

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
Realizing the significant impact that parental involvement has on student achievement, the staff at Lake Park Elementary is committed to keeping parents updated on their child(ren's) academic progress, informing parents of school/district policy and procedural changes, educating parents to work with their children at home, and involving parents in school based programmatic decision making.

## 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 school year 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 do as a result of the training? What was the impact on student achievement?
Open House/Curriculum Night	75	Parents were able to gain additional insight into the Florida State Standards students will be assessed on. They were able to sample some of the ELA, Math and Science Curriculum that the students will use throughout the school year. They were also shown how to analyze their child's assessment data, in order to effectively monitor their progress.	Parents seem to be overwhelm with the wealth of information that was presented. Focus on the key curriculum items for that specific grade level. Also, create an additional time for a follow-up to Curriculum Night, so parents can meet with their child's teacher for additional support .	Have a better understanding of various content standards They can also better support their child with homework or areas they may struggle in, by providing additional resources at home. I feel this made a tremendous impact on student achievement, by understanding the skills/concepts their child must obtain to become proficient. According to students final i-Ready Diagnostic Assessments, students in grades K - 5 made a 46% increase in on-grade level performance.

**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?
Literacy/FSA Night	30	Parents are more informed of ELA, Math and Science standards. They also know additional resources they could use to support their child in these areas.	Improving communication about the event (Poor Attendance)	They have better insight on what is being taught and can better support their child at home. I feel this made a tremendous impact on student achievement, by understanding the skills/concepts their child must obtain to become proficient. Our students increased in overall proficiency in Reading by 12% from SY 18 to SY 19. They also continue to increase in performance in Math as well with over 10% increase from SY 18 to SY 19, based on Florida State Assessments.

**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?
Family Math and Science Night	60	All of the STEM (Math and Science) Stations were relevant to what was taught in the classroom. Students were able to apply the skills and concepts to the interactive centers.	Due to the decline in attendance, we should advertise in advance and offer an additional incentives.	Parents were able to learn some of the math and science skills that are taught in the classroom. They can better assist their child at home with their math and science skills. Based on Parents feedback on this event, they thought it was engaging and enjoyed participating with the hands on activities with their child/children. They also had a better understanding of the various math/science concepts.

# 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 educated 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?
Lake Park In-House PDD	40	Teachers learned effective ways to communicate with their parents through a variety of methods (Dojo, Data Chats and Student Agenda)	These trainings could be more hands-on and interactive.	It created more effective communication between school and home. It also keep the parents informed with academic/behavioral progress of their child.

**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 able to do as a result of the training? What was the impact on family engagement?
Brain Compatibility Strategies	40	This engaging training taught us how to create creative ways to enrich classroom instruction based on researched based strategies.	This training provided a lot of information for the staff to digest in one day. It would be helpful to provide a follow-up training to ensure the proper implementation of what was shared.	Teachers were able to infuse some of the brain compatible strategies with classroom instruction that in turned increased student engagement which impact student achievement. Some of the techniques were shared with parents during curriculum night. They were encourage to use these engagement strategies with the students while assisting with homework. It increased homework completion and parent/student engagement at home.

## 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 will be 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.
The Parent and Family Engagement Plan and School-Parent Compact will be developed by Veronica Stevens, Assistant Principal along with Ms. Dorothy Travanti, ELL Teacher and SAC Chair Tara Williams, Anishka Hepburn, Bridges at Lake Park Director, Ms. Carol Fallon, Branch Manager at Valley National Bank who has been a business partner at Lake Park Elementary for several years, and Ms. Ketly Vaval our Community Language Facilitator. Mrs. Fleming, the Principal oversees the overall implementation of the PFEP.
What are the procedures for selecting members of the group?
All parents were invited to provide input on the CNA and PFEP. It was decided at our SAC Meeting that a group of stakeholders should be assembled that comprises the Title One Contact Person, SAC Chair and both staff and community members that represent and are familiar with the community and fairly represent all the demographics of our constituency.
How will input from stakeholders be documented?
Minutes will be taken during the CNA and PFEP input meetings. Minutes will also be taken at our Annual Title I Parent Meeting and at our first SAC Meeting for the FY 19 school year that will be held in September. An evaluation/feedback opportunities will also be provided at these meetings.
How will stakeholders be involved in developing the plan?
All stakeholders will be given the opportunity to both participate in the initial draft of the PFEP. We will also utilize feedback that we received from the parent workshop evaluations from FY 19, Feedback that we received from our FY 19 Family Involvement survey, and evaluative feedback when we present the plan at our annual title one meeting for parents.
How will Title I parent and family engagement funds be used?
Based on the feedback that received from our FY 19 Title I Family Involvement Survey, monies will be utilized for school/parent communication, purchase of supplies and materials for our parent workshops and training.

## 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 families as equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administration's analysis 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?
Google Tech Tools for Beginners- Family Communication	This training presented various ways to implement technology in the classroom. Through the use of technology tools like Google Classroom and Google Forms teachers will be able to communicate better with families on student progress and achievement.	Oct. 2019	Joshua Schmidt	The teachers would be able to use some of the Google Docs within the classroom to aid with classroom instruction. The Google Docs that were in the classroom can be shared with parents such as data from Google Classroom Assignments and Data from various assessments presented in Charts/Graphs. This allowed parents to monitor their child's progress more effectively. As a result it is anticipated that the parents will utilize a variety of technological resources to support their child's progress. This will also provide feedback in real time which will improve communication between home and school.



**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 on family engagement?
Mindfulness in the Classroom/Home- Increase Family Engagement	This training provides techniques that teachers, students and parents can use to help focus the mind on experiences (emotions and thoughts). It provides ways to de-escalate stressful situations and calming techniques for students which can be tried both in classroom and at home..	Jan. 2020	Kris Connors	Teachers are able to teach students ways to handle conflict that may arise in the classroom which can impede learning. These strategies can reduce behavioral issues, increase on task behavior and improve student relationships. These techniques can be used at home with parents as well. Parents can reinforce these Mindful Strategies at home to improve communication and increase academic when their child becomes upset at home while completing homework/projects. As a result of the training, students

## 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
<b>What is the date and time of the Annual Meeting?</b>
October 23, 2019 at 5:00 pm - 6:00 pm in the school Media Center
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)</b>
We will notify parents in both English and Creole through Parent Link, Flyer, Dojo, Student Agenda, Invitation and our School Marquee.
<b>What resources do you plan to prepare for stakeholders?</b>
Invitations to parents, all information pertaining to our Title One Plan, copies of the Parents Right to Know, PFEP and School Compact, copies of our prepared Power Point. There will be an invitation, agenda, evaluations and sign in sheets.
<b>What materials/supplies are needed for the Annual Meeting?</b>
Paper, printer cartridges, chart paper, copies of the appropriate annual meeting materials, compact, PFEP and Power Point.
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
A committee comprised of the assistant principal, teachers, at least three parents, and a representative from Bridges at Lake Park will analyze the completed surveys to determine the effectiveness of the meeting and make adjustments based on the feedback that we receive.

## 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 can use to 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, presentations, 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 and Materials
FSA Night	This event is designed to inform parents about Florida State Standards students will be assessed on in Grades 3 -5. Parents will have an opportunity to use some of the academic resources used in the classroom during Literacy, Math and Science Lessons.	Parents will know which specific reading, writing, math and science standards their child will be assessed on the FSA. Mini lessons will be taught on various standards and parents will have an opportunity to practice these skills themselves. Parents will also be provided resources that can be used at home to assist their child in preparation for the FSA. This event will allow parents to support their child in becoming more proficient with various grade level standards.	February 2020	A. Morgan J. O'Gorman Joshua Schmidt Shari Davis Siporah Dean J. Whitman Erin Mulcahy	PPT, Grade Level State Standards Sample Math and ELA Lessons Refreshment (\$100) will be served

**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 and Materials
Level Up Students/Parent Training	This is an opportunity for parents to review their child's FSA Results from the previous school year and identify their strengths and area(s) of improvement. Parents will practice strategies they can use at home to help students in reading, math and science.	Parents will review state's data on their child's performance from the previous school year. They will know the area(s) of improvement for increase towards proficiency. The students/parents will complete an SY 20 Level Up Action Steps for Improvement in Reading and Math in order to set academic goals for improvement for this school year. The parents/students will be provided with resources to support their goal(s). This should aid with increasing their reading and math proficiency for SY20 FSA	December	J. O'Gorman B. Williams Siporah Dean J. Whitman	Invitation Student Data Power Point Action Step(s) Evaluation Refreshments (\$100) will be served

**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 and Materials
Family Math and Science Night	Math and Science Night is a fun and interactive event that is partnered with the South Florida Science Museum. During this event various stations will allow students and parents to interact with hands-on stations that reinforce Math and Science standards taught in the classroom.	This event allows students and their parents to work together with interactive Math and Science STEM Stations. These activities will reinforce math and science standards that are taught in class. This also provides students the opportunity to apply the different math and science skills they have learned through fun hands-on activities. Refreshments will be served.	January 2020	E. Mulcahy P. Hatch E. Hurless J. Weiderhold S. Dean	Invitation/Flyers Handouts Center Activities Photos Evaluations

# 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 provide 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
Bridges at Lake Park	The staff at Bridges at Lake Park works with our staff to ensure that parents of prospective Lake Park Students are aware of what the academic expectations are for incoming Kindergarten students through monthly ECLC Meetings.	ECLC Meeting Agendas Sign IN Sheets	Monthly

**Partnership 2**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Kiwanis Club of Lake Park	The local Kiwanis Club works with our students and awards them for bringing up their grades (BUGs) during the second and third trimesters. The Kiwanis Club also underwrites our fifth grade breakfast.	Business Partnership Agreement, recognition in our school newsletter, thank-you letters etc.	Quarterly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Valley National Bank	The staff at Valley National Bank has been working with us for several years now. They provide instructional materials for our students, provide gifts and shoes to all of our students for the holidays and serve as members of our SAC.	Business Partnership Agreement SAC Sign IN Sheets, recognition in our School Newsletter, Thank You Letters etc.	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 and families on Title I programs, curriculum, assessments and student progress/proficiency level information. Evidences include agendas, sign-in sheets, minutes, evaluations, school websites screenshots, 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?
We will notify parents through Dojo, newsletters, flyers and parent link as necessary and update parents on Title I related activities, parent training, curriculum nights, PTC at our monthly SAC Meetings.	Parent Link Reports, Invitations, Agenda, Evaluation and SAC Minutes
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?
We will notify parents through curriculum night, monthly data chats, progress monitoring per semester, progress reports, parent training, parent conferences, FSA workshops for parents and monthly SAC meetings. We will also share i-Ready ELA Diagnostic Student Report and Success Maker Math Reports each Trimester. Creole and Spanish Speaking CLF will assist when needed.	Meeting Agenda, Sign-Ins, Evaluation, Invitations and Meeting Minutes
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?
We will notify parents during our Annual Title One Meeting by providing them with a schedule of the FY 18 Parent workshops and Trainings and each month at our monthly School Advisory Council (SAC) meetings (Creole and Spanish Speaking CLF will assist when needed) , monthly newsletter, and notify parents through SIS.	Annual Meeting Agenda, Sign Ins, Meeting Minutes Monthly SAC Agendas
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 meetings will be held during a reasonable time after normal working hours, light refreshment will be served and Childcare will be provided. Creole and Spanish Speaking CLF will assist when needed.	Invitation, Schedule, Agenda, Minutes and Reflection

## 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 your parent 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 may include 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
<b>Accommodations for parents and families with limited English proficiency</b>
According to our FY 19 Family Involvement Survey, we've done an effective job of communicating with parents, but there is room for improvement. During the FY 20 School Year we will provide our parent link messages in both English and Creole. We will also provide flyers that announce school events in Creole and well as in English. Additionally, we will recruit high school volunteers to provide Creole interpretive services at parent workshops and training. Due to the increase of Creole and Spanish speaking students and parents, we will have our Creole and Spanish Speaking CLFs to support with the various forms of communication.
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
We will provide any necessary accommodations for parents who have any specific disability so that they too can benefit from any information sharing educational activity held either during school or after school hours. The staff at Bridges at Lake Park will help us acquire the assistance of qualified support personnel. Each meeting location is wheel chair accessible; if any other accommodations are needed, the district's ESE Department will be contacted to meet our parents' needs.
<b>Accommodations for families engaged in migratory work</b>
We have not had any students or families that qualify as migratory workers, but if we do during the FY 20 school year, we will work contact the district's Migrant Education Office; to provide any necessary resources and assistance.
<b>Accommodations for families experiencing homelessness</b>
We have and will continue to work with the district based contact person for homeless families. Administration and staff have received donations of clothing and toiletries to provide for our neediest family. Both administration and our guidance counselor are available to refer them to different agencies for assistance if specific needs arise and interact with the children on a regular basis to monitor ensure that their needs are being met. Upon knowing the list of families, our school will consultation with the McKinney Vento Office and provide any additional necessary assistance to meet their needs

# 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, please indicate that in the description field along with the dollar amount.

Activity 1	
Name of Activity	Brief Description
N/A	N/A