

Title I, Part A **School** Parent and Family Engagement Plan



School Name: Lake Forest ES

School #: 74

Principal Name: Principal Angela Maxey

School Website:



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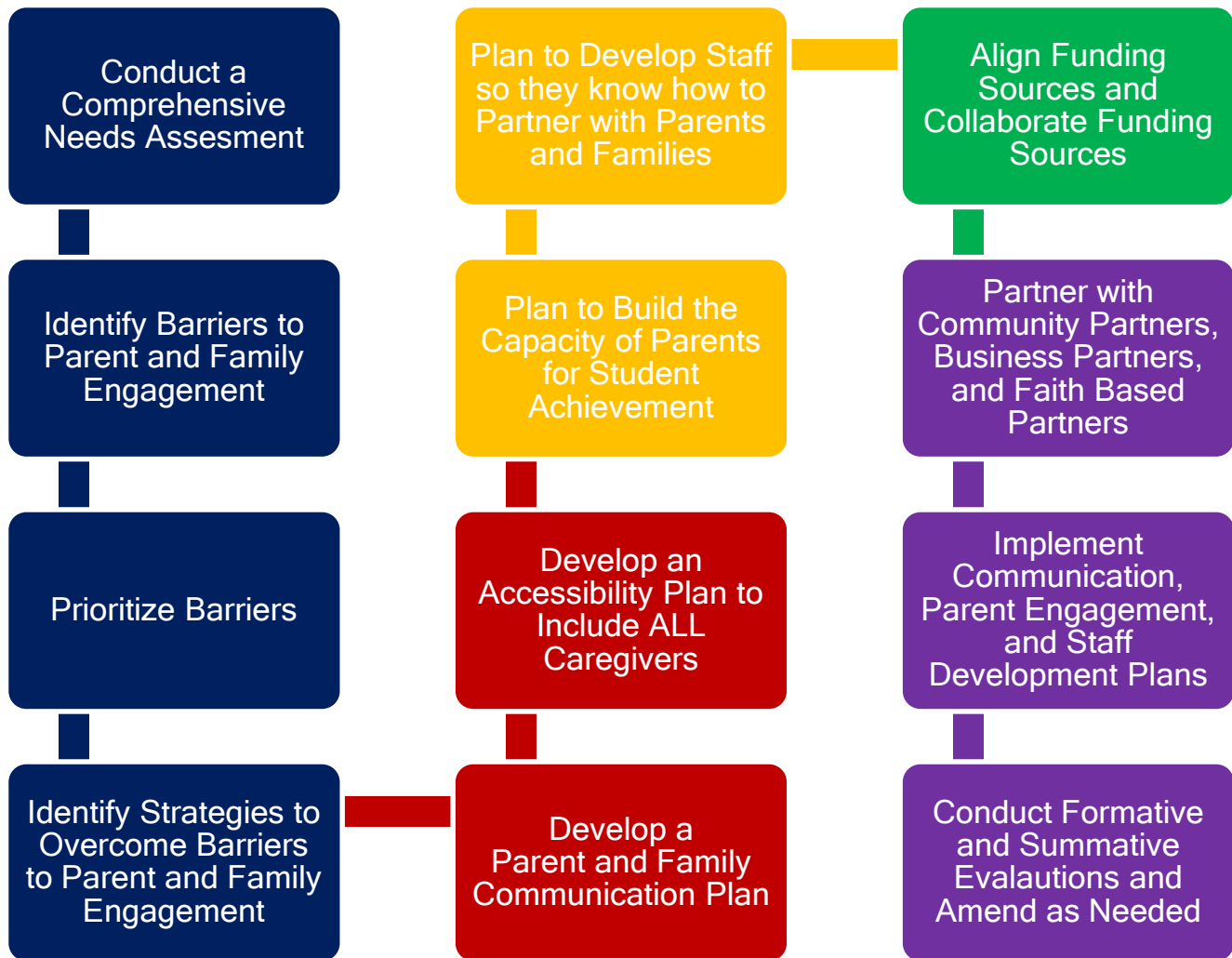
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OVERVIEW

The Duval County Public School District Local Education Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Angela Maxey, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	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 ESEA Section 8101;
<input checked="" type="checkbox"/>	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 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	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 1116(b)(1)];
<input checked="" type="checkbox"/>	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 1116(c)(3)];
<input checked="" type="checkbox"/>	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 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	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 1116(b)(4)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	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 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3323	\$	\$
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		

Programmatic Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
42	12	
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual		
Developmental Meeting		
FSA Night		
Writing Night		
Math Night		

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools).

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

Parents requested opportunities to receive support based participation in various events. Supplies to support their academics of their children at home.

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

Providing support to understand needed academic assisting with home supplies for academic
Assisting with home supplies for academic development

What are the overarching outcomes/goals for the current school year for parent and family engagement?

Activity engaging parents on standards-based instruction
Provide opportunity to develop skills to assist their child behaviorally and academically

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The Language Survey, teacher input and interaction with the office staff will be used to determine family needs for written translation. Lake Forest Elementary does not have a ESOL population. Translated correspondence will be provided during all parent involvement activities.

Describe how the school will share information related to school and parent and family programs, meetings, 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. Lake Forest Elementary building is fully accessible. Information will be disseminated bilingually in print, and using the Parent Link. Lake Forest will utilize TDD to notify parents who may be hearing impaired. The school will also use the district provided service, TRANS ACT, to help translate documents into various languages. Any parents who may be blind will receive all communication in Braille.

What are the different languages spoken by students, parents and families at your school?

Students that attend Lake Forest 1st language is English

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

- (1) Activities are always posted around the school, parent links calls, newsletters, the parent information board and the marquee
 (2) Students also take home flyers for all events. This happens a month in advance.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

In an effort to explain the curriculum the school will provide several academic based parent nights through the school year (literacy, math, science). In addition to the academic parent nights, the school will conduct an annual FSA format/technology meeting discussing the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

Lake Forest will offer parents regular meetings to formulate suggestions in decisions related to the education of their child via parent/teacher conference.
 Parents will be notified through flyers, parents communication folders, school marquee at least two weeks in advance,

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

Feedback forms and survey are given out after every family night, and then the feedback is submitted to LEA.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

Parent Involvement Plan hard copy will be available in the office, copies will be provided upon request and mention in the newsletter.
 Parents can make suggestions about the plan in the Parent Involvement office.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves 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 Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Lake Forest Elementary will notify parent monthly newsletters and flyers, and the school marquee to inform parents of upcoming events. Lake Forest will invite parents to be a part of the Parental Involvement Plan during Orientation. Parent volunteers with administration, and the parental involvement team will discuss the school improvement plan, PIP, Title 1 funds, including parental involvement and professional development funds, during two meeting prior to the Annual Meeting. These will be documented by use of agendas, minutes, and sign in sheets. Through the parent feedback surveys, the council will review the effectiveness of the Title 1 programs and use of funds for improvement.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation
- Childcare
- Home Visits
- Additional Services to remove barriers to encourage event attendance

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

Parent Survey's

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Parent newsletter/flyers
School marquee
Robo phone call

How flexible meetings will be offered to accommodate parents? Check all that apply.

- ☐ AM Sessions based on documented parent feedback
- ☐ PM Sessions based on documented parent feedback
- ☒ AM & PM Sessions (Same content to appeal to more parents)
- ☐ Other _____

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1
Develop Agenda, handouts, and or presentation materials
2. Step 2
Develop and disseminate invitations
3. Step 3
Advertise/ publicize events
4. Step 4
Develop Sign in sheets
5. Step 5
Maintain Documentation

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.
Lake Forest Title 1 program is used for family engagement and support. We will bring parents in for training on how to help their students in core content. We have monthly meetings covering the state of the schools and getting input from parents about how to spend funding to enhance academic performance in all students. We have a system of checking in and out resources and educational games to use at home to reinforce standards and skills covered at school as well.
Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.
The meeting will cover AYP through the use of PowerPoint to share findings and handouts. The events and functions supported by the parent involvement plan aligns with the SIP as it related to increasing academic performance. We will
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?
Lake Forest will send home a monthly newsletter that will provide the parents with the information. Lake Forest will also have flyers around the building as well as on the parent board located in the building. Information will also be on the school Marquee.

Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

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BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

Based on parent feedback and our SIP, Lake Forest nights will be held monthly this year with refreshments provided. During these nights' parents will learn about the expectation for each content area as well as support in helping students. A monthly calendar of events will be generated and sent home in the monthly newsletter. Calendars will focus on Academic, Social, and Emotional support. In months leading up to FSA, academic and test taking strategies will become the focus to assist parents in helping their child (ren) reach their academic potential, Sign-in sheets and parent comment/evaluation forms will be used to evaluate the effectiveness of the activities.

How will the school implement activities that will build relationship with the community to improve student achievement?

Lake Forest will invite different members from the community to visit our school and read to students as well as tutor. We will also have a Lake Forest cares day where we will cookout for parents and members of the community. Parents come in monthly to learn about student progress. Data chats for parents and students also work on interactive activities together that they can take home and reinforce the skill taught.

(1)How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

Lake forest does not have a Title 1 Parent Resource room. We currently have a board in main hallway that provides the parents with needed information. The space also provide parents the opportunity to gather needed material to assist with the children.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Principal A. Maxey	Inform parents about Title 1 programs.	By August, 2018	Sign-in sheets, Agenda	
Title I Developmental Meeting (required)	Principal A. Maxey	Provide key stakeholders with an opportunity to assist in the development, review, and finalization of the school's PIP Budget, and Compact in order to increase the number of parents and volunteers in the school to assist the school in reaching academic goals	August, 2018	Sign in sheets, Agenda, handouts	
Open House	Principal A. Maxey Assistant Principal K. Baxter	Inform parents about school and classroom happenings	August 10, 2018	Handouts, sign-in sheets, Survey	
Literacy Night	Reading Coach and Interventionist	Parent activity and workshop offered to engage parents with their students in	December, 2018	Handouts, sign-in sheets, Survey	

		meaningful reading and writing activities.			
Nachos with the Machos		Fathers and other men from the community will come and read to students in order to model reading strategies for parents to use at home	December, 2018	Handouts, sign-in sheets, Survey	
Math Night	Math Coach and interventionist	Educating parents on how curriculum materials are used to educate their children and what additional resources are available for home learning	October, 2018	Sign-in sheet, Agendas, survey	
FSA Night	Principal, A. Maxey School Counselor	Parents will engage in sample FSA to get the idea of what students will have to do.	February, 2019	Sign-in Sheet, Handout, Agendas, survey	
Parent Involvement Center Workshops		Workshops like: Transition to K and Middle School; Success Measures; Grade Portal; Budget Sense; Doing Science at Home- will provide information, resources and strategies to parents that can be used at home with their students to help them become academically successful.	September 2018-June 2019	Sign-in Sheet, Handout, Agendas, survey	
Midyear Stakeholders Meeting	Administration	Update on Student performance and the state of Lake Forest Elementary	January 2019	Sign-in Sheet, Handout, Agendas, survey	
Student of the month recognition ceremony	Assistant Principal School Counselor	Positive behavior and active engagement in classrooms	August-June	More student engagement and less behavior referrals; parent survey	
PTA Meeting		Parents will be able to understand the demands of the curriculum to support their students	August-May	Increase in parent support on campus	

SAC Meetings		Parents will be able to understand the state of the school along with the students	August-May	Increase in parent support around campus	
Family Night with Content Focus	Faculty	Monthly Family Nights that will have a content Focus	September-March	Handouts, sign-in sheets, Survey	
School Orientation		Parents will receive information regarding the child for the school year	August, 2018	Handouts, sign-in sheets, Survey	

Schools may add or remove rows as needed.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

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

...how to reach out to, communicate with, and work with parents and families as equal partners.

Culture and diversity training for teacher; new teacher survival guide for parent-teacher conferences.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

Staff will receive training during early dismissal or common planning on how to be an effective member in school and community committees and build community partnerships by roll playing and participating in community trips and activities.

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

- (1) Early Dismissal Professional Development
- (2) handouts and sign in sheet

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	Lake Forest Parent Involvement programs will advise the parents of the students with Disabilities of their rights in their child's education with greater student achievement in terms of grades, student attitude and behavior. They will be encouraged to be more involved in planning, problem solving, decision making and IEP input during parent/teacher conferences, MDRT meetings, and family connection nights
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The voluntary Pre-Kindergarten Education Program is a free pre-kindergarten from 4 and 5 year olds who reside in Florida. Title 1 seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title 1 also seeks to help families with new school aged children adjust to their new parenting role.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	The purpose to provide grants to state agencies for higher education and eligible partnership 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 1 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.
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.