

FY20 Title I Schoolwide Plan - Palm Springs Middle (0611) Parent Family Engagement Plan Summary

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? |
|----------------------------|------------------------|---|---|---|
| SIS training | 25 | Parents were able to increase communication with teachers. Parents were able to check on their child's progress in class. | I think the training went very well. We need to do a better job of recruiting parents so we can have a bigger impact on all students. | Parents were able to see what their child did in school, how they are doing with their grades in each class. What is coming up and if there was homework. The parents that attended stated how they can now keep up with their children academically. |

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? |
|------------------------------------|------------------------|---|---|---|
| Middle school transition training. | 120 | The parents and students were able to learn about how middle school works. What classes their child should take, how grading works, the various teams and clubs they can join to have a better school experience. | Although it is open to all families, I notice the parents who are mostly new to the school attend but I would like all parents to attend. Once again we need to do a better job recruiting parents. | They were better equipped to help their child with all facets of middle school. |

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? |
|----------------------------|------------------------|---|--|--|
| Data Chats | 20 | Parents learned how to interpret the student test scores. | I think breaking it down by grade level would be a little more helpful. 7th grade is the only grade that take civics, 8th takes science. | The parents were able to see where their child's strengths and weaknesses were. They were also able to tell their child what they needed to do to increase their levels. |

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? |
|----------------------------|------------------------|--|--|--|
| STEM | 102 | Teachers learned how to better incorporate STEM lessons in their classes. These lessons are more project based and allows for more parent participation and support. | We can make the training's subject specific, this will allow parents who may not feel comfortable tutoring math,ELA and science, more opportunities to be involved with their child's education. | We were able to maintain our STEM certification. Our science scores increased by 9 points. |

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? |
|----------------------------|------------------------|--|--|---|
| AVID | 102 | Teachers learned AVID strategies that can be used in their classrooms and at home. Strategies such as binders allows the parents to be more involved with what is happening during the school day when their child comes home. It allows for communication from the teacher so the parent know what their child is working on in each subject. | We could also have a parent avid training so the parent knows what to expect and what to look for when their child arrives home. | We saw an increase in student achievement across 7th and 8th grades. We maintained the school grade of a B. |

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. |
| Sandy Jinks, Principal Victoria Hamilton, Parent Glenn Bravo, Parent Travis Vanscoy, AP, Title 1 Contact Holly Mumford, Parent Tamiko Iansiti, Teacher and Parent Alex Perez, TOSA, SAC Chair Humberto Guerra, Parent Mary Johnson, Teacher Brendan Lenahan, Teacher Alexis Kennedy, Parent Amanda Pamas, Teacher |
| What are the procedures for selecting members of the group? |
| At PFEP Meeting, we discussed the need to have a group that would help develop the plan. These selected individuals were willing to be a part of the group. We recruited from our SAC meetings, and at our 6th grade orientation. We find recruiting our incoming 6th grade parents lends itself to getting more parental support. |
| How will input from stakeholders be documented? |
| They are recorded on the Title I input form. Title 1 programs and resources are presented to SAC for review and improvements through out the year. Minutes from future meetings where the Parent and Family Engagement Plan and School-Compact are discussed and suggestions for improvements are made and kept. |
| How will stakeholders be involved in developing the plan? |
| Stakeholders will attend a stakeholder meeting as well as SAC meetings, Parent Conferences, volunteer meetings. The suggestions from the stakeholder meeting are formed together using a recording template provided by the title 1 team. We also review the data from the SEQ's to see where families think we are lacking resources. There is also a suggestion box in the main office. The box is opened by the confidential secretary and reviewed by the leadership team. |
| How will Title I parent and family engagement funds be used? |
| Parent communication, student agendas, Woodburn Press brochures, parent training materials, and part-time salary/benefits for teachers/staff to facilitate parent trainings to support learning at home. |

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? |
|---|--|-------------------|---------------------------------|--|
| Resolution to Promote Welcoming and Inclusive Schools for all Students and Families | Staff will learn about the district resolution to promote welcoming and inclusive schools for students and families. Staff will learn how to create a positive and welcoming environment for their parents and students. | August 5th | Travis Vanscoy Nick Peragine | Teachers will be able to implement a welcoming ritual activity with parents to get to know them and their families, promote diversity and acceptance during Open House or a parent conference. This will help families and teachers work together as partners, which will impact student learning. |

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? |
|---------------------|--|-------------------|-----------------------|--|
| Cultural Competency | Teachers and staff will learn how to interact and incorporate a students family culture into lessons and how they interact with the students and their families. | September | District Provided | Teachers and staff will learn how to interact and incorporate a students family culture into lessons and how they interact with the students and their families. |

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? |
| 10/24/19 at 5:30 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 notified them via handout Spanish and English, phone call and email. |
| What resources do you plan to prepare for stakeholders? |
| We will show the stakeholders all of our FSA data from FY19 on a power point slideshow. We will also show our EOC data from Civics, Algebra and Geometry. We will also go over why we are title 1, the SWP and PFEP. |
| What materials/supplies are needed for the Annual Meeting? |
| PPT, sign-in sheets, technology, writing utensils, translation support |
| How do you plan to reflect on the effectiveness of the Annual Meeting? |
| At the end of they year we will review all of the schools FSA data to see what seems to be working and what is not working. We will bring this data to our annual meeting for FY21 to build on what is working and make changes to what is not working as well. |

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/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 |
|------|--|--|------------------|-----------------------|---|
| SIS | Parents will be given a password and learn how to access and navigate SIS. | Parents will be able to communicate with their child's teachers, view their progress in class and check on grades and test scores. | September 12th | Individual Teachers | Computers and a recording sheet for participants. |

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 Data Chats and Strategies For Student Success | Provide families with ways and ideas to incorporate student support at home. | Parents will be able to work on strategies at home with their children. We have noticed our lowest 25% readers have difficulty catching up to their grade level when they arrive multiple grade levels behind. | February | Various Teachers | NA |

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 |
|------------|---|---|------------------|--|-------------------------|
| AVID night | Parents will learn AVID strategies that will help them monitor and assist their child with their schooling. | Parents will learn AVID academic strategies that will allow them to assist at home. They will also learn how the binder works so they can interpret what they are seeing and what they should be looking for. | October | The AVID team Jasmine Standifer Mary Johnson Caryn Cichewicz | AVID will supply |

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 |
|----------------|---|--|-----------|
| TRIO | (Talent Search, Upward Bound, Student Support Services and Educational Opportunity Center) provides community outreach county wide, with special focus on the Hispanic Serving Institution initiative, Veterans and non-traditional students. | Partnership agreement, pictures of TRIO Reps with students, student and faculty thank you letters. | undefined |

Partnership 2

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|----------------|--|---|-----------|
| ASPIRA | The ASPIRA Association, a 501(C)(3) organization, is the only national Hispanic organization dedicated exclusively to developing the educational and leadership capacity of Hispanic youth. Since 1961, ASPIRA has been working at the grass-roots level to provide programs that encourage Hispanic students to stay in school, prepare them to succeed in the educational arena, develop their leadership skills, and to serve their community. It is organized in eight states and Puerto Rico and has extensive national presence through its partnerships with hundreds of regional, state and local education CBOs. It currently serves over 85,000 students each year through its ASPIRA Clubs in schools and its after-school education and guidance programs. ASPIRA is a very diverse organization working with substantial numbers of Puerto Ricans, Dominicans, Central Americans, Mexicans, and Cubans, as well as with African Americans, non-Hispanic whites, | Partnership agreement, pictures of ASPIRA with students, thank you letters. | Monthly |

Partnership 3

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|-------------------|---|--|-----------|
| Care Giving Youth | The American Association of Caregiving Youth (AACY) is the national resource for the support of children who care for family members who are ill, injured, elderly or disabled by increasing awareness about youth caregiving; fostering the replication of the Caregiving Youth Project; providing support services for student-caregivers and their families; and, establishing the Caregiving Youth Institute. | Partnership agreement, thank you from school and students, photos of events. | Monthly |

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? |
| Flyers, SIS parent link which includes phone calls, text messages, emails, marquee and twitter. | Flyers are kept, parent link will provide evidence of communications on all items sent home |
| 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? |
| Parent link call outs in all languages, flyers, marquee, twitter, Open House, Parent Conferences as well as invitations to FSA nights to provide information about FSA and the various Florida Standards. | Parent link will be able to provide evidence when items are sent out. Flyers will be kept, Open house will have sign in sheets and guidance counselors have records of all parent conferences. |
| 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? |
| Through a variety of formats as listed above. SAC meetings and we also offer Parent Teacher Conferences on a regular basis (daily). | SAC minutes are recorded as well as parent conferences. |
| 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? |
| We are having meetings in both the AM and PM to try to accommodate all parents. We also offer meetings by phone for parents who may not be able to attend. | By having meeting agendas with different times. |

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 |
| Anything we send out, programs that we offer, are done in all 3 languages common to our school. They are English, Spanish and Creole. We offer classes in all three languages. |
| Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations) |
| We have sign language interpreters at our school and everything is handicapped accessible. Accommodations are made to ensure that families can actively participate in their children's learning. |
| Accommodations for families engaged in migratory work |
| Translations are available in all languages. All families are included in all communications as well as child care provided. We vary our meeting times to assist parents who may only be able to come in the am or pm. |
| Accommodations for families experiencing homelessness |
| We do everything we can for families dealing with homelessness. We connect them with agencies, provide clothing, school supplies and anything else that is in our realm to help them get stable. These families are identified by the district staff and our school homeless liaison notifies the administration of the families who are homeless and the families and students are brought to SBT. |

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 |

Activity 2

| Name of Activity | Brief Description |
|------------------|-------------------|
| n/a | n/a |

Activity 3

| Name of Activity | Brief Description |
|------------------|-------------------|
| n/a | n/a |