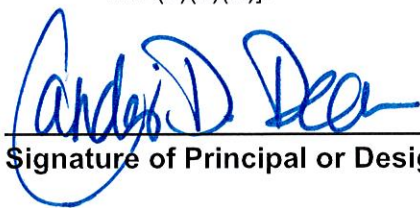


## Lake Placid Elementary Parent and Family Engagement Plan (PFEP) 2020-21

I, Candis D. Dean, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(a)(3)(B)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, 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 parental involvement 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 parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the parental and family engagement policies [Section 1116(a)(2)(E)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent 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 1112(e)(1)(B)(ii)]; and
- Provide each parent 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)].



Signature of Principal or Designee

9.4.2020

Date Signed

### Parent and Family Engagement Statement (Optional)

(Must include 1. How the parent and family engagement plan is a shared responsibility? 2. How the parent and family engagement will assist in providing high quality instruction for all learners?)

The Mission Statement involves the actions of the faculty and staff, students and parents of Lake Placid Elementary to ensure a successful learning experience.

As a community of leaders, we will inspire young minds to embrace their worth and reach their full potential. Our Mission Statement:

We will LEAD!

Love Learning,

Excel in all we do,

Achieve goals together

Do what is right

**Leading Proactively by Example** is our Vision Statement. This vision embraces the collaborative partnership between school and home to assist students in reaching their full potential

## **Engagement of Parents**

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 1116(c)(3), 1114(b)(2), and 1116(a)(3)(B)].

### **Response:**

**Response: Lake Placid Elementary seeks input from a variety of resources including parents as we make preparations in the spring for the next school year. This is done through parent meetings (both formal and informal), parent surveys sent out each spring, and a review of Title I funds available to the school. Input from parents is given for consideration for the new (2020-21) school year and included in the Parent Family Engagement Plan. An Annual Title I meeting is held in the fall to review data and to plan and approve the Title I plan and budget for the current school year. This meeting will be held before or after another scheduled event to reach the maximum number of parents. Meetings are held in conjunction with the School Advisory Council meetings 4 times during the school year. The School Advisory Council consists of parents, community members and teachers. Parent members are invited to join the council based on teacher recommendation or parent request, with the consideration of demographics which must mirror the school student demographics. The school welcomes anyone who is interested to join the SAC. SAC officers are elected each fall at the first meeting, and all parents are notified of SAC meeting dates via the school social media pages, email and invited to attend. At each meeting a review of current school data is shared and updates given. The parents along with administration will review, make suggestions and approve the Parent Family Engagement Plan and the Home School Compact during a spring meeting. Parent input is elicited at each meeting, and this is documented through the recording of the minutes. Parents are included in all voting for SAC meetings and parental approval is recorded via SAC votes. Any questions or concerns are addressed as well.**

## **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, 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 1116(a)(2)(C) and 1116(e)(4)].

count	Program	Coordination
1	District School Advisory Council	This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Family Engagement Plans, and other items of concern.
2	District Parent Advisory for Advanced Academics	This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.
3	IDEA	Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.
4	Exceptional Students Education	This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.
5	Title I Part A	Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent family engagement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district.
6	Title I Part C, Migrant	Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program.
7	Migrant Parent Advisory	The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.
8	Title II	Provides for teachers and administrators professional development and supports all teachers to be state certified.
9	Title III	Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.
10	ELL	The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities.
11	Title IV	Supports activities to assist students, teachers, staff, and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology
12	Title V	Supports students by giving opportunities to them for on-line courses through the Highlands Virtual School
13	Title IX-Homeless & Title 1, Part A-Homeless	Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and

		appropriate education (FAPE). Title IX also funds a homeless advocate for homeless students.
14	Supplemental Academic Instruction (SAI)	Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers.
15	VPK	The District has some VPK classes during the regular school year. There are some VPK classes are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector or in SBHC VPK classes.
16	Adult Education	Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.
17	Nutrition Programs	LEA participates in the federal Community Eligibility Provision (CEP) program (free lunch for all students) and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

## 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 (school-wide or targeted assistance), opportunities for students, School grades, Student Achievements, and the rights of parents. Provide a description of how the Annual Meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

### Response:

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Advertise Annual Meeting- all parents will be invited.	Alison Hatch	Week of 8/21/2020	Minutes/Attendance
2	Meeting Agenda/Plan/ Review Title 1 Powerpoint that includes school grades, student achievement, rights of parents	Candis Dean	9/4/2020	Minutes/Attendance

3	Title 1 Annual Meeting using the Title 1 Powerpoint	Candis Dean	9/4/2020	Minutes/Attendance
---	---	-------------	----------	--------------------

### 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 1116(c)(2)].

**Response: Lake Placid Elementary uses a variety of ways/resources to encourage parents to attend school wide meetings, functions and conferences. Each year we begin with a Back To School Orientation evening. This event allows parents to meet teachers, become acquainted with the school facility, enroll in our after school daycare, find out bus stops and schedules, visit the PTO and volunteer booth, and have help in completing any needed paperwork that is required for enrollment including having specified paperwork notarized if required. Translators are available to assist as needed. The Home School Compact is shared and reviewed at both the Back To School Orientation evening as well as the grade level parent nights. A snack is usually provided. Teachers are also available before and after school to meet individually with parents as needed. A parent conference evening is held at the end of the 1<sup>st</sup> nine weeks and 3rd nine weeks for students in K-5. Parents must attend in order to pick up their child's report card. If parents do not attend, they are contacted individually by the teacher to set up an alternative meeting time. If a parent is not able to attend, a school social worker could make a home visit if needed.**

### Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(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 1116(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

**All activities are subject to cancellation or rescheduling due to state and CDC guidelines due to COVID-19 Pandemic.**

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Back to School Orientation	Candis Dean	Provide information to parents about opportunities for parent	August 13, 2020	Sign In Sheets In Each Class

			engagement and establish a teacher-parent relationship.		
2	PVO and SAC Meetings	Candis Dean	Share opportunities and ways that parents can become active in events and decisions being made at the school. Information is shared related to curriculum at all grade levels, and parents are provided information about ways to support student growth and achievement at home.	Ongoing throughout the school year 2020-21	Parent Attendance, Minutes, Meeting Notes
3	Automated Phone System	Tera Ming	Notify parents of absences and tardies as well as special events the school is having.	Ongoing throughout the school year 2020-21	Increase in daily attendance as well as at school functions.
4	Class Newsletters, School Website, Individual Teacher Web Pages	Dusty Coleman, Jon Million, Elizabeth Ridgeway	Increase the parental level of involvement and participation in school events that support their child.	Ongoing throughout the school year 2020-21	Data demonstrating student/students' academic achievement
5	Report Card Conference	Candis Dean	Increase communication between teacher and parent to discuss student's progress as well as the possibility of student retention	A day in 1st 9wks, A day in 3rd 9wks	Parent Attendance
6	School Website	Jon Million, Elizabeth Ridgeway	Increase communication and access to tools that can be used by parents to help student growth and achievement.	Ongoing throughout the school year 2020-21	Data demonstrating student/students' academic achievement
7	Student Planners	Candis Dean	Teachers communicate daily with parents regarding classroom/school events, student behavior, and academic assignments.	Ongoing through - out the school year 2020-21	Parent Signatures in student planners
8	Back to School Bingo Night	Tera Ming	Opportunity for parents and families to participate in school activities. Increase knowledge of school mission and vision and awareness of upcoming events.	A day in September 2020	Sign in sheet; agendas
9	Reading/Math Curriculum Night (All Grade Levels)	Tera Ming	Parents and Community-awareness of state standards and requirements and how parents can help at home with students	A day September/October 2020	Sign in sheet; agendas

10	Family Ornament and Story Night	Tera Ming	Opportunity for parents and families to participate in educational activities. Increase knowledge of strategies and data to improve student learning.	December 2020	Sign in sheet; agendas
11	Facebook Page for Lake Placid Elementary	Candis Dean	Increase Communication for greater awareness of opportunities for parents and families and community participation	Ongoing throughout the school year 2020-21	Data demonstrating student/students' academic achievement.
12	Skyward messaging and Blackboard Communication	Candis Dean, Tera Ming	Increase Communication-reminders to help parents to be aware of activities, student projects, assessment times	Ongoing throughout the school year 2020-21	Data demonstrating student/students' academic achievement
13	AVID Parent Night	Candis Dean	5th Grade teachers will host an AVID parent night in August and April of the 2019-20 school year. This event provides information to families of 5th graders, explaining the meaning and purpose of the AVID program.	September 2020, April 2021	Parent Attendance; agenda

## Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents, in the value and utility of contributions of parents in how to reach out to, communicate with, and work with parents as equal partners, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

**All activities are subject to cancellation or rescheduling due to state and CDC guidelines due to COVID-19 Pandemic.**

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Professional Learning Communities Professional Development and Ongoing Training	Solution Tree Professional Development, Candis Dean	Standards based, data driven instruction will improve student learning.	2020-21	PLC Agendas, Student Data, Classroom Walk-Throughs

2	Parent/ Family Engagement Training	Candis Dean	Involving parents in the academic program builds relationships between parents and teachers which will positively impact student achievement.	August 14, 2020	Staff handbook acknowledgement sheet, parent contact record (8/21), parent conference sign-in sheet
3	Positive Student Postcard	All Teachers	Communicate Positive praise to families to enhance communication between home and school.	Monthly	Log of postcards sent home
4	Bragtag Celebrations	All Teachers	Involving families in celebrating student success and achievement. Students create and evaluate goals each 9 weeks.	End of each 9 Weeks	Data sheet for each grade level in google drive Individual student goal sheets
5	PBiS Training	Jon Million, Dean	Student behavior will improve thus learning will improve student achievement	August 14, 2020	Staff Sign-in
6	Welcome to the Castle	Candis Dean, Tera Ming, Jenn Simmons (LCRT), Kathy Dehart (STEM Coach), Jon Million (Dean)	Communicating LPE practices with new teachers, making them aware of safety practices, PBiS, MAP keys, instructional maps and plans and connecting them with a mentor.	July 21, 2020	Sign in sheet, agenda

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1116 (e)(4)].

**Response:**support parents in more fully participating in the education of their children [Section 1116 (e)(4)] **Materials and resources for parents to use in assisting students at home are provided by teachers at each grade level and are available online via the school website. Grade levels provide specific materials such as sight word flashcards, math fact flash cards, and other supplemental materials for parents to use in assisting students to become proficient in grade level skills. The school website contains links to specific materials related to the adopted curriculum as well as supplemental websites that can provide extra practice for students on grade level skills. Parents can contact teachers before and after school to get additional resources for struggling students. If parents are not able to download materials, teachers will be able to provide resources when needed. The Literacy Coach is also available for parents if there is a need.**

## Communication



Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about the Title I programs [Section 1116(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 1116(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 1116(c)(4)(C)]; and
- If the school-wide 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 1116(c)(5)].

**Response:** The school publicizes and sends home written notification (English and Spanish) of all Title I, PTO, SAC, Parent Nights, Report Card Conference Times, Statewide Assessment Calendars, 504 and IEP meetings scheduled for individual students, parent invites to MTSS team meetings involving their child, notification and signature on PMP's created for students below level academically and written notification of a possible retention. The "Right to Know" letter will be sent home on the first day of school to notify the parents that they have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This "Four Week Letter" will be sent home via backpack. To disseminate information about our parent nights, for example, notices are sent home in English and Spanish two weeks prior to the event. Events are also posted on the school calendar each month which are sent home with the school newsletter. Important dates are also posted on our school website, which is updated weekly. The day before an event, like a parent night, a Connect Ed (automated) message is sent to all parents in their native language as a reminder. The automated phone system keeps a record of the calls that were successfully sent and those that we need to seek another telephone number for. Flyers, notices, newsletters, etc. will be housed in a Title 1 notebook for review. The principal and assistant principals will monitor the documentation of notices sent through periodic reviews of Title 1 Notebook and staff members will keep notes on personal contact with parents. The administration will work with the ELL para to monitor the numbers of various languages needed for communication. If percentages change significantly, another language will be added to communications. Translators will be provided.

Teachers are also available to meet with parents before or after school if a need arises. Parents have an opportunity to participate in an online or paper survey in the spring regarding how the school meets their needs. Administrators review the surveys to find ways to better serve their school populations.

The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments. Reports are available for pickup with the year end report card (if state has released scores), and parents are notified that they are available for pickup through our ConnectEd call out and social media notifications.

## **Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory

children). Include how the LEA 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 1116(e)(5) and 1116(f)).

**Response: The school creates and sends home written notification (English and Spanish) of all Title I, PVO, SAC, Parent Nights, Report Card Conference Times, Statewide Assessment Calendars, 504 and IEP meetings scheduled for individual students, parent invites to MTSS meetings involving their child, notification and signature on PMP's created for students below level academically and written notification of a possible retention. A telephone system, ConnectEd, is used to send out messages in English and Spanish to notify parents of these events also. In the event that a student has a parent with disabilities, LPE provides the appropriate accommodations for that parent. For parents that are unable to read or write, assistance is provided with completing paperwork. Translators are also available for parents who do not speak English. The administration, with the help of the ELL para, will monitor the home-languages and provide additional languages when that population percentage increases to a level that is necessary and feasible. If parents are unable to meet with teachers during a report card visit, the teacher is available to speak with the parent by phone or a social worker can be sent to the home with the information**

## Barriers

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(D(i)).

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Number of monthly meetings requiring parents to leave work	First Meeting will be held on September 4 at 7:45AM,, at this time we we will set the time for the preceding meetings
2	Language barriers (Spanish Speaking Parents)	Translators will be provided during school-wide parent conference nights, important information will be sent home in English and Spanish