

FY20 Title I Schoolwide Plan - Melaleuca Elementary (1441) 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

Our mission of parent engagement at Melaleuca is to provide an environment where parents are informed about their child's education, are comfortable participating in committees and events on our campus and feel welcomed by all staff members. If we increase parental involvement, it is our belief that student proficiency, attendance rates and discipline rates will improve.

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?
Literacy Night	125	Stations for each grade were separated out so that students and parents could choose the activity that would best match their child's area of deficit. Each station taught the child something new to assist them in the reading process	I would like to offer more stations for primary students	Parents were able to understand the different early literacy behaviors students need in order to become more fluent, comprehensive readers. They left with resources to use when reading with their children at home. There were increases in ELA scores for 3rd and 4th grade. In addition, ELA FSA scores increased overall by 5 points.

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?
STEAM Night	150	This year we had over 20 stations that were all new. We had a huge turnout and all the parents/students were highly engaged throughout the entire event.	Work with the science center to ensure all stations are working properly. If they are not working, ensuring there is a backup station prepared to replace it.	Parents left with a stronger knowledge base of various science, technology, engineering and math concepts that can be utilized at home to assist their children. While science proficiency scores saw a decrease, 3rd and 4th grade math scores increased. 3rd grade by 12 points; 4th grade by 9 points.

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?
FSA Night	35	The parents loved being able to see question types and how they could best practice with their children. They appreciated having the rough dates so they knew not to plan anything during that time.	Offer multiple sessions and send out information in paper form to all parents of students that take the FSA, specifically 3rd graders.	Parents were very appreciative of the information shared. They left knowing how to access the FSA site to see practice assessments. They left with tools to assist their children at home with writing, reading and math. There was significant growth in 3rd grade reading and math scores. Reading scores increased by 5points and math scores by 12 points.

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?
Meaningful Parent Communication	85	Teachers left with the understanding of non-negotiables when it comes to parent communication. They reviewed ways to communicate with parents, what to do if they cannot get in touch with parents and how to deal with difficult situations with parents.	Follow up with 3:1 positive to negative comments in all parent conferences and notes in the agendas.	All staff members were compliant with communication with parents this year. Copies of conference notes, agendas, newsletters, etc. were collected as evidence. There were increases in the numbers of parents who attended the variety of parent events. In addition, the number of parents who attended our SAC meetings increased significantly. SEQ had a positive response of 94% for parent involvement.

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 Training	46	Teachers learned how to incorporate Costa's levels of questioning into their lessons and how to help students use that information at home.	Add K/1 next year and allow for more time for the training.	Teachers were able to effectively communicate AVID strategies to parents and how they can be used at home. Based on our SEQ, we saw increases in the numbers of parents that attended parent conferences. In addition, on the FY19 SEQ 96% of parents indicated that they felt that the school had high expectations of students.

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.
Deborah Maupin, Principal Parents: Sonia Alvares, Mr. Pierre Louis, Ms. Pena, Wendy Samaoyao, Prince Rossignol, Mr. Joseph Calmin Rivera, SAC Chair Teachers: Lisa Riccobono, Jephtha Petit, Michelle Martinez Ramona Fernandez, SAC Co-Chair All staff members were able to access the plan via google doc to add suggestions.
What are the procedures for selecting members of the group?
Open meeting at the beginning of the school year inviting parents to join the SAC. Parents are invited to the meeting via parent link, marquee, and paper notices in all languages going home with each student. Invitation for membership was sent to all parents and staff. There is a vote at the SAC meeting on members after reviewing description of each role. To ensure proper representation different parent groups, some parents may receive a personal invitation from the SAC chair or administration to become involved.
How will input from stakeholders be documented?
SAC Minutes PFEP input meeting took place in Spring. Parents suggested a breakdown of grade level expectations and how they can be involved more with their child's specific grade level. The result is that we now have a primary and intermediate PFEP. Recording template was completed.
How will stakeholders be involved in developing the plan?
Aside from CNA and PFEP input meetings, SAC Meetings monthly will be workshop style. Parents will break up to be able to share ideas with small groups and then out to the whole group. Each meeting will have an exit ticket for parents to share thoughts, suggestions or ideas. The stakeholders input meeting was held and feedback was documented in the recording template.
How will Title I parent and family engagement funds be used?
Parent trainings, supplies for trainings and communication tools to be sent home in all languages.

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?
Dual Language	How do we as a staff support families with work in their non-native language at home? Teachers will learn how to show families how to incorporate the "ELL Go to Strategies". They will learn how to choose correct strategies that are personalized for specific families. Teachers will also be able to communicate these strategies in parent conferences.	January	Dual Language Coach :Monica Gonzalez	Communicate effectively with parents the expectations for HW, projects, classwork, etc. Support parents with their non-native language. Teachers will follow up with administration after a parent conference has been held and review the strategies that were gone over with the parent and how it was communicated. As a result, it is anticipated that Dual Language parents will use the strategies to practice at home.

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?
AVID	A continuation of AVID strategies that can be used across all grade levels. Teachers will learn specific engagement strategies to increase student talk within the classroom.	November	Crystal Swiatlowski	Use WICOR strategies in lesson planning. Teachers will complete a self reflection on the different engagement strategies implemented in their lesson and determine the impact that each made. As a result, it is anticipated that teachers will increase student collaboration, engagement, and rigor in the classroom.

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?
October 22, 2019 from 5:30-6:30 pm at the Media Center
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Newsletter, Parentlink, letter home in all languages-as indicated in the Title I survey, parents expressed they like the parent link and letters home equally. We will continue to send information out in various forms to ensure all parents are informed in some way.
What resources do you plan to prepare for stakeholders?
PowerPoint describing Title I, invitation, agenda, sign-in, Evaluations, PFEP summary, and compact. Melaleuca data and what it means at our school, resources/programs/positions we plan on buying with funding.
What materials/supplies are needed for the Annual Meeting?
Handouts, agenda, sign-in sheet, evaluation copy of compact etc. Paper, computer, screen, pens, highlighters
How do you plan to reflect on the effectiveness of the Annual Meeting?
Parents will fill out a survey at the end reflecting on pros/cons of meeting. The Leadership Meeting and SAC will meet to discuss results to devise next steps. The SAC chairperson will compile the results and share with the leadership team to discuss next steps. Results will be shared at the next SAC meeting.

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
Student Behavior at School and Home	Parents will create a behavior chart to use with their child at home. Parents will practice with different charts based on what their child needs. They will practice the common language used at Melaleuca.	Parents will be provided with strategies and resources to assist their children with difficult behavior both in the classroom and at home	December	Deborah Maupin and Crystal Swiatlowski	Articles, behavior charts, schedules, etc.

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
Report Card	Parents will gain an understanding of the standards based report card. Parents will practice marking a report card in order to understand the process and what it means. They will develop their own questions that they may ask their child's teachers about the report card.	Parents will learn about the standards and how they are assessed throughout the year. They will learn how to read the report card.	September	Deborah Maupin and Crystal Swiatlowski	Report card, standards

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
Literacy Night	Parents will gain hands on experience with intermediate math concepts and technology used in the classrooms. The parents will practice a specific skill based on what each grade level is working on at the time of the meeting. They will take a "make and take" math game home after learning how to play the game.	Parents will have a better understanding of student expectations on state assessments and have tools to assist students at home	November	Barbara Belakbir, Tiara Clark, Sharmaree Richard	Manipulatives, smart boards, laptops

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
Palm Beach County Library	Library will come to literacy night to sign students up for a library card and review all the programs offered at the library	How many families sign up for a library card, Thank you note, Photo of interaction	undefined

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Multicultural Dept.	We work with the multicultural department to support our Dual Language Program and ESOL teachers. Staff members will visit our school for walkthroughs and conduct PD sessions with all teachers.	Ongoing PD sessions with agenda and sign in sheets and notes. Implementation of newly learned strategies posted in classrooms. Also, email, letter, thank you note, and photos.	As Needed

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
AVID Team/SDPBC	Our AVID area support person, Laura Rounds and Colleen Carney will support our implementation of AVID by communicating through email, classroom visits and site team visits. She will guide us in the implementation of all components of AVID and ensure that we continue on track with our SMART goals	Classroom walkthrough observations, collection sheets, student work, google docs.	As Needed

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?
Invitations to CNA, PFEP input meeting and SAC meeting were sent via Parent Link, school website, newsletters, parent teacher conferences, letters home in all languages, Marquee. The purpose of this communication is to ensure that parents are informed about events, activities and student progress regularly.	Keep parent invitations and permission slips on file, sample academic report cards, letters, flyers, newsletters, conference notes, and photos.
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?
SAC Meetings, Curriculum Nights, annual meetings, AVID showcase, parent conferences-parents will be given student evidence of instruction and assessment results as well as goals for their child.	Parent Link records, invitations, agenda, sign in sheet, hand outs, sample academic reports, evaluation and reflection.
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?
Parent Link, website, newsletters, annual meeting, Curriculum Nights, letters home in all languages, parent teacher conferences, Marquee-parent input at the meeting will be documented. A plan will be put into place as to what the student, teacher, parent and school are doing to help the child.	Copies of parent/teacher conferences, sample teacher notes, inviting parents to IEP and LEP meetings.
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?
Childcare will be provided for all parent trainings. Parent training times will vary for each session in order to provide a variety of times that might be convenient for parents. Teachers will be provided subs on specified days to accommodate parents that may only be able to attend during the school day.	Meeting invitations with information will be saved.

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
Parents and families with limited English proficiency will be invited to participate in all school activities. Information will be sent home in the family's native language. Parent learning meetings will be scheduled throughout the year to inform parents about ways to best meet their children's needs. CLF's will be available for parent conferences and all meetings and school activities. Every effort will be done to make parents with LEP will feel welcome to our school. We will coordinate support both to Title I and Multicultural Dept.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Parents and families with disabilities are encouraged to participate in their children's learning. Depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, sign language interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families. We will try get support both from Title I and ESE department.
Accommodations for families engaged in migratory work
School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. The school will request for the migrant list from the data processor and work closely with the District migrant contact for appropriate services to targeted students.
Accommodations for families experiencing homelessness
Parents and families experiencing homelessness are provided with resources to aid with the children's academic progress. Food, clothing, supplies and other resources are made available to the parent so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also the McKinney Vento District contact will be notified.

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
Literacy Carnival	Activities that parents and students can participate in together to increase reading proficiency.

Activity 2

Name of Activity	Brief Description
Books/Bingo	Parents and students can come to school over the summer to play bingo and check books out to ensure students are reading over the summer.

Activity 3

Name of Activity	Brief Description
Summer Slide	Students will participate in a variety of lessons to encourage them to read throughout the summer.