

The School District of Palm Beach County

# Lake Park Elementary School



2020-21 Schoolwide Improvement Plan

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# Lake Park Elementary School

410 3RD ST, Lake Park, FL 33403

<https://lpe.palmbeachschools.org>

## Demographics

**Principal: Carlos Castro**

Start Date for this Principal: 2/19/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (63%) 2017-18: B (60%) 2016-17: B (55%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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# Lake Park Elementary School

410 3RD ST, Lake Park, FL 33403

<https://lpe.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	98%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	A	A	B	B

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Lake Park Elementary School is committed to providing an equitable, high-quality educational experience so each student reaches his or her highest potential. Our empathetic staff will support instructional and social emotional needs of all students.

#### **Provide the school's vision statement.**

Lake Park Elementary School envisions a multicultural community where all learners reach their highest potential and are prepared for the rigor of middle and high school.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Preddy, Philip	Principal	<p>The vision of Academic Success for All</p> <ol style="list-style-type: none"> <li>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</li> <li>2. Demonstrates through daily decisions and actions that the school's priority is academic success for every student and serves as the cheerleader, coach, and standard-bearer for the vision.</li> <li>3. Monitors the implementation of effective instruction to meet the needs of all students.</li> </ol> <p>Climate</p> <ol style="list-style-type: none"> <li>4. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</li> <li>5. Creates school-wide and team norms and expectations for collective responsibility for student success.</li> <li>6. Aligns new and existing community and parent partnerships.</li> </ol> <p>Cultivating Leadership</p> <ol style="list-style-type: none"> <li>7. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</li> <li>8. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</li> <li>9. Implements a comprehensive performance management system.</li> </ol> <p>Improving Instruction</p> <ol style="list-style-type: none"> <li>10. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</li> <li>11. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</li> <li>12. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</li> </ol> <p>People, Data, and Processes</p> <ol style="list-style-type: none"> <li>13. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</li> <li>14. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</li> <li>15. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</li> </ol>

Name	Title	Job Duties and Responsibilities
Young, Veronica	Assistant Principal	<p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> <li>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</li> <li>2. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</li> <li>3. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</li> </ol> <p>Climate</p> <ol style="list-style-type: none"> <li>4. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</li> <li>5. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</li> <li>6. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</li> <li>7. Ensures the provision of a clean, safe and nurturing school environment.</li> </ol> <p>Cultivating Leadership</p> <ol style="list-style-type: none"> <li>8. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</li> <li>9. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</li> </ol> <p>Improving Instruction</p> <ol style="list-style-type: none"> <li>10. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</li> <li>11. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</li> <li>12. Quickly and proactively addresses problems in instruction and student learning.</li> </ol> <p>People, Data, and Processes</p> <ol style="list-style-type: none"> <li>18. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</li> <li>19. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</li> <li>20. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</li> </ol>

Name	Title	Job Duties and Responsibilities
Hoppenworth, Erin	Teacher, K-12	<p>In the capacity of Grade 5 ELA Teacher:</p> <ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>4. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</li> <li>5. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>6. Utilizes technology and current research in instruction.</li> <li>7. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>8. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.</li> </ol> <p>Grade 5 ELA Teacher                      Grade Level Chairperson                      21st Century Director                      Safety Patrol Co-Chairperson                      Leadership Team Member</p>
Wiederhold, Joal	Teacher, K-12	<p>In the capacity of Grade 1 and 2 Math Teacher:</p> <ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>4. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</li> <li>5. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>6. Utilizes technology and current research in instruction.</li> <li>7. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>8. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.</li> </ol> <p>Grade 2 Level Chairperson                      Leadership Team Member</p>
Lambrou, Monique	Administrative Support	<p>Single School Coordinator Essential Functions:</p> <ol style="list-style-type: none"> <li>1. Provides teachers with instructional leadership and support for the</li> </ol>

Name	Title	Job Duties and Responsibilities
		<p>continuous academic improvement of all students in accordance with Florida Standards.</p> <ol style="list-style-type: none"> <li>2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction.</li> <li>3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators.</li> <li>4. Provides modeling and coaching support for small group instruction.</li> <li>5. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.</li> <li>6. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</li> <li>7. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.</li> <li>8. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).</li> <li>9. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student.</li> <li>10. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</li> <li>11. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</li> </ol>
<p>OGorman, Jennifer</p>	<p>Teacher, K-12</p>	<p>In the capacity of Grade 3 ELA Teacher:</p> <ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>4. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</li> <li>5. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>6. Utilizes technology and current research in instruction.</li> <li>7. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>8. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.</li> </ol> <p>Performs other duties as assigned by the Principal:                      Grade 3 ELA                      Grade Level Chairperson                      Leadership Team Member</p>

Name	Title	Job Duties and Responsibilities
Williams, Barbara	Other	<p>In the capacity of SAI Teacher:</p> <ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.</li> <li>3. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</li> <li>4. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>5. Utilizes technology and current research in instruction.</li> <li>6. Evaluates students' progress on a regular basis.</li> <li>7. Maintains LLI records as required, including but not limited to grade books, attendance records and student progress reports.</li> <li>8. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.</li> <li>9. Responsible for timely and accurate information they maintain as part of their job responsibilities.</li> </ol> <p>SAI Teacher Leadership Team Member</p>
Hurless, Elizabeth	Teacher, K-12	<p>In the capacity of Grade 1 Teacher:</p> <ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>4. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</li> <li>5. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>6. Utilizes technology and current research in instruction.</li> <li>7. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>8. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.</li> </ol> <p>Grade 1 Grade Level Chairperson Leadership Team Member</p>

Name	Title	Job Duties and Responsibilities
Dean, Siporah	Teacher, K-12	<p>In the capacity of Grade 4 Math Teacher:</p> <ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>4. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</li> <li>5. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>6. Utilizes technology and current research in instruction.</li> <li>7. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>8. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.</li> </ol> <p>Grade 4 Math Grade Level Chairperson Leadership Team Member</p>
Johnson, Jennifer	Teacher, K-12	<p>In the capacity of Physical Education Teacher:</p> <ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.</li> <li>4. Manages classroom and supervises proper care of equipment used.</li> <li>5. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>6. Utilizes technology and current research in instruction.</li> <li>7. Evaluates students' progress on a regular basis.</li> <li>8. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>9. Shows sensitivity to students, parents and the community and promotes student self-esteem</li> <li>10. Maintains professional relationship between school and parents.</li> <li>11. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.</li> <li>12. Encourages parental involvement through school activities, connecting home and school.</li> <li>13. Maintains all records as required, including but not limited to grade books, attendance</li> </ol>

Name	Title	Job Duties and Responsibilities
		records and student progress reports. 14. Assists in the protection of student and school property. Physical Education Teacher Grade Level Chairperson
Hatch, Patricia	Teacher, K-12	In the capacity of Grade KG Teacher: 1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. 2. Participates as an active member with other faculty and staff. 3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. 4. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students. 5. Utilizes a variety of instructional techniques to meet the individual needs of students. 6. Utilizes technology and current research in instruction. 7. Utilizes classroom management techniques conducive to an effective classroom climate. 8. Maintains contact with parents through parent-teacher conferences, telephone, or written communications. KG Teacher Grade Level Chairperson Leadership Team Member
Connors, Kris	School Counselor	1. Implements the comprehensive school counseling program as outlined in the Palm Beach County School District's Professional Counselor plan 2. Acts as an advocate for all students 3. Works in collaboration with other stakeholders in narrowing the achievement gap 4. Provides professional leadership to establish a culture conducive to learning 5. Counsels individual and/or small groups of students with academic, career and personal/social concerns 6. Assists students in developing a plan for achieving educational, career and personal/social goals 7. Consults with a variety of school-based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Child Study team meetings 8. Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>9. Provides support to teachers in the delivery of counseling program-related curriculum</li> <li>10. Coordinates with school and community agencies to broaden students' resources</li> <li>11. Seeks resources necessary to achieve school goals</li> <li>12. Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues</li> <li>13. Uses data to develop strategies to positively impact students</li> <li>14. Follows the guidelines of the national, state and district standards for professional school counselors</li> </ol>
Ehlers, Lisa	Instructional Coach	<ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>4. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</li> <li>5. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>6. Utilizes technology and current research in instruction.</li> <li>7. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>8. Shows sensitivity to students, parents and the community and promotes student self-esteem.</li> <li>9. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.</li> </ol>
Okell, Briley	Instructional Media	<ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>4. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>5. Utilizes technology and current research in instruction.</li> <li>6. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>7. Shows sensitivity to students, parents and the community and promotes student self-esteem.</li> <li>8. With the support of the district, attends training to ensure skill level in</li> </ol>

Name	Title	Job Duties and Responsibilities
various technologies is at the level required to perform in current position.		

Larson, Linda    Other                      ESOL Coordinator

**Demographic Information**

**Principal start date**

Wednesday 2/19/2020, Carlos Castro

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

33

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (63%) 2017-18: B (60%)

	2016-17: B (55%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	52	59	57	58	60	0	0	0	0	0	0	0	338
Attendance below 90 percent	0	9	12	9	8	6	0	0	0	0	0	0	0	44
One or more suspensions	0	1	2	3	3	3	0	0	0	0	0	0	0	12
Course failure in ELA	0	12	23	41	18	21	0	0	0	0	0	0	0	115
Course failure in Math	0	10	16	20	10	9	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide ELA assessment	0	0	0	12	14	11	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	3	10	8	0	0	0	0	0	0	0	21
FY20 ELA Winter Diag Level 1 & 2	0	0	0	31	33	46	0	0	0	0	0	0	0	110
FY20 Math Winter Diag Level 1 & 2	0	0	0	12	16	28	0	0	0	0	0	0	0	56

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	19	21	11	16	0	0	0	0	0	0	0	78

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	2	1	6	11	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Wednesday 8/19/2020

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	65	62	54	72	83	44	0	0	0	0	0	0	0	380
Attendance below 90 percent	16	9	10	4	7	2	0	0	0	0	0	0	0	48
One or more suspensions	1	5	4	3	12	1	0	0	0	0	0	0	0	26
Course failure in ELA or Math	25	34	20	42	45	22	0	0	0	0	0	0	0	188
Level 1 on statewide assessment	0	0	0	13	18	19	0	0	0	0	0	0	0	50

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	11	8	6	16	25	15	0	0	0	0	0	0	0	81

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	1	1	4	11	23	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	65	62	54	72	83	44	0	0	0	0	0	0	0	380
Attendance below 90 percent	16	9	10	4	7	2	0	0	0	0	0	0	0	48
One or more suspensions	1	5	4	3	12	1	0	0	0	0	0	0	0	26
Course failure in ELA or Math	25	34	20	42	45	22	0	0	0	0	0	0	0	188
Level 1 on statewide assessment	0	0	0	13	18	19	0	0	0	0	0	0	0	50

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	11	8	6	16	25	15	0	0	0	0	0	0	0	81

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	1	1	4	11	23	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	58%	57%	33%	53%	55%
ELA Learning Gains	67%	63%	58%	50%	59%	57%
ELA Lowest 25th Percentile	65%	56%	53%	48%	55%	52%
Math Achievement	75%	68%	63%	69%	62%	61%
Math Learning Gains	74%	68%	62%	73%	62%	61%
Math Lowest 25th Percentile	76%	59%	51%	77%	53%	51%
Science Achievement	35%	51%	53%	38%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	54%	-9%	58%	-13%
	2018	37%	56%	-19%	57%	-20%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	61%	62%	-1%	58%	3%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	38%	58%	-20%	56%	-18%
Same Grade Comparison		23%				
Cohort Comparison		24%				
05	2019	48%	59%	-11%	56%	-8%
	2018	45%	59%	-14%	55%	-10%
Same Grade Comparison		3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	86%	65%	21%	62%	24%
	2018	62%	63%	-1%	62%	0%
Same Grade Comparison		24%				
Cohort Comparison						
04	2019	66%	67%	-1%	64%	2%
	2018	71%	63%	8%	62%	9%
Same Grade Comparison		-5%				
Cohort Comparison		4%				
05	2019	58%	65%	-7%	60%	-2%
	2018	72%	66%	6%	61%	11%
Same Grade Comparison		-14%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	51%	-18%	53%	-20%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		-12%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	61		45	57	58					
ELL	54	69	62	75	66	55	31				
BLK	52	70	66	75	74	73	27				
HSP	50			70							
FRL	53	69	67	75	74	75	34				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	54	69	29	42	44					
ELL	24	64		59	71						
BLK	39	65	68	68	66	60	43				
FRL	41	68	68	69	67	62	47				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	33	30	45	50						
ELL	19	48	42	54	73	80	17				
BLK	29	48	50	67	73	78	35				
FRL	32	48	48	68	73	77	34				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

5th Grade Science showed the lowest performance with 33% proficiency. Some of the contributing factors are limited exposure to prerequisite science skills from previous grade levels. This requires the 5th Grade Science instructors to teach science standards from previous grade levels, in order for students to process and comprehend the 5th grade science standards. Another contributing factor that continues to affect Science performance is the relatively new science curriculum. This newly adopted curriculum in composes mostly digital instructional resources and impacts teachers who have limited technology experience.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

5th Grade Science showed the greatest decline from the previous year's FSA Science performance, by declining in proficiency levels by 12%. Some contributing factors to last year's low performance were limited teacher capacity and content knowledge, limited content collaboration, and newly adopted science curriculum, which requires ongoing teacher training.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Our 5th Grade Science performance showed the greatest gap when compared to the state average by 18%. Some of the contributing factors continue to be limited exposure to science standards in previous grade levels and a new science curriculum that requires ongoing instructional support and professional development opportunities.

#### **Which data component showed the most improvement? What new actions did your school take in this area?**

Upon reviewing current data, it appears that the most improvement was in the Math content area. The students ranked in the Math Lowest 25th Percentile had a 14% increase. The newly implemented actions were supplemental instructional support, intensive small group instruction during the math block, a more focused progress monitoring approach using Success Maker (Supplemental Math Resource), and using an additional math instructional resource, Khan Academy.

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

1. Based on the Early Warning System Data, 2nd Grade ELA/Math (43 students) course Failure is a concern. This is a critical grade level for students to become proficient readers. It will impact their literacy performance if their foundational reading skills are not master prior to entering 3rd Grade.
2. Another potential area of concern is ELA/Math Course Failure in 3rd Grade (41 Students)

#### **Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and

strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level to ensure:

1. Increasing 5th Grade Science Proficiency of Black Students, currently performing at only 27%
2. Increasing 5th Grade Science Overall Achievement with an additional layer of support provided to ELLs and students who qualify for Free/Reduce Lunch.
3. Increase and maintain ELA Proficiency Performance for Grades 3-5.
4. Improve/Maintain overall Math Performance (Low 25%, Black Students and ELLs)
5. Increase 5th Grade ELA overall Proficiency Performance

Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. ESSA Subgroup specifically relating to African-American**

**Area of Focus Description and Rationale:** To ensure instructional practices are aligned to the school district's strategic plan, instruction has to be equitable and rigorous in order to meet the needs across all subgroups in Grade 5 to increase overall Science Achievement.  
**Rationale:** Grade 5 Student Performance in Science was 33% proficiency. When compared to the previous school year (SY18) Science proficiency of 47%, the result was a 12% decrease in proficiency performance. Further analysis of the Sub Group Data, revealed a 16% decrease in the Science proficiency among Grade 5 Black Students and a 13% decrease and Science proficiency among Grade 5 students receiving free and reduced lunch (FRL).

**Measurable Outcome:** The measurable outcome goal for SY21 is to increase Grade 5 Science proficiency among Black Students and Students receiving free and reduced lunch by at least 10%

**Person responsible for monitoring outcome:** Philip Preddy (philip.preddy@palmbeachschools.org)

**Evidence-based Strategy:** Implementing Differentiated Small Group (Science) Instruction  
 Infuse Fair Game Benchmarks within each Science Unit  
 Progress Monitoring (Unit Assessments and Formative Assessments)  
 Collaboration during Professional Learning Communities (PLC) to share best instructional practices  
 Cross-Curricular Planning (ELA and Science)

**Rationale for Evidence-based Strategy:** According to Pillars of Effective Instruction: Students should be immersed in rigorous tasks encompassing the full intent of the Florida State Standards, all while using Best Instructional Strategies.

**Action Steps to Implement**

1. Progress monitor Free and Reduced Lunch (FRL) and Black Students' performance data on the District's NGSQ's and other assessments
2. Personnel changes to ensure effective instructional capacity
3. Use multiple data sources in order to make informed instructional decisions when planning for small group support.
4. ELA and Science Teachers will use science standards and test items specifications during the planning process.
5. Provide Science Tutorial/Small Strategy Group using supplemental standard aligned resources.

**Person Responsible** Monique Lambrou (monique.lambrou@palmbeachschools.org)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Upon review of the SY 20 ELA Diagnostic performance, 4th and 5th Grade Students each had a decline in performance. SY 19 FSA ELA 4th Grade proficiency performance was 61%, however, on SY20 Diagnostic, 4th Grade proficiency performance was only 44%; which is a 17% decrease. The 5th Grade Students performed on SY 19 FSA ELA with 48% proficiency performance, however, on SY20 Diagnostic, 5th Grade proficiency performance was only 39%; which is a 9% decline in performance.

**Measurable Outcome:** We intend to reverse this current decline in ELA performance by increasing 4th and 5th Grades reading performance each by 15% to meet and/or exceed the State's ELA Proficiency of 59%(SY19).

**Person responsible for monitoring outcome:** Veronica Young (veronica.young@palmbeachschools.org)

**Evidence-based Strategy:**

1. Reallocation of personnel to infuse additional instructional support into the 4th and 5th Grade Literacy Block
2. More precise data analysis of students' weak reading skills, use this data to create more personalized reading instruction.
3. Effectively use the Small Group Double Down Instructional Approach, which focuses on prerequisite standards and reinforces on-grade level reading standards.

**Rationale for Evidence-based Strategy:**

1. Use of Small Group Instruction as a part of the Literacy Block, by lowering the student-teacher ratio so differentiated instruction can be used.
2. A lower student-teacher ratio yields higher achievement, even more so for students who are economically disadvantaged.
3. Ensure the use of standard-based instruction and high interest, virtual and rigorous supplemental resources that will provide additional instructional support during the Distance Learning Phase.

**Action Steps to Implement**

1. Ongoing Progress Monitoring using multiple Data Sources, with a keen focus on the ESSA Subgroups
2. Use multiple data sources to make data-driven decisions when planning for small reading group instruction in reading.
3. More opportunities to collaborate during Professional Learning Communities and Common Planning; to share best practices.

**Person Responsible** Monique Lambrou (monique.lambrou@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Throughout the school year, students will engage across various content areas in lessons/ activities that will meet the requirements pursuant to Florida Statute 1003.42.**

**The Pillars of Effective Instruction states: Students are immersed in rigorous task encompassing the full intent of the Florida Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. with a focus on reading and writing across all content areas. Our students will focus on the following content and curriculum related to :**

- g. The history of the Holocaust**
- h. The history of African Americans**
- p. The study of Hispanic and women's contributions to the United States**
- q. The sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.**

**Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures through in class learning and through the various clubs offered at our school.**

**We instill citizenship through our Safety Patrols, this group consist of only 5th grade students who are responsible, respectful, and set a good example for the students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students at get home safely! Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of all of our patrols who are such positive role models!**

**LPES implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRR. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.**

**Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with the SSCC, academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.**

**Our school integrates Single School Culture by creating a committee to streamline our school-wide behavior procedures and expectations. For example: attention signal, transitions, arrival and dismissal procedures. These expectations and procedures are communicated to parents via weekly newsletter, parent-teacher conference, SAC meetings and school-wide events. In addition, we are developing a SwPBS through daily use of the expectations within all classrooms and all areas of the school campus. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts as planned during our Common Planning sessions.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Lake Park Elementary School is committed to involving all stakeholders in shared decision-making and keeping parents updated on their child's academic progress. We strive to communicate effectively the school and district policies, provide virtual learning support all while educating parents on how to provide support at home.

### School-Wide Positive System/Cultivating a Positive Climate

We continue to strive to create a welcoming and nurturing environment. We have an "All Hands On Deck!" approach that supports and fosters collaboration. Our SwPBS Team has revamped our school-wide expectations, by creating ROARing to Success weekly lessons and activities that can be infused into our Morning Meeting. SEL lessons will also be a part of our Morning Meeting. Students will be taught coping skills, growth mindset skills, and cooperation strategies.

### Accessibility for all Families

We encourage all families to attend meetings and events. We strive to provide translated documents and interpreters, childcare, and a variety of family-focused activities. We strive to provide opportunities for all families to be a part of their child's education.

### Parent and Family Engagement Activities

Based on family input, we will provide the following activities to assist families in understanding the state curriculum and assessment to help families improve their children's academic achievement:

Curriculum/FSA Night – Parents will be informed of their child's curriculum in grades Pre K - 5 and how it impacts the district/state assessment students will take throughout the school year. Parents will also be provided with various learning strategies that can be applied to the reading, writing, math, and science, which are the assessed content areas on FSA. On Math/Science Night – Parents and students will gain a greater understanding of how science and math applications apply in real-world experiences.

### Shared Decision Making

Families will be invited to meetings throughout the school year to receive academic information and provide input on ways the school, families, and students can share responsibility for student success. We will encourage stakeholders to attend the monthly School Advisory Council Meeting, to stay abreast of current activities, student performance, and updates of budget line items. Families will receive information in a timely manner and various languages.

### Communication

We will ensure to communicate with families in a variety of ways. The school will communicate through

Parent Link, school's website, school's marquee, school's twitter, class dojo, email, flyer, and student's agenda. We will also provide translated information in the student's native language. If you are not receiving various communications at home, please inform the school, so proper accommodations can be made. Our goal is to keep communication between the home and school open and ongoing.

As a part of our Mission Statement, we recognize the significant impact that parental and community involvement has on student achievement. Lake Park Elementary is committed to keeping parents updated on your child's academic progress. We welcome any suggestions you may have to improve our family engagement practices.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: African-American</b>				<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$414.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		160-Other Support Personnel	0141 - Lake Park Elementary School	School Improvement Funds	376.53	\$414.00
			<i>Notes: These funds will go towards our Academic Tutors who provide supplemental support with our students during Grades 3-5 Literacy Block.</i>			
					<b>Total:</b>	<b>\$414.00</b>