

FY20 Title I Schoolwide Plan - Gove Elementary (1241) 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
The families and staff of Gove Elementary will work together to promote parent involvement through active volunteering. Parents, staff, and community partners will collaborate in making decisions that will help to improve the emotional and academic growth of our children.

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?
Science STEAM Night	46	*Parents learned how they can infuse teaching their children science into their daily routines *Parents and kids learning alongside each other *Activities were very user friendly and easy to understand	*Include more games *Have some outdoor activities included	*Parents learned how to teach their children science during the course of real world, everyday situations *Families received resources to take home to help their children with Science learning and concepts

Parent Capacity Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Literacy Night	53	*Multiple activities for different reading levels *Take home activities *Activities parents can do with their children *Free books from Barnes & Noble	*Higher number of Bilingual volunteers *Schedule during a month when there are less programs on the calendar - earlier in the Fall.	*Parents were able to see and participate in many fun ways to include reading standards and skills *Students were able to choose free books *Parents were able to ask teachers about standards and grade level expectations

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?
Math Night	37	*Student/family participation *Math take home games given out to families *Interactive games for all to play, grades PreK - 6	*Schedule during a different month -- too many activities planned to close together *More manipulatives to provide to families	Overall, participation was higher than in previous years because of the interactions between the families. The families enjoyed playing games rather than listening to presentations. Students have stated they play the take home games at home, so this is a success. It will be scheduled on an earlier night in the year and one with less parent nights planned at school.

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?
APTT	22	Parents received data about their children's performance. Teachers learned hands on activities that they were then able to share with parents. Parents learned activities/strategies to help their children at home.	Schedule different grade levels on different nights for families with more than one child at Gove.	Teachers were able to connect with parents and give face to face feedback as to how students are performing. Positive impact on family engagement as parents learned where there were weaknesses and were given materials and training to help their children at home.

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?
Classdojo	21	Teachers were able to better communicate with parents and use a point system that is easy and concrete.	Share instruction on how to use growth mindset components	*Set up classes on dojo *Learn about the point system *Instant feedback made communication more accessible

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.
Kim Thomasson (School Principal), Ana Groover (Assistant Principal), Dora Lopez (Magnet Coordinator), Claudia Gutierrez (ESOL Coordinator), Michelle Riker (English Guidance Counselor), Ana Carrasco (Dual Language Coach), Julie Thompson (Single School Culture Coordinator), Denelda Ascherman (K-6 Reading Coach), Jessica Michno Paniagua (Math Coach), Linda Santiago (Parent), Jacqueline Suarez (Parent), Nusrat Ameen (Parent), Rafaza Islam (Parent), Vicky Martinez (Parent), Alfrieda Knowles (Grandparent), Eddie L. Rhodes (Community Member)
What are the procedures for selecting members of the group?
The members were selected during a Parent Family Engagement Plan meeting.
How will input from stakeholders be documented?
Surveys, Parent Input recording templates and evaluations
How will stakeholders be involved in developing the plan?
A meeting was held to receive input from parents and all stakeholders
How will Title I parent and family engagement funds be used?
Supplies for family engagement activities and ongoing communication include stand up sign, paper (white and color paper), ink, chart paper, post-its, markers, clipboards, pens/pencils,

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?
Love Appreciation Languages and Social Emotional Learning	Teacher will identify the 5 different Love & Appreciation Languages and identify their preferred Love & Appreciation language for communication. Define social emotional learning (SEL) and discuss how it relates to the role of a classroom teacher. Describe the five CASEL components of social emotional skills. Discuss ways to embed each of the categories of skills into home and classroom practices and instruction.	August	Michelle Riker	Teachers will be able to incorporate social emotional learning in the classroom. Social emotional learning creates a more welcoming environment for students and families. Strategies such as calming corners and the student coping cards will be communicated to parents to create consistency within the home and school environments. Parents will be able to support the social emotional development of their children and in turn and have stronger relationships with the school.

Staff Training 2

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Using the School, Parent, Student Compact to Strengthen Parent Conferences	During PLCs teachers will learn how to incorporate the roles and responsibilities identified in the School Parent Student Compact in parent conferences. Roles of stakeholders will be explored to develop a better understanding of each responsibility. Role playing parent conference will deepen understanding.	November	Julie Thompson	Teachers will develop a better understanding of the School Parent Student Compact. They will incorporate the compact into each parent conference. A stronger relationship will be build on the common understanding of all roles and responsibilities. Parents will feel empowered to play an active role in the school.

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?
September 2019
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Call-out, newsletter, invitation, text, Sun News, CAT TALK
What resources do you plan to prepare for stakeholders?
PowerPoint of Annual Meeting Presentation, agendas, sign-in sheets and evaluations. Handouts of the Parents Right to Know, FY20 Parent and Family Engagement plan, and FY20 Parent Compact. Migrant and School District Department of Safe Schools (McKinney Vento) will be invited to come and share.
What materials/supplies are needed for the Annual Meeting?
Paper, pens, chart paper, tape and folders
How do you plan to reflect on the effectiveness of the Annual Meeting?
Parent evaluations and feedback will be summarized by the leadership team and will be discussed with staff at faculty meeting and with parents and community members at 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
Literacy Night	Kindergarten thru sixth grade reading strategies and skill building activities. Parents will practice activities like: Splat (sight word cards, flyswatter, parent calls out word-kid swats the correct word) , Story Element Matching Game.	Parents will be informed of the literacy standards and of the Grade level expectations that pertain to their child(ren) and taught strategies they can use at home to assist their child(ren) in concept attainment. Parents will be able to use these reading strategies, taught by the presenters, at home with their children.	October 2019	Denelda Ascherman	Paper, pencils, markers, construction paper, chart paper, post it notes, markers.

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
Math Night	Kindergarten thru sixth grade math strategies and hands-on skill building activities. Please see attached file for specific activities.	Parents will be able to use math strategies, taught by the presenters, at home with their children. Parents will be able to do hands-on math activities at home with their children.	November 2019	Jessica Michno-Paniagua	paper, pencils, markers, post it notes, construction paper, chart paper.

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
STEAM Night	Kindergarten thru sixth grade science activities for use at home. Please see attached file for a list of activities.	Parents will be able to use hands-on and real world science activities, taught by the presenters, at home with their children.	December 2019	Dora Lopez	South Florida Science Museum Presentation. Pencils, paper, pens, markers, post it notes, crayons, scotch tape, chart paper, and dry erase markers.

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
Migrant Education Program	Parents are taught learning activities they are able to use at home with their children. For families that cannot afford to pay for tutors, they assist with the identification of students for in-school and after-school tutorials. Provide home visits and provide school materials to ease the financial burden . This is coordinated by a Migrant Resource Teacher and home visits are provided by the Migrant Social Services Facilitators.	Assist in parent trainings, after school tutorial, and materials	Weekly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Red Apple	They provide needy families with school supplies.	They provide supplies for students.	Annually

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Back to Basics	They assist needy families by supplying students with uniforms and holiday gifts.	Uniforms and gifts for students.	Annually

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 send out call outs and flyers to provide families with timely information about the Title I Programs such as tutoring and mentoring. We will also announce it to the public using twitter, school website, marquee, newspaper and the school calendar. It will be explained to parents and families during the Title I Annual Meeting, Stakeholder Input Meeting, PTO, parent conferences, and SAC meetings.	The school will use sign in sheets from meetings, agendas, pictures of marquee, and website screen shots/links to document that the information was shared.
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?
During Open House, Curriculum Night, Literacy Night, Math Night, STEAM Night, and Parent Teacher conferences the school will inform parents about the curriculum, forms of assessments used to measure student progress, and about the proficiency levels the students are expected to meet. They will also be informed through progress reports and report cards.	The school will use sign in sheets from meetings, agendas, pictures of marquee, and website screen shots/links to document that the information was shared.
Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children.	How will the school document that the information was shared?
We will announce opportunities for parents to provide input at our Meet and Greet Day, Open House/Curriculum Night, Stakeholder Input Meeting, Title I Annual meeting, and SAC. The school will send out call outs and flyers to invite and remind parents. We will also post the information on twitter, school website, and marquee.	The school will use sign in sheets from meetings, agendas, pictures of marquee, and website screen shots/links to document that the information was shared.
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?
SAC Meetings take place in the evening to ensure working parents can attend. Child care is provided for families during our SAC meetings. Our Title I Annual Meeting is held in the evening to ensure all families can attend. The School Behavioral Health Professional is conducting a series of 10 parent training sessions, during the school day, titled "Parenting Project." The Magnet Coordinator also conducts parent meetings during the school day.	Agendas and sign in sheets.

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
Verbal and written translations of documents are provided to parents. We have a Spanish speaking Guidance Counselor, Community Language Facilitator, Parent Liaison, Magnet Coordinator, ESOL Coordinator, Media Assistant, and Assistant Principal on campus to assist parents with translations during the school day. Many of our Paraprofessionals speak Spanish or Creole so that they also can communicate with parents. Some of our teachers are fluent in Spanish, others in Creole. Phone translations can also be scheduled for parent conferences. At our SAC Meetings, headsets are provided for Spanish speaking parents and there is always a volunteer from our staff who translates what is being said.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Gove Elementary is handicap accessible and if the need arises interpretation services will be provided by district staff.
Accommodations for families engaged in migratory work
Information is provided online, handouts are provided in different languages in the Family Center by the Parent Liaison. Families are referred to the Migrant Education Program for assistance, home visits, tutorials, and before, VPK, and aftercare for PreK children.
Accommodations for families experiencing homelessness
We meet with the families when they arrive. The family center is available to them with the necessary resources for the students to be successful such as school supplies, uniforms, and hygiene supplies. If we receive a student who is homeless we will complete a form 2479 Student Housing Questionnaire.

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.