

Lake Wales Charter Schools 2022-2023 Title I Part A Parent and Family Engagement Plan

I, Anna Barcenas do hereby certify that all facts, figures, and representations made in this 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 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.

- 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;
- 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)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement plan 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)];
- 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)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement plan [Section 1116(a)(2)(C)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and families 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)];
- 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(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 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].


Signature of Principal/School Administrator

12/12/2022
Date Signed

NEEDS ASSESSMENT

The Need 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

| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
|--|----------------------|-----------------------|
| \$ 2,402 | \$2,402 | \$0 |
| 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 | | |
| N/A | | |

Programmatic Overview from the Previous Fiscal Year

| Summary of Parent Engagement Events from the Previous Year | | |
|--|------------------------|--------------------------------------|
| Name of Activity | Number of Participants | Results of Evidence of Effectiveness |
| <i>Title I Annual Meeting (Open House)</i> | <i>176</i> | <i>Parent Evaluation Forms</i> |
| <i>Literacy Family Engagement Night</i> | <i>86</i> | <i>Parent Evaluation Forms</i> |
| <i>Math Family Engagement Night</i> | <i>72</i> | <i>Parent Evaluation Forms</i> |
| <i>Science Family Engagement Night</i> | <i>195</i> | <i>Parent Evaluation Forms</i> |
| <i>Leadership Day</i> | <i>113</i> | <i>Parent Evaluation Forms</i> |

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.

According to the information gathered from parent evaluations, parents:

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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.

1. Language
2. Insufficient notice for events

(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)).

1. Language- have Spanish translators for events and provide translation in any other language, if possible, Use " Talking System" for translation when possible, and bilingual front office secretary to assist Spanish speakers
2. Insufficient notice of events- school purchased a canva account and we have a staff member leading out social media outreach to ensure timely notice of events.

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

Our goal is to offer a variety of parent and family engagement events with academic focus and increase parent participation.

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 |
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| <p>Describe how the school will provide full opportunities for <u>all</u> parents and 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?</p> |
| <p>We will provide parents with translation through our " Talk System" or Spanish translators, and child-care during our annual Meeting and Parent & Family Engagement events as needed.</p> <p>We will translate all the written communication sent to parent in Spanish. We will accommodate other needs upon advance notice.</p> |
| <p>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?</p> |
| <ul style="list-style-type: none"> - We will provide all our families access to a digital calendar listing important dates via our website for the school year - Upcoming events will be posted on the school marquee and social media - Important information will be posted on the school website, school Instagram page, and school Facebook page - Messenger calls and remind/ class dojo notices will be sent to inform families about upcoming events - Families will be notified by sending home event flyer 1-2 weeks prior to the upcoming event |
| <p>What are the different languages spoken by students, parents and families at your school? ----- <i>Spanish & English</i></p> |

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.

Timely information about the Title 1 Program will be provided through Annual meeting (Open House). The information that will be shared at the Annual Meeting will include – What is Title 1, School & District Parent & Family Engagement Plan, School Parent Compact, School Improvement Plan, School Advisory Committee, and how to be involved at your child’s school.

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?

Description and explanation of the curriculum at the school, forms of assessments, and achievement levels will be provided through Title 1 presentation and classroom presentation on the Annual Meeting event, principal’s newsletter, and letters to families.

(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?

Parents are encouraged to be a part of our School Advisory Council (SAC), Parent Teacher Organization (PTO), and to work with our School Improvement Committee. We will inform parents about these opportunities at the Annual Meeting event. Topics shared with the SAC are School Improvement Plan, Parent & Family Engagement Plan, Needs Assessment, School Grade, and 1% parent involvement expenditure.

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]

Our charter district implements parent survey and the parent survey results are shared with the district.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families.

The Parent & Family Engagement Plan & Summary will be shared at the Annual Meeting event and SAC meeting. The Parent & Family Engagement Plan Summary will be given to the parents who attend the Annual Meeting event and will be sent home the next school day with the students. Both the School Parent & Family Engagement Plan and Summary will be posted on the school website.

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

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| <p>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)].</p> |
| <p>The following topics will be discussed with our School Advisory Council and presented at our annual meeting: Parent & Family Engagement Plan, School Parent Compact, School Improvement Plan, 1% Parent Involvement Expenditure, and the implementation plan for our Building Capacity Workshops for the year.</p> |
| <p>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)]</p> |
| <p>We use a translation system or Spanish translators to translate all our Building Capacity workshops activities for our non-English speaking parents.</p> <p>The Parent Involvement funds will be used for the Parent & Family Engagement Nights, and Parent Engagement digital calendar of events will be added to school website.</p> |

FLEXIBLE FAMILY MEETINGS

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| <p>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)]</p> |
| <p><i>We will use parent evaluation forms for building capacity events.</i></p> |
| <p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> |
| <p><i>We will use parent evaluation forms for building capacity events and district parent survey results for documenting and assessing this.</i></p> |
| <p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> AM & PM Sessions (Same content to appeal to more parents)</p> <p><input type="checkbox"/> Other _____</p> |

REQUIRED ANNUAL MEETING

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| <p>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)]</p> |
| <p><i>We will have the open house (Annual Meeting) at the beginning of the year. The information that will be shared at the Annual Meeting will include – What is Title 1, School & District Parent & Family Engagement Plan, School Parent Compact, School Improvement Plan, School Advisory Committee, and how to be involved at your child’s school. Parents & Families will be notified about the event in the school calendar and a notice will also be sent 1-2 weeks prior to the event date. The event will be advertised on the school marquee, website, Facebook and Instagram page. In addition, Messenger calls, remind/ class dojo text will be sent home.</i></p> |
| <p>Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.</p> |
| <p><i>The Title I Facilitator will present what is title 1 presentation and share information about School & District Parent & Family Engagement Plan, School Parent Compact, School Improvement Plan, School Advisory Committee, and how to be involved at your child’s school.</i></p> |

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.

1. Share the school grade information with the SAC members.
2. Send home the right to know letter with the students and any other required information.

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?

Event notification will be posted on the school marquee, event flyer in book bags, and reminder notice will be sent in student agendas, remind, class dojo, and social media.

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. 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.

The Parent & Family Engagement plan will be shared and reviewed by the School Advisory Committee in Feb. and Mar. meetings and addition if needed will be made based on the SAC member's feedback.

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

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| <p>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?</p> |
| <p><i>Polk Avenue will have literacy, mathematics, and science parent & family engagement events to provide parents and families with strategies on how to help their child at home and succeed at school.</i></p> |
| <p>How will the school implement activities that will build relationship with the community to improve student achievement?</p> |
| <p><i>We conduct home visit or neighborhood visits as needed, have guest readers on campus, and partner with community businesses and schools.</i></p> |

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 | <u>Measurable</u> Anticipated Impact on Student Achievement | Month Activity will take Place | Evidence of Effectiveness | Budget (if applicable) |
|------------------|--------------------|--|--------------------------------|---------------------------|------------------------|
|------------------|--------------------|--|--------------------------------|---------------------------|------------------------|

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|---|---|---|-----------------|-------------------------|--|
| Literacy Family Engagement Night | <i>Reading coach, classroom teachers, and admin</i> | Educating families about curriculum and how to help their child at home | October | Evaluation Forms | |
| Math Family Engagement Night | <i>Math coach, classroom teachers, and admin</i> | Educating families about curriculum and how to help their child at home | December | Evaluation Forms | |
| Science Family Engagement Night | <i>Reading coach, classroom teachers, and admin</i> | Educating families about curriculum and how to help their child at home | January | Evaluation Forms | |
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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)]

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| 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. |

We will provide staff volunteer training at the beginning of the year which will include how to make parents feel welcomed at school, volunteer opportunities, and do's and don'ts for volunteers.

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

Parent conferences, PTO meetings, SAC meetings, and building capacity events.

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

Parent conferences, PTO meetings, SAC meetings, and building capacity events.

(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?

Staff volunteer presentation 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 type="checkbox"/> | IDEA - The Individuals with Disabilities Education Act | <i>We have a disability awareness week each year.</i> |
| <input type="checkbox"/> | Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. | <i>We have a bag pack program to provide food for families that need assistance.</i> |
| <input type="checkbox"/> | Title IV – Student Support Funds supporting a well-rounded school, students’ health, and technology. | <i>Drumfit program is implemented through P.E. and cloud 9 world character education and wellness program is available to all grade K-5</i> |
| <input type="checkbox"/> | Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers. | <i>We will provide BEST Standards training and Just Read, Florida training for all teachers.</i> |
| <input type="checkbox"/> | Title III, Part A – Helping English Language Learners achieve English proficiency | <i>ESOL strategies training for all teachers.</i> |

Schools may add lines as needed.