

FY20 Title I Schoolwide Plan - South Grade Elementary (2431) 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

South Grade Elementary Title I Parent and Family Engagement mission is to ensure the educational success of all students by having high expectations by aligning our vision with the district strategic theme two, building a positive and supportive school climate. Our commitment to the strategic theme is to secure parents and community partnerships to support the academic and social/emotional development of all students.

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?
Parent Cafe All parents are invited to participate in academic trainings throughout the school year.	20	Parents took the time to ask relevant questions to the topic.	Provide a training that includes time to practice the strategies being taught	Parent participation has noticeably improved during these trainings

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?
Parent Cafe All parents are invited to participate in academic trainings throughout the school year.	19	The parents enjoyed interacting with the nursery rhyme	Provide practice of the suggested home connections activities	They interacted with the poem

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?
Parent Cafe All parents are invited to participate in academic trainings throughout the school year.	22	The use of the question cards and the interaction between the parents using the question cards	Consider having a room set aside for younger non school aged children to increase the engagement as many of the younger children posed distractions.	Parents were able to use and understand the question cards in order to get kids talking about their reading.

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?
Faculty training on how to effectively promote parental communication and involvement continues to be an ongoing need at this school as it should be noted that South Grade has 19 new staff members with little to no Title I experience	65	Teachers had the opportunity to create parent conferences that included student data, progress and achievements	Provide teachers more time to efficiently address a conference for every child in their room	Understand the importance of keeping the parent informed throughout the year especially when it came to meeting the interventions of the student.

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 training on how to conduct data chat with parents continues to be an ongoing need at this school as it should be noted that South Grade has 19 new staff members with little to no Title I experience	65	Teachers had the opportunity to create visuals of the student's progress in order to assist the visual aides needed for parent comprehension	Continue to advocate the use of ILPs (Individual Learning Plans) in order to continue the use of visual aides to help parents understand	Teachers were able to share current progress in a visual way that increased parent understanding.

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?
Conducting data chat with parents through the use of ILP (Individual Learning Plan).	Faculty training on how to conduct data chat through the use of ILP (Individual Learning Plan) with parents continues to be an ongoing need at this school as it should be noted that South Grade has many staff members with less than 3 years and limited Title I experience	September	Celia Clark - SSCC Loris Barr Assistant Principal	The teachers will submit copies of completed/updated ILPs with evidence of communication with parents regarding student progress by submitting a copy of a completed form #1051. The ILPs will include visual aides that show baseline data and an identified target line for each student. EDW, Iready and FSCQ results will be included in the charts within the ILP folder. These visual aides will support the language barrier between the parent and teacher

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?	
August 21, 2019 at 8:30 am	
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)	
Marquee, newsletter, flyer, agenda, invitation robo call, texting	
What resources do you plan to prepare for stakeholders?	
Powerpoint Title I overview, evaluations, sign-in sheets, invitations, copy of our FY20 Compact in three languages, and a summary of the Parent and Family Engagement Plan.	
What materials/supplies are needed for the Annual Meeting?	
Computer doc station, projector, projector screen, pens, markers, handouts, and snacks for parents.	
How do you plan to reflect on the effectiveness of the Annual Meeting?	
Using the feedback from the evaluations the PFEP developing stakeholders will review and discuss any outliers. This process and any information gathered from the evaluations will shared at next Leader facilitator, faculty and SAC meetings.	

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.

Alondra Balis- Teacher parent liaison Sara Tatoni ESOL Guidance Counselor Celia Clark-Single School Culture Coordinator Anna Garcia- ESOL Coordinator Lonis Barr- Assistant Principal Ana Arce-Gonzalez, Principal Margo Nubelo- Instructional Specialist Department of Early Childhood Education Regina Tamayo- Bridges of Lake Worth (Partnership between community, parents and schools in the Lake Worth) Pam Bergsma Pineapple Beach Neighborhood Association PBSO Palm Beach County Sheriff's office- Various Officers

What are the procedures for selecting members of the group?

Emails and flyers will be sent to the staff and parents and community members for volunteers. Principal appointed considering their current role and responsibilities at the school. For example, the ESOL guidance counselor works directly with parents on a regular basis will be selected as she is a direct link to the parents. The ESOL coordinator will also be appointed to support involvement with the Parent engagement plan as she consistently contacts parents to review the academic progress of their students based on their LEP plan. These two group members will work cohesively to obtain the main objective which would be to link the Parent training to the individual needs of the students to continue academic growth. Bridges of Lake Worth have had a partnership agreement with South Grade since their establishment in the community. Bridges, Regina Tamayo attends all SAC, parent trainings, and monthly neighborhood association meetings at the school. Pam Bergsma holds her monthly neighborhood

How will input from stakeholders be documented?

Input from the meetings related to Family engagement will be documented in the form of minutes attached to agendas, sign in sheets and any additional handouts/resources. Minutes to meetings are recorded on the school's recording forms. Parent conferences are held frequently. Minutes from parent conferences are recorded on the district's form 1051. Surveys are collected at the conclusion of each parent training. The results of the surveys are used to determine future trainings.

How will stakeholders be involved in developing the plan?

Stakeholders will be invited via text, robo call and flyers. Components of the family engagement plan will be reviewed and the parents and other attendees will be encouraged to provide feedback and recommendations on what to include or edit. Discussions and surveys will be recorded during each meeting or session and reviewed with group members to plan for improvements based on the discussions and feedback. Developing an additional component or revising current plan will be noted as improvement for following year.

How will Title I parent and family engagement funds be used?

Parental training sessions will be scheduled monthly to include topics such as homework, standards, the use of reading and math strategies. In addition parents will receive training on how to appropriately use resources in the home to help their children and create a home/school connection and student learning. Funds will be used to cover the cost of food for the parents that attend as well the cost for materials used during the parent engagement activity. This could include cardstock, scissors, glue, markers, books (literature), highlighters, magnetic letters, etc.

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?
Effectively promote parental communication	Faculty training on how to effectively promote parental communication and involvement continues to be an ongoing need at this school as it should be noted that South Grade has many staff members with less than 3 years and limited Title I experience	October	Celia Clark-SSCC Loris Barr Assistant Principal	The evidence used for monitoring this task will be copies of completed form #1051 showing the conference took place and what was shared with the parent. Teachers will also copy and submit the visual charts (ILP) used during the conversation that assist parents with understanding the baseline and target indicators. Teachers will have the conferences completed prior to meeting with the parents. The teachers will use the school district conferencing form to document the conversation with the parent which will include baseline data, a statement that indicates current proficiency for the grade leave and goals specific for each student based on appropriate growth model.

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
Parent Cafe All parents are invited to participate in academic trainings throughout the school year.	Oral Language Development presentations: Parents will be taught strategies on how to encourage their child's speech & language at home	This will be monitored as the parents practice with partners some of the strategies presented. Pictures of the parents participating in the activity will be taken and submitted. Parents will use the strategies to support oral language conversation starters, including gestures, body language and proximity	9/20/19	Alondra Bahs	Refreshments \$50.00 Chart Paper Markers whiteboards flashcards take home books card stock (\$200.00)

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
<p>Parent Cafe All parents are invited to participate in academic trainings throughout the school year.</p>	<p>How to support math fluency at home.</p>	<p>Parents will learn how to solve foundational math concepts such as adding, subtracting, multiplying and dividing using manipulatives and visuals aides. Parents will participate in an interactive bingo math game that they will be able to take home to practice math fluency with their child. This strategy will support the increase of math fluency in the home and in the classroom.</p>	<p>10/25/19</p>	<p>Alondra Bahis</p>	<p>Refreshments \$50.00 Chart Paper Markers whiteboards flashcards take home books card stock (\$200.00)</p>

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
Parent Cafe All parents are invited to participate in academic trainings throughout the school year.	Increasing reading development using wordless pictures books	Parents will participate in telling a story through pictures using wordless picture books. The expectation will be that Parents will work with partner to tell each other the story they see in the picture. This practice encourages parents and students to develop meaning from illustrations in text. This will be monitored by circulating and pictures of the parent engagement during the activity will be submitted.	11/22/19	Alondra Bahis	Refreshments \$50.00 Chart Paper Markers whiteboards flashcards take home books card stock (\$200.00)

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
Church United	Donate time reading to students to increase oral language development.	volunteer sign in thank you letters photos	Weekly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Escuelita Maya	Guatemalan Mayan Center Program provides child care an VPK program off campus at a nearby church. South Grade organizes the groups for dismissal and pick up. They assist, advocate, and provide services to Mayan refugees and others as appropriate in the areas including, but not limited to, education, health immigration, cultural continuity, and family preservation and empowerment consistent with the Mayan culture.	Rosters partnership agreement	Weekly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Bridges of Lake Worth	Local agency provides services and Parenting training for families empowering families with positive parenting skills	Partnership agreement thank you letters photos	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?
The school will provide parents with marquee display of meetings, text, use flyers to invite, robo calls, text messages and student agendas, Annual Meeting, parent conferences, parent trainings	Morning announcements invitations letters to parents parent conference notes
Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet.	How will the school document that the information was shared?
The school will invite parents and families to school meetings on standards and expectations during SAC meetings, Curriculum nights, Open House, report card parent teacher conferences. Parents are also invited to discuss the progress of their children through IEP, LEP, school based team and teacher/parent meetings.	Morning announcements invitations letters to parents parent conference notes SAC meeting minutes
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?
School will inform parents about future meetings via newsletter, agenda, marquee, robo call, and text	Morning announcements invitations letters to parents
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?
The needs of the parents are always considered. When available, meetings are adjusted to accommodate the families. With some events, a home visit may be more suitable and could take place if needed.	Home visit log Parent conference form with time and date call log

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. Evidence 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	
Meetings, trainings and development will be led in parent's native language. Meetings will occur in a small group collaborative setting.	
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)	
Parents are accommodated when needed. For example, translators are offered for all parents trainings or meetings when there is a known language barrier. Teachers, ESOL guidance counselor, administration and single school culture coordinator will do home visits at any time in order to ensure parents are supported. If needed, phone conferences are also an alternate to having parents come to meetings as sometimes their schedules conflict with school hours.	
Accommodations for families engaged in migratory work	
Meetings, trainings and development will be led in parents native language. Meetings will occur in small group collaborative setting. Times of meeting will also be considered. A list of migrant students have been identified by the Migrant Department and work closely with our ESOL Coordinator to develop additional support for these students. The representative from the Migrant Department is developing a schedule of support for these identified students. She will work alongside our ESOL team and Reading coach to develop small push in instructional support.	
Accommodations for families experiencing homelessness	
South Grade has several points of contact to support homeless families. Once the family has been identified as in need the school ensures the family has applied for free or reduced lunch. The school also ensures the children have clothing for school and supplies. These items are available in our Surfer Closet provided to use by several private donations and community partners. The student is referred to the school based team and addressed immediately for academics, behavior and emotional support. The McKinney Vento representative from Safe Schools is contacted and invited to participate in the child's SBT meeting and meets with the parents. The representative works closely with our school's single school culture coordinator to find temporary housing and transportation to and from their current school. The ESOL guidance counselor works in conjunction with the team to provide additional support systems outside of school.	

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
Parent Cafe - January 24, 2020 @ 8:15 AM	Primary literacy behaviors and how to practice the strategies at home with their child Person Responsible: Ms. Balhs Teacher Parent Liaison Sara Tatorni ESOL Guidance Counselor

Activity 2

Name of Activity	Brief Description
Parent Cafe - February 21, 2020 @ 8:15 AM	Bringing Math to life: How to use manipulatives to support math concepts at home Person Responsible: Ms. Balhs Teacher Parent Liaison Sara Tatorni ESOL Guidance Counselor

Activity 3

Name of Activity	Brief Description
Parent Cafe - Friday, April 24, 2020 @ 8:15 AM	Literacy activities: hands on approach to literacy support through interactive literacy games Person Responsible: Ms. Balhs Teacher Parent Liaison Sara Tatorni ESOL Guidance Counselor