

FY20 Title I Schoolwide Plan - Freedom Shores Elementary (2671) 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
It is our mission at Freedom Shores to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education that not only meets, but exceeds standards.

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?
Sail the Seas through Literacy! Provide reading strategies to parents so they can help their student at home.	59	Very engaging rigorous activities that parents were able to use to support instruction with their children at home.	Promote the event more by having parents call students personally and invite them to the event.	Parents had an understanding of the rigor of the standard and what strategies they can implement with their children. The impact is the parents can now support their children which in turn will increase student achievement.

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?
1, 2, 3 Magic	403	We combined this event with Dads and Donuts so we have a very large turnout.	More man power to assist with the event.	Parents were able to select grade appropriate texts and read with their child while utilizing standards based question stems. This positively impacted student achievement by increasing oral reading comprehension.

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?
STEM: Math and Science Night Families will participate in several STEM hands-on activities.	74	Interactive hands on experiments and games. A lot of teacher participation which the students enjoyed.	Suggestions for improvement included step by step directions at each table along with a copy to send home with parents.	Fun standards based lessons that show parents what the students learn and how they can support at home. Student achievement is impacted as students have a clearer understanding of the math and science standards.

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?
Staff Volunteer Training Help staff understand best practices when working with parent volunteers on campus.	67	Teachers had a clear understanding on how to request and effectively use volunteers in their classroom.	Walk through step by step how to use the online system for checking when you request a sub.	Request volunteers, know the policies and procedures and how to effectively utilize. Impact is more parents in the school working as partners with our staff.

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?
Faculty PD on Family Engagement Trained staff on what true family engagement consists of and afforded them the opportunities to come up with ways they can encourage family engagement in their classrooms.	69	Turn and talks and sharing with one another.	Have teachers share out ideas how they have increased family engagement as well as what has and has not worked.	Implement strategies to increase parent engagement. As a result, the parent participation at family nights has increased.

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.
Michael Sabatino, Principal Kimberly Rogers, Assistant Principal Denise Martin, Single School Culture Coordinator Members of the School Advisory Council (SAC): Roselly Tejada, Minka Hoffberg, Diana Heitz, Tiffany deBerry, Vanessa Briceno
What are the procedures for selecting members of the group?
Campus administrative team: Principal, Assistant Principal, Single School Culture Coordinator, Guidance Counselors School Advisory Council members: Flyers will be sent home to advertise the opportunity to be part of SAC . School and community, voted on SAC membership to reflect the population of the school.
How will input from stakeholders be documented?
Notes are taken at every SAC meeting, which occur once a month. This is when decisions as such are made. Notes are documented by the SAC secretary and shared at each meeting. If others want a copy of these notes, they just need to request through our SAC Chair. A Parent Input meeting was held in May to gather parent/family input to the PFEP plan and Compact.
How will stakeholders be involved in developing the plan?
During an initial SAC meeting, members, staff and parents will discuss the previous year's plan, Compact and family involvement survey results, and offer suggestions for changes to be made. A general consensus will decide the plan for the year. The plan is visited monthly at the meetings where stakeholders can provide input and suggest revisions for the upcoming year.
How will Title I parent and family engagement funds be used?
Title I funds will be used to purchase any supplies (paper, markers, pens, ink, chart paper, card stock, rings)needed for the trainings to parents and staff throughout the year. We will also offer refreshments to those who attend trainings provided. All stakeholders will have opportunity to give input on type of trainings and other items they would like to include in the plan and budget.

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?
Volunteer Training	Help staff understand best practices when working with parent volunteers on campus.	August	Tiffany DeBerry	Teachers will be able to request volunteers, know the policies and procedures and how to effectively utilize. The number of parents volunteers will increase by 15% in the school working as partners with our staff for the FY20 school year.

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?
Conscious Discipline	Conscious Discipline® is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline has been specifically designed to make changes in the lives of adults first.	August	Jennifer Quinn Laura Morrin	Conscious Discipline is a way or organizing schools and classrooms around the concept of a School Family. Teachers will be able to successfully teach students to manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. This will in turn decrease office referrals by 10% and increase time on task for student achievement by 5 points in math and reading proficiency.

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 25, 2019 6:00 pm
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
We will notify stakeholders of the annual meeting by: school calendar, website calendar, marquee, call-out, flier to all families in multiple languages, newsletter
What resources do you plan to prepare for stakeholders?
District Powerpoint explaining Title I with school info added We will prepare for this meeting by setting up the room, interpreters, sign-in sheets, agenda, evaluation, pens, and copies of handouts (Compact, Parent and Families Engagement Plan).
What materials/supplies are needed for the Annual Meeting?
We will need the District PowerPoint, school documents, sign-in sheets, pens, evaluation forms, projector, computer, microphone, copies of handouts, paper.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Provide those in attendance with a short evaluation. Administration will also determine effectiveness of the Annual Meeting by reviewing parent feedback during discussion, attendance, and evaluation.

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	Provide reading strategies to parents so they can help their student at home. (With teacher guidance, Parents will engage with text and ask pre-supplied questions, using a guide to help point students to textual evidence that supports the questions).	Parents will be provided text complexity level at which their child reads. The parent will read the text and ask pre-supplied questions. The will also use a guide to help point students to textual evidence that supports the questions.	November 2019	Literacy Committee	Literacy make and take activities (paper, markers, pens, ink, anchor chart paper),

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

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
Parent & Principal Book Club	Principal will host one book club per month per grade level where each parent will receive a copy of a grade appropriate text along with question stems to use. (Parent will engage with book club, read text, ask questions, decipher text, and dissect text for textual evidence under guidance of principal to help assist their children with similar activities at home).	Parents will be able to ask complex questions in order to increase their child's comprehension. The anticipated impact is student achievement will increase on the FSA ELA by 5% and all students will increase 4 levels on the RRR.	September, October, November, December, January, February	Michael Sabatino, Literacy Committee	Grade level book for each family, question stems (card stock, ink, rings) invite, agenda, sign in sheets, evaluation, analysis of parent feedback

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

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
STEM Night	Families will participate in several STEM hands-on activities such as experiments, engagement with manipulatives, and gaming.	Parents will learn fun standards based lessons that they can do with their children at home to support science and math. The anticipated impact on student achievement is science proficiency will increase by 5%.	February 2020	Julie Beesley and STEM Committee	STEM make and take activities (paper, markers, pens, ink, anchor chart paper), materials for experiments,

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
Multicultural Department	Multicultural Department supports the school ESOL staff to inform parents of resources and timely topics relating to academics and social skills. Provide CLF's to communicate with families. Provide ELL Coordinator to provide PLC for Parents twice per year. To create awareness of the ELL program, benefits, and when parents should advocate for their child. They information and resources to parents and teachers to ensure equitable opportunities for all	Feedback from families of resources utilized which were provided by the department. Sign-In Sheets, Resources for families, Agendas,	Weekly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Boys Town USA	Play therapy is provided to kindergarten and first grade students. Instructor meets with parents to discuss program and provide them with strategies to utilize at home. There is frequent communication between instructor and families regarding progress.	Attendance sheets from therapy sessions. Progress with students in class. Conference notes	Weekly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Caridad	Caridad volunteers provide homework assistance to students and collaborate through communication folders with parents. They also use data to work with students on oral language and reading comprehension. Caridad also provides families with resources in several languages to inform them of ways to assist their child at home with their school work.	Attendance from after-school sessions held. Progress with student work. Sample resources shared with families.	Weekly

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?
Title I information will be shared via the Annual Meeting, faculty meetings and SAC meetings. Stakeholders will receive invitations via fliers in multiple languages, school website, Twitter, Call-outs, Marquee, newsletter, text messages.	Evidences include agendas, sign-in sheets, minutes, evaluations, website screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.
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?
Students academic and behavior expectations are communicated via school website, Parent-Teacher Conferences, Curriculum Night, Title I Parent Nights, letters, phone calls,	Evidences include agendas, sign-in sheets, minutes, evaluations, website screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.
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?
Freedom Shores Elementary will invite parents to teacher conferences, SAC meetings and Title I Annual meeting invitations via fliers English, Spanish and Creole, school website, Twitter, Call-outs, Marquee, newsletter in English, Spanish and Creole and text messages.	Evidences include agendas, sign-in sheets, minutes, evaluations, website screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.
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?
Trainings are held at night and some events do offer free childcare. Language facilitators attend meetings so parents can have communication in their home language. Home visits are done if there is an issue with transportation.	Evidences include agendas, sign-in sheets, minutes, evaluations, website screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

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
Translation available at all meetings and activities through CLFs, school communications sent home in three languages (Creole, English, Spanish), availability of someone to speak their native language when parents visit the school, use of the language line, and use of translated robo-calls. Supporting evidence will include: Translator schedules, photos of translation occurring at meetings, SAC agendas, CLF schedules, copies of monthly newsletters in all languages sent, copies of language line scripts and transmission reports.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
The building is ADA approved, ramps are provided as well as an elevator for those with physical limitations. If any family member needs other accommodations, the school will request for it to be provided. For those with hearing impairments, a sign language interpreter or closed captioning will be provided. For those with vision impairment, support personnel will assist with movement around the building to ensure safety and accessibility. Supporting evidence may include: photos of ADA accessibility (ramps, signage, etc.), copies of communications with visitors needing accommodations, copies of internal communications regarding accessibility setup (as applicable), photos of other accommodations in action (including sign language interpreters and audio enhancement in action, as applicable).
Accommodations for families engaged in migratory work
Our ESOL Coordinator is the liaison for those migrant families. Once Migrant families are identified, school staff will survey families to determine their needs, and allow the school to provide resources and information needed. We will seek assistance from Title I Migrant Education Program. Staff will create a positive and welcoming classroom environment by modeling respect for differences and share experiences and values. Also, they will reach out to the families of migrant students and help them become familiarized and comfortable with the school their children currently attend. School Counselors will contact parents and provide a list of helpful social service resources and advocacy organizations that families can call on. Supporting Evidence may include: copies of migrant family lists created by ESOL coordinator, copies of redacted surveys dictating parental needs, communications between school and migrant families and/or Migrant Education program to evidence coordination.
Accommodations for families experiencing homelessness
Our Guidance Counselors are the liaisons for homeless families. School staff will assist families experiencing homelessness by also making connections with District staff (MVP-McKinney Vento Program) with appropriate resources as needed. Staff will do the following to assist families - Inform parents, guardians, or youth of their educational rights. Link homeless students with educational and other services. Provide school supplies, including school uniforms and toiletries. Coordinate District transportation services to maintain home school stability. Ensure that free school breakfast and lunch is provided. Attend School Based Team meetings. Provide outreach services to students living in temporary residences. Facilitate parent engagement in each child's schooling. Collaborate with District personnel and community agencies. Supporting Evidence may include: homeless rosters, internal/external coordination communications (as applicable).

Other Activities

List other activities that are planned to strengthen parent and family engagement at your school. You may list additional parent and family trainings here. If you plan to offer refreshments, please indicate that in the description field along with the dollar amount.

Activity 1

Name of Activity	Brief Description
N/A	N/A