

Mission Statement

Enter your Parent and Family Engagement mission statement below. The mission statement should:

- Reflect the beliefs or values the school holds regarding the importance of family engagement;
- Explain the purpose of the parental involvement program;
- Be written in parent friendly language;
- Inspire stakeholders to be involved and supportive of the program; and

Mission Statement

Lincoln Elementary acknowledges and recognizes the significance in forming a strong partnership with parents and community members to bridge the gap between parent, school and community. Lincoln Elementary strives to empower families to become proactive in their children's education on a continuous basis by providing effective communication in an effort to improve student achievement, parent trainings, academic activities, and referral services to support families. Lincoln Elementary believes that with a strong home and school relationship; students have the support to achieve academic and personal goals.

18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 built the capacity of families to help their children learn at home.

Parent Capacity Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to as a result of the training? What was the impact on student achievement?
Literacy Night	9	Including Data Chats with Literacy Night went well. Staff members were able to communicate where students were currently academically and answer any questions that parents may have to make progress or maintain their status.	More participants!	Be informed of student current academic status and understand the 90 Minute Literacy Block

Parent Capacity Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Math and Science Night	0	Activity did not occur.	Establish a committee to facilitate activity.	N/A

Parent Capacity Training 3

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Kindergarten Round Up	7	Selected information that was distributed to parents and incoming students.	More participants!	Parents were provided an understanding of the kindergarten expectations.

18-19 Staff Trainings

Using your staff training evaluations and feedback to teachers on implementation of strategies taught in staff trainings, evaluate how the staff trainings provided during the 2019-2020 school year impacted faculty and staff on the value of engaging families and on strategies designed to equip families to support learning at home.

Staff Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
Highlighting the Importance of Family Involvement in Education	16	The discussion of understanding parent involvement at our school.	Focus in on establishing ways to increase parent involvement at our school	The teachers gain an understanding of parental involvement at our school

Staff Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers at to do as a result of the training? What was the impact on family engagement?
Parent Conferences	19	Parent Conference Training was changed to How to Deal With Difficult Parents due to the current need. This training went well because teachers gained an understanding of how to handle difficult parents.	Add role playing so that teachers can practice difficult conversations.	Teachers gained an understanding of how to handle difficult parents

Involvement of Stakeholders

Describe how the school will engage stakeholders in the planning, review and implementation of Title I programs. Include decisions regarding how funds for parent and family engagement are used.

Brief Narrative

List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact.

Alicia Porter, Principal Andrea Walker, Assistant Principal Rashelle Carter, SAI Contact Miriam Brown, Secretary Rhonda Koonce, Behavior and Mental Health Specialist Jasmin Allen, Teacher Tracey Bougouneau, Teacher Demetria White, Aftercare Director, Parents' names - Vanette Youyoute, Eellene Jochim, Shuunnette Henry, Horace Henry, Minouse Joseph, Desiree Henry, Radley Henry, Renia Doraon Gloria Canales,

What are the procedures for selecting members of the group?

Parents are notified by school marquee, phone link, and multi-lingual flyers that that school is looking for members to be part of a decision making group (SAC or PTO). Parents are selected to represent the community we serve. Business partners will be contacted to be a member of the school's SAC. Leadership team and teachers selected as grade level representatives are also key stakeholders of this group.

How will input from stakeholders be documented?

Input from stakeholders for the FY19 PFEP was documented in the minutes from the parent input meeting. During the school year, input from stakeholders will be documented by detailed minutes.

How will stakeholders be involved in developing the plan?

Stakeholders will be involved in the development of the PFEP plan by providing input at SAC, parent input meeting, parent trainings, and participating in District surveys and discussion. Stakeholder's input is ongoing throughout the year.

How will Title I parent and family engagement funds be used?

Title I parent and family engagement funds will be used to provide parents opportunities to assist their child at home and overall support at home. All stakeholders will have opportunity give input on type of trainings, review parent feedback, and other items they would like to include in the plan and budget during the year.

19-20 Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively reach out to, communicate with, and work with equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administrative of teacher feedback.

Staff Training 1

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Increasing Parent Involvement with Classroom Dojo	Teachers will participate in a training that will give them ideas on how to increase parent involvement.	November	Dr. Walker, Lovely, Carter	Teachers will receive ideas on how to increase parent involvement. As the result of the training teachers will leave with ideas on how to use our School-Wide tool of Classroom Dojo to maximize Parent involvement in their classroom.

Staff Training 2

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact or family engagement?
How to Deal with Difficult Parents	Teachers will gain an understanding of how to deal with difficult parents.	November	Dr. Walker	Teachers will gain an understanding of how to deal with difficult parents.

Annual Meeting

Families are invited to attend the Title I Annual Meeting to learn about the school's Title I programs and requirements. Describe the tasks the school will take to conduct an effective Annual Meeting. The meeting should be designed to inform parents about:

1. What it means to be a Title I School;
2. The school's Title I School-wide Plan;
3. Parent and Family Engagement (plan), including the School-Parent Compact;
4. Special Programs such as Migrant Education and McKinney Vento;
5. Parent's Right to Know; and
6. Other opportunities for parents.

Brief Narrative	
What is the date and time of the Annual Meeting?	
September 2019	
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)	
All stakeholders will be notified of the Annual meeting via Marquee; call-out; flyers, email, text and Class Dojo	
What resources do you plan to prepare for stakeholders?	
We will prepare by setting up room, interpreters, sign-in sheets, copies of handouts in all languages, evaluations, agenda, invitation, PowerPoint Presentation, copies of Lincoln's Title I Plan, copies of PFEP summary, copies School-Parent Compact, etc.	
What materials/supplies are needed for the Annual Meeting?	
We will need the Video or PowerPoint, school documents, sign-in sheets, evaluation forms, projector, computer, microphone, copies of handouts, pens, paper, post-it-notes, chart paper etc.	
How do you plan to reflect on the effectiveness of the Annual Meeting?	
School leadership will determine effectiveness by reviewing parent evaluations, discussion, Exit Tickets, and reflect on event. Leadership will take the suggestions provided by the parents and implement their ideas into our PFEP and Compact as much as possible.	

19-20 Parent Trainings

Describe the trainings you will offer families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that families extend learning at home, support students in meeting challenging state standards, and monitor their child's academic progress. Evidences Include the invitation, agenda, sign-in sheets, r handouts, evidence of parent and family interaction, evaluations, and analysis of parent feedback.

*Be sure to indicate if refreshments will be purchased and list dollar amount. For example: Refreshments (\$175.00).

Parent and Family Training #1 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources ar
Curriculum Night	Understanding the curriculum with hands on components that will assist the parents in helping students understand homework and rigor of curriculum using FSA item specs to provide question frames to ask questions after readings, websites that will show how to various math problems.	Parents will be divided into two groups (primary and intermediate). Parents will become the "students" in this training to experience the expectations and rigor of the standards in ELA, Math and Science. Parents will participate in mini lessons in ELA, Math and Science. Mini lessons will consist of the introduction of vocabulary words, whole group lesson, and rotations. As the result of this training, parents will be able to understand what the students learn, how they learn and ways that students can check their understanding. The anticipated impact on student achievement parents will be able to help assist students with homework and ask questions at parent conferences to help assist their child at home. Parents will leave with a list of online resources and other strategies to help their child at home. As a result, the anticipated impact on student achievement will increase because parents are more knowledgeable of the content.	September 2019	Dr. Walker, Rachelle, Carter, Candice Lovely, Pamela Williams, Crystal Howell, Daniki Lourora, Kent Alcantara, Patricia Wunsch , Jade Davis	Ready books chart paper, r curriculum, m

Parent and Family Training #2 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources ar
Center Child Counseling	At home strategies to regulate and redirect behavior at home. Parents will receive verbal strategies and best practices.	As a result of the training, parents will learn different strategies to help students to redirect and self-regulate behavior at home. The anticipated impact on student achievement is students receiving consistent ways to redirect and self-regulate behavior to minimize behavior distractions at school and increase student achievement.	October 30, 2019	Dr. Walker, Chelsea Vanvlin	chart paper, c

Parent and Family Training #3 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources at
FSA War: Student vs. Parent	Parents will participate in completing a practice test. The teacher presenter will use the gradual release model to instruct test taking best practices.	Parents will participate in test practice by following the gradual release model. First, the teacher presenter will model how to take a test by modeling the following: -read title -annotate paragraphs -read questions, circle key words -answer questions -find evidence to support answers Second, the students and parents will work together to complete text and questions following the same modeled steps. Last, students and parents will complete a new set of passage and questions following the same modeled steps independently. Students and parents will switch papers, grade and provide feedback to each other. School staff will share websites for parents to use at home to reinforce math or literacy skills to help prepare students for FSA. Parents will leave the workshop with knowledge and expectation of the FSA and websites to support learning at home.	?? April 2020	??	?? activities & work

Coordination and Integration

Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to integrated parent and family engagement opportunities by identifying the three (3) most relevant agencies/organizations that tremendously support your school's parent and family engagement goal (for example: Literacy Coalition, Multicultural Department, ESE Department, Migrant Education, Publix, Boynton Beach Fire Department).

Partnership 1

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Jack and Jill of America	Jack and Jill of America provides gently used uniform pants, shirts and shoes.	PBSD form 1570 eBusiness Partnership Agreement Thank you letters	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Publix	Publix provides school supplies for students. Publix provides snacks for meetings for parent meetings	PBSD form 1570 eBusiness Partnership Agreement Thank you letters	Monthly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequer
Bridges a program of Children's Services Council	-Offer free parenting tips, family events and helpful resources.	PBSD form 1570 eBusiness Partnership Agreement Thank you	Monthly

Communication

After reflecting on your 2019-2020 Title I Family Engagement Survey results, describe the process that your school will use to provide timely and easy to understand updates to parents : on Title I programs, curriculum, assessments and student progress/proficiency level information. Evidences include agendas, sign-in sheets, minutes, evaluations, school websites scree newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

Key Points of Communication	
Describe how school will provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the information was shared?
Title I information and services (Annual meeting, tutorial programs, parent training, parent conferences, etc.) will be shared via multi-lingual flyers in the backpacks; marquee; flyers; Newsletters; ParentLink.	Evidences include agendas, sign-in sheets, minutes, evaluations, translated letters, emails, text print-outs, phone call-out transmissions/scripts, and Class Dojo.
Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet.	How will the school document that the information was shared?
This will be communicated to families via Open house; Curriculum Night; report cards; progress reports; Diagnostic Reports; PMP, iReady proficiency reports; parent conferences.	Evidences include agendas, sign-in sheets, minutes, evaluations, translated letters, emails, text print-outs, phone call-out transmissions/scripts, and Class Dojo.
Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children.	How will the school document that the information was shared?
Families will be invited to attend Curriculum night, SAC meetings; parent conferences, ELL Plans, and IEP meetings to be part of the decision making process as it relates to their child's education. Parents will be reminded of report cards and progress reports to keep them aware of student progress.	Evidences include agendas, sign-in sheets, minutes, evaluations, translated letters, emails, text print-outs, phone call-out transmissions/scripts, and Class Dojo.
Describe how the school will offer flexible time for meetings, training, activities, and events to remove barriers for attendance (i.e. childcare, transportation, home visits, etc).	How will the school document that the information was shared?
The school will offer childcare during meetings, training, activities and events. The school will also offer multiple meetings/events on the same night to prevent parents from attending multiple nights.	Evidences include agendas, sign-in sheets, minutes, evaluations, translated letters, emails, text print-outs, phone call-out transmissions/scripts, and Class Dojo.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering your 2017-2018 Title I Family Engagement Survey results and information gathered at y input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities, and events. Evidences translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

*Keep in mind, this section describes **support provided to families** so they may participate in family engagement activities.

Brief Narrative	
Accommodations for parents and families with limited English proficiency	
We strive to have all of our communication in Spanish and Creole as well as English. School have staff that speaks parent's native language (Spanish and Creole) are available for parent meetings and conferences to ensure proper communication. Furthermore, we've reached out to a local high school Spanish club to support our school-wide events to ensure we have enough translators. Evidences may include translated letters, School-Parent Compact, academic reports, agendas, sign-in sheets, flyers, and parent evaluations.	
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)	
If we had parents and families with disabilities, we would make accommodations for parents to participate in activities. In order to provide parents and families with disabilities accommodations the school building is ADA accessible. If necessary, school will contact the district office for hearing support because currently no one on campus is fluent in Sign Language. Evidences may include transcripts for staff to communicate translated letters, School-Parent Compact, academic reports, agendas, flyers, and parent evaluations.	
Accommodations for families engaged in migratory work	
If we had parents and families engaged in migratory work school staff would make accommodations for families to participate in activities. The school would coordinate with the Migrant Department as needed to provide additional support to our migratory working families. The school will also provide items from the food pantry bi-weekly, uniforms from donors, and supplies. Evidences may include sign-in sheets from pantry, flyers to remind parents the pantry will be open bi-weekly and parent evaluations.	
Accommodations for families experiencing homelessness	
Parents are surveyed on their needs so that the school provide support, information, and resources needed. School staff will also assist families experiencing homelessness by making connections with District staff (MVP - McKinney Vento Program) for additional and appropriate resources as needed. The school will provide items from the food pantry bi-weekly, uniforms from donors and supplies. Evidences include academic reports, agendas, sign-in sheets from the pantry, flyers, and parent evaluations.	

Other Activities

List other activities that are planned to strengthen parent and family engagement at your school. You may list additional parent and family trainings here. If you plan to offer refreshments indicate that in the description field along with the dollar amount.

Activity 1

Name of Activity	Brief Description
Growing Strong Awards	Students are recognized and rewarded monthly for perfect attendance, positive behavior and top iReady usage and high percentage of lessons passed.

Activity 2

Name of Activity	Brief Description
Trimester Honor Awards	Students are recognized and awarded for high academic achievement.

Activity 3

Name of Activity	Brief Description
Winter Festival	Parents are invited to experience a family festival with fun activities and student performances.

