

FY21 Title I Schoolwide Plan - Somerset Academy Lakes (4091) Parent Family Engagement Plan Summary

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

Mission Statement

Parents play an integral role in assisting their child's learning and increasing student achievement. Therefore, Somerset Academy Lakes faculty and staff will encourage parents to be actively involved in their child's education through the following: - Participation in decision making on advisory committees -Timely invitations to parent meetings, events and workshops - Opportunities for learning at home - Collaboration with the community -Reducing barriers to increase involvement.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Maria Piedrahita	Title 1 Facilitator/Assistant Principal
Clint Duvo	Principal

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.

Stakeholders are selected through parent input meetings, SAC meetings, and community meetings. Stakeholders willing to represent and volunteer are voted upon and therefore selected.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders are involved in developing the SWP through various meeting throughout the school year. Feedback is continuous through quarterly SAC meetings,, Title 1 Annual Meeting in the Fall, Spring parent input meeting, and parent feedback through bi-monthly meeting evaluations beginning in October. Meeting times are varied (morning, after school, evening, and weekends) to accommodate all families.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders are able to provide input for Title 1 funding and engagement through the Title 1 Annual Meeting, the Spring stakeholder meeting, SAC meetings, and through Parent University feedback and evaluation forms.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Maria Piedrahita	Title 1 Facilitator/Assistant Principal
Clint Duvo	Principal
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
September 9, 2020 @ 6:15 PM via zoom meeting
2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).
Parents will be notified through Remind 101 (messaging and email), flyers, school website announcements, and invitations.
3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.
PowerPoint Presentation, Parent compacts, school data, Spring parent input, handouts, pens, free child care, meeting agenda, parent evaluations, description/flyers of community partners and resources.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Effective Parent Communication to Increase Student Achievement	Teachers will be able to apply effective parent communication skills; training includes effective ways to communicate, the importance of frequency, and ensuring a variety of communication methods.	Increased family engagement in school-related events and academic progress meetings/conferences	Conference logs and notes. Class remind 101 messages with parents, conference night parent logs/notes	Nov. 2020	Angela Calvacca

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Diversity in the classroom to Promote Family Engagement	Teachers will learn strategies that increase diversity in classroom through content and curriculum to promote parent engagement at home and school.	An increase in family engagement and participation in school projects and events related to diversity. An increase in parent-planned events that demonstrate diverse topics/concepts.	Parent event attendance logs, lesson plans, collaborative meetings with teachers	Jan 2021	Angela Calvacca

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Increasing Parent Volunteers	17	Teachers were able to increase parent volunteers for school events and increase parent participation in meetings.	<div> <input checked="" type="radio"/> Yes <input type="radio"/> No </div> <div> How do you know? Parent volunteer logs suggested an increase from previous years. Parent involvement school-related activities also increased compared to previous years. </div>	Teachers planned more school events as parent participation increased seen in documented in volunteer logs.	Differentiating strategies to engage intermediate grade parents as parent volunteers mostly were derived from primary grades.

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result Of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the raining more effective?
Increasing Parent Engagement within ELL Families	16	Teachers were able to effectively engage ELL families and increase communication, participation in school events, and parent/teacher conferences.	<div> <input checked="" type="radio"/> Yes <input type="radio"/> No </div> <div> How do you know? Teachers communicated more using Google programs that translated messages and meeting outcomes. Parent attendance increased in school-related events as seen through visitor logs and conference logs. </div>	Teachers were able to implement the strategies to gain positive effects in ELL academic achievement, language acquisition, and ELL parent participation.	Ensure all communication methods are in two languages.

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Learning Platforms to Assist Distance Learning at Home	To support student learning at home, parents will be able to assist, implement, and monitor student progress and usage of technology learning platforms for the core subjects	Parents will navigate through the various learning platforms: IReady, SeeSaw, Parent Portals, Study Island, and Phonics Awareness (Star Fall, ABC Mouse)	Maintain, bridge academic gaps, and increase student achievement in the core subjects	Oct. 2020	Angela Calvacca	Zoom, How-to navigation instructions, password cheat sheets	

Parent and Family Capacity Building Training #2 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Reading and Literacy Strategies across the Curriculum	To support student learning at home, parents will be able to implement literacy strategies that promotes reading achievement across the curriculum.	Parents will participate in activities using literacy strategies they will utilize with their children at home.	Increased literacy skills across the curriculum and an increased reading proficiency rate compared to previous comparable data.	Dec. 2020	Angela Calvacca	Literacy and Reading strategies links & resources. Powerpoint, index cards, high frequency lists	

Parent and Family Capacity Building Training #3 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Supporting STEM Related Activities at Home	Parents will learn the significance of STEM-related activities and learning and how to support those at home with their child.	Parents will participate in STEM lessons they will be able to utilize to support STEM concepts at home.	Student achievement gains in Math and Science as well as raise motivational and importance to technological concepts needed for global changes.	Feb.2021	Angela Caalvacca	Powerpoint, website links, manipulatives for model lessons	

Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

Reflection/Evaluation of Training #1 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Literacy Night	28	Parents were able to learn literacy strategies they can utilize at home with their child.	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? Students were able to apply the strategies in the classroom quicker and more effectively with parents that were reinforcing at home.	Parents were able to apply the learn the strategies during a model lesson with a reading teacher. Parents were also able see how they can apply cross-curricular.	Having a training for Kinder separate instead of a K-2 training in one.

Reflection/Evaluation of Training #2 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Technology Night	16	Parents were able to navigate technology educational platforms in order to assist their child's academic success. Parents were able to access progress monitoring reports from the programs.	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? Students completed technology platform assignments at home more compared compared to previous school year.	Parents understood the academic impact of progress monitoring and academic achievement through technology adaptive programs. They were able to understand reports and assist their children with goals identified from the benchmark reports.	Conduct separate meetings for literacy, math, and science.

Reflection/Evaluation of Training #3 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Testing Night	26	Parents were able to learn test-taking strategies to assist child at home. Parents were also able to navigate through the FSA portal to take sample tests in math, reading, and science.	<div> <input checked="" type="radio"/> Yes <input type="radio"/> No </div> <div> How do you know? Students were able to take practice tests at home compared to previous school year. </div>	Parents were able to view test specifications, levels, and test categories. They were able to assist their child with test-taking skills and where to take practice tests.	Offer the meeting via zoom for parents that could not attend.

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Palm Beach Police Department	Students and families will be able to participate in anti-bully programs/seminars, cyber-safety seminars, and sex traffic awareness/prevention.	Sign-in sheets, Parent logs, Powerpoint presentations, flyers, pictures	Fall and Winter

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Family Central	Coordinating and collaborating in before/after school care programs. providing affordable and accessible health/mental care programs and treatments.	Admin notes with Family Central representatives, Flyers/brochures of program availability, referral conference notes	Three times a year: Fall, Winter, Spring or as needed based on referrals

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Mckinney-Vento	Provides assistance for families experiencing homelessness	Home survey, meeting referral notes, and promotion of services through parent meetings	As need basis, Bi-annual

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, 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.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.	List evidence that you will upload based on your description.
<p>Somerset Lakes Academy will provide information regarding Title I programs in quarterly or bi-weekly using several methods of communication including newsletter, website announcements, emails, text messages and flyers. Title I teachers and administration will explain Title I programs and opportunities at the Title I Public Meeting. Parents will be given the opportunity to ask questions to help in their understanding of all items discussed at the annual Title I Public meeting. All meetings will include translation and all documents provided in two languages.</p>	<p>Remind 101 messages, flyers, invitations, school calendar, emails, SAC meeting minutes, parent surveys and exit tickets</p>
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.	List evidence that you will upload based on your description.
<p>Information regarding academic programs (ASP, SES), Florida Standards, Grade Level Expectations, and forms of academic assessment will be shared with parents during Open House/Title I Information Meeting, parent conferences, and any other time a parent requests such information. Classroom teachers will explain and discuss the school's curriculum, the FSA/FCAT, Stanford Diagnostic and types of assessments used to measure student progress during Open House. Review the Pupil Progression Plan.</p>	<p>Remind 101 messages for meeting dates, flyers, invitations, school calendar, emails, parent surveys, proficiency level parent letters, parent/teacher/student data chats, and exit tickets</p>
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.	List evidence that you will upload based on your description.
<p>Information regarding academic programs (ASP, SES), Florida Standards, Grade Level Expectations, and forms of academic assessment will be shared with parents during Parent University Meetings, teacher/parent conferences, and any other time a parent requests such information. Classroom teachers will explain and discuss the school's curriculum/technology platforms that measure the progress of standards, Information regarding FSA/FCAT, Stanford Diagnostic, Achievement Levels and proficiency percentages, and types of assessments used to measure student progress during Parent University Nights.</p>	<p>Progress reports and report cards</p>
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.	List evidence that you will upload based on your description.
<p>Information regarding parents about opportunities for regular meetings and Title 1 meetings (Parent University, Title 1 Annual Meeting, Parent- Input Meeting) and SAC meetings to formulate suggestions and to participate in decisions relating the education of their children.</p>	<p>Remind 101 messages, flyers, invitations, school calendar, emails, parent surveys and parent meeting evaluations/feedback</p>
5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.	List evidence that you will upload based on your description.

5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.	List evidence that you will upload based on your description.
<p>The school will offer flexible meeting times before school, during school hours, or evening hours on weekdays and weekends. Flyers and invitations will depict flexible times to increase attendance along with special accommodations provided, such as free child care, large print, special needs accommodations, translations, and transportation.</p>	<p>Remind 101 messages, flyers, invitations, school calendar, emails, parent surveys and exit tickets</p>

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering 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.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
All school communication in the form of letters, agendas and flyers will be made available in both English and Spanish. Translators will be present at all school events, in addition to holding separate sessions for families with limited English proficiency. Messages and all communication will be written in two languages. The school's website is translated in Spanish, as well as any parent surveys. School personnel will assist families with any online websites that are in English, such as FSA portal, college websites, etc in the parent resource center and parent meetings.	NA	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
We survey the families at the beginning of the year and before every parent university night to determine accommodations needed for families with disabilities. Our school is equipped with ramps, an elevator, large screens for presentations, and a speaker system to accommodate hearing impairments. Hard copies of the presentations and activities will be provided in large print to further reduce barriers. All parent training flyers have a list of accommodations provided, such as hearing, vision, and physical limitations. Parents and families are given the option to attend virtually.	Flyers, invitations, announcements with disability accommodations provided and photos	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
We provide multi-lingual communication in flyers, Remind 101, website, and school calendars. Transportation and flexible meeting times will be provided as needed and requested. Meetings are announced with anticipation. Parents and families are given the option to attend virtually.	N/A	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
Families experiencing homelessness will be provided with transportation if needed. In addition, free child care and food/refreshments. We provide families experiencing homelessness with free uniforms, supplies, access to all activities and any other expense students may pay for extracurricular activities. The school will provide assistance in connecting families with agencies, such as Family Central, The Girls and Boys Club, and McKinney-Vento.	N/A	

Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

Name of Activity	Brief Description
N/A	N/A

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A