

FY20 Title I Schoolwide Plan - Liberty Park Elementary (1871) Parent Family Engagement Plan Summary

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

Liberty Park parent and family engagement mission are to empower parents and families to always support their children's cognitive and social-emotional development from birth to the workforce and/or college. We will accomplish this by partnerships through support and literacy training. Family engagement is designed to · Inform parents about Title I · Involve parents in school decisions by joining SAC/PTO · Offer parental training on ways to raise students achievement at home · Encourage active participation in the child(ren)'s schools and education

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?
Curriculum Night- Game Night	400	The students were excited because we marketed it as game night. They encouraged their parents to come out. Parents gained valuable insight about the curriculum and strategies on how they can help their child.	We still need to figure out how to get more parents involved. There have been recommendations to offer food to draw parents in but this is still a challenge for us.	As a result of the training the parents were aware of the expectations of the grade level. They were able to set goals base don these expectations. Additionally, they learned strategies they could implement at home to help their child be successful. These include iready, agenda checking, homework help, flashcards and more. We saw an increase in proficiency in both reading and math on the FSA.

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?
Technology	200	The parents in attendance learned about the various technology offered to students. They learned how to access and implement the technology. The staff members discussed the goals for the grade level and the impact that the programs would have if implemented on a regular basis.	We need to improve how to engage more parents in the trainings we offer and their involvement. We actually offered an AM and PM session to meet the scheduling demands of our parents but we need to brainstorm additional strategies.	As a result of the training, parents are aware of the various technology programs available as well as how to access them. Parents are able to help their children through this technology and also are more aware of the curriculum expectations as a result. We saw an increase in proficiency in both reading and math on the FSA.

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?
FSA Parent Night	25	The parents who came out for the training received resources and strategies for how to help their child. Parents worked through FSA examples to better understand the types of questions their children will see and how to take steps to solve them.	The content was difficult for some of the parents but they were appreciative of the resources available. We can continue to make our programs stronger by continuing to increase participation.	As a result of the training, parents were aware of the dates of the FSA as well as the types of questions their children will see on the exam. Some parents were able to solve the problems themselves as well to better understand the thinking required. We saw an increase in proficiency in both reading and math on the FSA.

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?
Building Strong Connections Through Communication	75	The teachers participated in discussion and shared ideas about best practices for parent communication. Strategies included Class Dojo, Remind, Agendas and more. Teachers shared examples of the class discussion with parents and there was a hands-on opportunity to create a class for parent communication.	As we look for improvement in the future, we need to ensure that there are strong communications and relationships for all parents. Moving forward teacher will be instructed to collaborate with parent liaisons when there is a struggle for parent communication.	As a result of the training, the teachers were able to implement the resources and strategies that were presented in the training. There was a positive impact on family engagement as evident in the Parent Communication Log submitted by each teacher at the end of the year.

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?
Parent Link	75	The teachers participated in a training about the functions of Parent Link. This included how to send a message and how to work with the parent liaison to send school-wide messages.	As we look for improvement in the future, we need to ensure that teachers are comfortable with the many components of the program that are available for parents such as the SIS grades and more. This is an area we will integrate into next year's training.	s a result of the training, the teachers were able to share the Parent Link information with parents. There was a positive impact on family engagement as evident in the Parent Communication Log submitted by each teacher at the end of the year.

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.
Erica Henn- Assistant Principal; Joseph Schneider Principal; Darline Felix & Karen Helstrom- Parent Liaison; Yulissa Urena- ELL Guidance; Michelle Dunn PTO President, Tami Bleacher- Parent; Zahamira Mourak: CLF/Parent; Barbara Bridgett- ESE and SAC; Lyn Emery- Teacher; Terri Visoso- Teacher; Business Partner- Cam from Kona Ice Parent Liaisons- Darline Felix and Karen Helstrom
What are the procedures for selecting members of the group?
The procedures for selecting members of the group that participated in the development of the Parent and Family Engagement Plan included multiple types of communication. Informational flyers and invitations were sent to parents inviting them to participate in brainstorming and creating the Parent and Family Engagement Plan. Additionally, information about the meeting was posted on the marquee and a call out was done inviting parents to attend. The group was made up of parents, teachers, staff and a business partner. Parent Liaisons Darline and Karen were selected because it is their main responsibility to communicate and collaborate with parents. Additionally, they plan and implement the parent trainings as well as home visits.
How will input from stakeholders be documented?
The input from stakeholder was discussed through the Parent and Family Engagement meeting forum. We discussed various ways for parents and families to get involved in their child's education throughout the year. The minutes were recorded and documented including suggestions and next steps. The minutes were then shared through the SAC meeting and copies were provided to parents. Additionally, we will review the input at the Fall Title I Annual Parent Meeting.
How will stakeholders be involved in developing the plan?
Stakeholders were able to review the current documents and share their thoughts and ideas during the meeting to revise it for the next school year.
How will Title I parent and family engagement funds be used?
Title I Parent and Family Engagement Funds will be used to purchase paper, ink and materials to communicate with and engage parents. Funds will also provide two bilingual Parent Liaisons, Karen Helstrom and Darline Felix, who will build the capacity of parents/families to support students at home through consistent communication and parent trainings.

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?
Portal Training for Communication of programs and results with parents	Through this staff training, teachers would learn how to help parents access Portal data and information. Evidence will show 2 parent conferences per teacher where they explained the Portal to parents.	Sept 10-19	Henn, Felix, Helstrom	Teachers will be able to walk parents through the process of accessing information through the Portal. Teacher will also be able to understand how to communicate with parents using the same application.

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?
Technology to Better Communicate with Parents	Through this staff training, teachers will learn how to use various applications to communicate with parents such as Class Dojo, remind, Facebook, etc. Evidence will show 2 parent conferences per teacher where they explained the technology they use to communicate.	9/24-10/3	Henn, Felix, Helstrom	Through this training teachers will have more resources at their fingertips to better help communicate with families. They will have a better understanding of the programs and how to best implement them.

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?
Wednesday, September 4, 2019
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
This meeting will be advertised on the marquee, flyer, through facebook and a call out/messenger.
What resources do you plan to prepare for stakeholders?
Parent Compact, Parents' Right to Know, other school information, invitation, sign-in sheets, presentation handout, evaluations
What materials/supplies are needed for the Annual Meeting?
Powerpoint, handouts, sign-in sheets, evaluations, chart paper, pens, markers, invitations, sign-in sheets, presentation handout, evaluations
How do you plan to reflect on the effectiveness of the Annual Meeting?
Reflection/Feedback Form. The feedback given from the reflection form will be discussed at the SIP planning meetings, with the leadership team and through future SAC meetings.

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
Science Training for Parents	Through this training parents will experience the science curriculum in a hands on approach. Parents will learn about the various technology available to help students succeed. Coaches and Support teachers will model for the parents how to implement the resources and then coach them as they work with the materials.	Anticipated impact is that our science proficiency data will improve to 50% as a result of this training, core instruction and tutoring.	November	Teachers, Henn, Felix, Helstrom	Handouts, Sign in

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

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
Technology	Parents will learn about the various technology available to help students succeed. Coaches and Support teachers will model for the parents how to implement the technology resources and then coach them as they work with the technology themselves.	Anticipated impact is that our science proficiency data will improve to 66% for Math and ELA as a result of this training, core instruction and tutoring.	October 16, 2019	Henn, Felix, Helstrom, Mompeller, Oliva	Computers, handouts, sign in

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

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 Parent Training	Parents will learn FSA Strategies to help their child succeed. We will provide sample test materials and model how we teach students test taking strategies. We will have them tackle FSA type questions as we support them with the strategies we have modeled. Through this training, parents will be able to assist their child with FSA Preparations as well as daily homework related to the content.	Anticipated impact is that our science proficiency data will improve to 66% for Math and ELA as a result of this training, core instruction and tutoring.	1/8/2020	Henn, Coaches	PPT, Sign in, agenda, handouts, sample materials

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
Palm Beach County Library System	Partnership with the Library to help families and parents understand the importance of reading. Additionally, parents will understand how to access free books and resources.	The library will visit, set up a table and speak to parents about signing up for library cards.	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Publix	Partnership with Publix will provide various activities throughout the year. These activities include donations of food for our Parent University and Student reward programs, Mother's Day cakes and more.	Publix has generously agreed to donate goods for our Parent Trainings and Student Rewards.	Monthly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
City of Greenacres	Through the Partnership with the City of Greenacres, the school will build a lasting relationship with the City of Greenacres. The Mayor will attend school events supporting the local school and the agency will provide volunteer support periodically throughout the year. Career Day and trips to local Fire Rescue and Police included.	Mayor Visits -volunteers - Community Events -Field trips to police and fire -Career Day participation	As Needed

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?
The School will inform parents about Title I programs in a timely manner through flyers, call outs, the marquee and social media. Additionally we will inform parents about Title I programs through the Annual Meeting, our newsletter, parent conferences and parent trainings. Tutorial information will be shared through parent meetings, parent conferences and through flyers.	Handouts, pictures of the marquee, parent link messages
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?
The school will inform parents about the curriculum at the school, forms of assessment used to measure student progress and proficiency levels through Curriculum Night, FSA Parent Night and Parent Conferences.	Handouts, pictures of the marquee, parent link messages
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?
The school will inform parents about opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through monthly SAC meetings, Parent University and parent conferences. Additionally, parents will inform parents about opportunities through open house, report card night and data chats.	Handouts, pictures of the marquee, parent link messages
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?
Whenever possible, we will offer childcare during parent meetings and training in the evening. Additionally, if the meeting is scheduled during dinnertime, we will offer food options. When necessary, we will conduct home visits to reach out and communicate to families.	Various times of meetings, flyers with food options available, log of home visits

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
Accommodations for parents and families with limited English proficiency
LPES will provide opportunities for parents and families with limited English proficiency by ensuring a CLF is present for all meeting and conferences when necessary. Additionally, letters and correspondences will be translated and sent home in the parent's' native language. Finally, callouts will be sent in the native language as well.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
LPES will provide opportunities for Parents and families with disabilities by working with the ESE department and other staff members to provide access and support to these families.
Accommodations for families engaged in migratory work
LPES will provide opportunities for Parents and families engaged in migratory work will work with the Migrant Department to help families make connections to support and resources available. The guidance department works with the district to provide migrant families with clothing, supplies and oth
Accommodations for families experiencing homelessness
LPES will provide opportunities for Parents and families experiencing homelessness by connecting families to the McKinney-Vento program to access support and resources. The guidance department works with the district to provide homeless families with clothing, supplies and other resources. Homeless families are given priority for tutorial services. The school works diligently through the guidance department as well as Rti to ensure that our families feel welcomed, included and informed by providing a support network for both the children and families.

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
Reading and Math Parent Training	The parents liaisons are planning curriculum based meetings for both reading and math. Through this training, parents will learn hands-on strategies on how to help their child succeed.

Activity 2

Name of Activity	Brief Description
Fall Festival	Parents, Families, Staff and students join us for a night of fall fun. Prizes, games, raffles, and more encourage a strong partnership between school and home.

Activity 3

Name of Activity	Brief Description
Parent Computer Resource Classes	