Weekly Common Planning with admin  Early Release PD on data, centers and instructional delivery |
| Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on implementing and coordinating parent and family programs and building ties between parents and families and the school. [ESEA Section 1116]  PTA Meetings  SAC Meetings  PAC Meetings  Weekly Common Planning with admin  Early Release PD on data, centers and instructional delivery |
| **Communication** |
| How the school will provide timely information about the Title I program and activities?  The PIP will be made available to all parents upon request. A copy will be available in the front office for review. A summary will be provided during stakeholder’s meetings. A link will also be provided on the school’s website. |
| How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?  A monthly newsletter, flyers, and invitations via student report cards and backpacks  Personal phone calls for parent volunteers  School website (updated monthly)  Electronic marquee  SAC and PTA meetings  FOCUS/ One view |
| How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)?  Parents have the opportunity to log in to FOCUS and check grades and schedule teacher conferences regularly. With 24 hours’ notice, parents are also able to sit in a class with their student. |
| How the school will submit parents’ and families’ comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]  Feedback forms and survey are given out after every family night. |
| **Accessibility** |
| A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families?  Historically, Lake Forest Elementary does not have a large ESOL population. Currently we have 3 ESOL students and will use translators when needed. Translated correspondence will be provided during orientation and, open house, conferences and monthly meetings. |
| A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?  Parents with disabilities will get support from staff. Accommodations will be available.  Our building is fully accessible.  The school will translate any frequently used special education forms as needed.  The school will use telephone conference calls when necessary. |
| **Barriers** |
| A description of the barriers that hindered participation by parents during the previous school year?  The primary barrier is unmotivated people in regards to getting involved in PIP development, SIP development, SAC in the business of the school.  Motivating parents to come in for conferences. The parents that need to come, don’t despite many attempts. |
| A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116}  Combine performances and business. Do more student activities to get parents to attend. Provide meals.  Personal phone calls, post cards, student letters inviting the parent. |