



2019-2020 Title I, Part A Parent and Family Engagement Plan

Clay County District Schools

School Name: Lakeside Elementary



Parent and Family Engagement Mission Statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

With this mission statement in mind, our staff will have the mindset that their job is not to prepare our students for something. Their job is to prepare their students for anything.

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)].

Signature of Assurances:

"Discovering Endless Possibilities"



Involvement of Parents in the Decision-Making Process

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)].

Describe how this plan is a shared responsibility and families give input to review and improve this plan. How often?

Lakeside Elementary involves parents in the planning, review, and improvement of the Title I programs through the responses and comments based on the recommendations submitted by the quarterly School Advisory Council meetings, and parent suggestions throughout the year gathered from feedback forms completed at parent engagement activities, as well as, the feedback provided on the Title I Spring Annual Survey.

What method of evaluation do you utilize to review and design more effective engagement strategies?

We evaluate and improve our engagement strategies through careful analysis of the responses and comments on the SAC meeting minutes, Title I Spring Annual survey, and feedback forms from parent engagement events.

How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement activities?

Parents are given the opportunity to make suggestions, comments, and provide feedback at a SAC meeting specifically designed for discussion of the annual Parent and Family Engagement Title I budget.

What evidence do you have to document parent/family participation in the development of the Parent and Family Engagement Plan?

Our evidence includes event sign-in sheets, SAC minutes, Annual Title I Survey, and parent participation in the Clay County Portal.

How will the school share the comments it receives from parents/families?

We will share the comments through individual conferences with concerned parents and at faculty and SAC meetings.

How will the plan be made available to the community?

Our plan will be shared on the LES website, linked on the LES Facebook, provided in the parent portal, and distributed to SAC members. Copies are available in the front office.

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)].

Program	Coordination
VPK/ESE Pre K	LES offers VPK for qualified students
Child Find	Child Find identifies students with special needs throughout the community
Title III	ESOL services are available for qualified students
IDEA	ESE services are available for qualified students.
MTSS/ITF	This process is continual throughout the year to ensure students receive needed interventions.
IEPs and 504s	IEPs are developed for qualified students to ensure needs are met. 504s are developed for qualified students to ensure needs are met.
Kindergarten Pre-Screening	Students are assessed during the summer to ensure a successful transition to kindergarten through developmentally appropriate activities

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), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].

Date and time of Title I Annual Parent Meeting	September 26, 2019
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	Parents are notified via invitation in Tuesday folders, Facebook post, school sign, and the LES website. Materials utilized include the Title I Powerpoint presentation, distribution of the Title I Right to Know calendar, and discussion of the Title I Compact.
Describe how your meeting will communication information regarding: -The Title I Program (Benefits and how it affects your school) -Parents Right to Know -Qualifications of Teachers or Paraprofessionals -Notification of Teacher(s) who are out for more than 4 consecutive weeks -Ways Families Can Offer Suggestions/Feedback	All Title I information will be discussed at an Annual Title I meeting on September 26th. Families are encouraged to ask questions. Suggestions and feedback are solicited via feedback forms at every parent engagement activity. Parents were given a copy of the Right to Know in Tuesday folders the 2nd week of school and new families receive one when they register. Parents of students whose teacher is out for more than 4 consecutive weeks are provided with a letter from the principal explaining the qualifications of the substitute. Parents are notified via newsletter and webpage that they can view the qualification of teachers and paraprofessionals by appointment.
How did you determine the effectiveness of the Title I Annual Parent Meeting?	Parents are encouraged to fill out the feedback forms at the conclusion of the Annual Meeting.

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)].

Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend.	Parent and Family activities are offered in the morning and evening. This helps accommodate religious and work schedules.
Describe what child care, home visits, transportation and/or varied language services are provided by your school.	We provide written material in students' home language, transportation for our special needs students, wrap around care for our VPK students, and home visits via school social worker for special circumstances.

Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.	Conflicting work schedules, lack of transportation, language differences, and significant weather.
Barriers: What steps will the school take to overcome these barriers?	Social worker can provide transportation to events. Parents can participate in conferences/meeting via telephone. Reports, student achievement data, and information can be shared if possible in the parent's home language.
Evaluations: How will you obtain feedback regarding parent and family engagement activities?	Parents are encouraged to complete a feedback form at the conclusion of all activities.
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)].	All parents and families are invited to activities, which are offered at various times on various days. Invitations, forms, and reports in the students' home language will be provided if at all possible. Interpreters are offered during meetings upon request. All classrooms and common areas are handicapped accessible.

Building Capacity of Parents

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)].

Parent and Family Engagement Event/Topic	Impact of Academic Achievement	Timeline of Event	Evaluation Method
Transition Activities (Kdg., Headstart, Pre-K) Staggered Start	Smoothen transition and increased parent knowledge of academic expectations.	August 2019	Parent/family feedback, student behavior and K registrations

Supporting Learning at Home			
Open House	Increased parent/teacher communication.	September, 2019	Sign in sheets
Annual Title I	Increased parent/teacher communication.	September 26, 2019	Sign in sheets, parent/family feedback
PFA Meeting	Increased parent/teacher communication.	September 26, 2019	Sign in sheets, parent/family feedback
Evening Conferences	Increased parent/teacher communication.	October 2019	Conference Forms
Eureka Math Night	Increase in math instruction understanding.	November 2019	Sign-In Sheets, Parent/family feedback, facebook
STEM is in the Air	Science and Mathematics as well as SEL Themes of Friendship and Kindness	February 2019	Sign-In Sheets, Parent/family feedback, facebook
Camp Lakeside: Learn, Explore, Succeed	Activities will focus on test preparations, test anxieties, and stress relief	March 2020	Sign-In Sheets, Parent/family feedback, facebook
Literacy Night	Family literacy (Parents receive a list of ways to improve literacy in the home).	April 2020	Sign-In Sheets, Parent/family feedback, facebook
Afternoon Conferences	Increased parent/teacher communication.	April 2020	Conference Forms
#CampLakesideTogetherWeRead	Increased parent/teacher communication Academic - Showing parents the importance of reading frequently to their students.	Ongoing	Parent/family feedback, facebook
Grade Level/Teacher Specific Events	Academic- Parents will participate in events that showcase their child's learning, FL standards, ways to help at home, data chats, or conferences to improve student success. Increase parent/teacher communication.	Ongoing	Flyers, Parent/family feedback, facebook
Community Building	Business Partnerships provide student needs ranging from food to school supplies	Ongoing	Family climate survey

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Building Capacity of Teachers

Describe the professional development activities the school will provide to educate 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)].

Title	Purpose?	Training Format (Workshop, book study...) Presenter?	Intended Audience	Timeline
Building Relationships with Parents	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Google Slides Website from Jackie	Faculty/Staff at LES	October, 2019
Trauma Informed Teaching	How to work with students who are dealing with trauma and how to effectively teach them in spite of the trauma.	Presentation from Kathy Lawrence (SEDNET)	LES Faculty/Staff	October 31, 2019 PLC

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)].

How do you notify each family, in a timely manner when their child has been assigned or taught for four or more consecutive weeks by a teacher out of field?	Letter from principal to parents.
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Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Parent portal, conferences, IEP meetings, information sent home, Title I Annual Meeting, Open House, parent events, FSA prep night (Camp Lakeside: Learn, Explore, Succeed Night), Tuesday Folders
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	FSA results sent home, Facebook & website notification that results are ready.
How do you ensure that your school holds parent-teacher conferences, at least annually, of which the compact is discussed as it relates to student achievement?	Signed compact forms.

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)].

All parents and families are invited to activities, which are offered at various times on various days. Invitations, forms, and reports are offered in the student's home language. Interpreters are offered during meetings when requested. All rooms and buildings are handicapped accessible.

Evaluation of Previous Year's Parental Involvement Plan

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
N/A	N/A	N/A	N/A