

FY20 Title I Schoolwide Plan - Benoist Farms Elementary (2751) Parent Family Engagement Plan Summary

Mission Statement

Enter your Parent and Family Engagement mission statement below. The mission statement should:

- Reflect the beliefs or values the school holds regarding the importance of family engagement;
- Explain the purpose of the parental involvement program;
- Be written in parent friendly language;
- Inspire stakeholders to be involved and supportive of the program; and

Mission Statement

The mission of the Parent and Family Engagement is to bridge the gap between parent, school and community and improve relationships between home and school, which empowers families to become proactive in their children's education on a continuous basis. The program does this by providing information, training and assistance through family/parent education courses, activities and referral services.

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?
Curriculum Night	30 families	* Parents learned about the curriculum their child would be exposed to for the year. * Parents learned ways to support students at home. * Parents learned about their child's academic progress.	*Increase advertisement to elicit more family participation * Schedule later in the year so that teachers can also share student academic progress with parents. * Link ways to help students at home with the data from the baseline assessments.	As a result of the training parents were able to use materials provided by the teacher to support their students at home.

Parent Capacity Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Literacy Night	18 families	*High teacher participation. One teacher from every grade level was present to share with parents literacy strategies that students could use at home. * Parents were excited that they were walking away with make and take items that could be used to reinforce literacy at home.	*Increase advertisement to elicit more family participation.	As a result of the training parents were able to use materials provided by the teacher to support their students at home.

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?
Fall into Family Fun Night	100	*Lots of participation. *Parents enjoyed engaging in interactive activities with their children based on survey information.	Increase incentives for students and parents to attend. Provide families with take home items to replicate the games and activities that they used at the event.	As a result of the training parents were able to use materials provided by the teacher to support their students at home. Parents were able to engage with their students on literacy and math concepts in a relaxed environment.

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?
Disrupting Poverty: Relating to Students	36	Teachers were able to understand the barriers that our students and families face that impact student achievement.	Provide teachers with additional time to reflect during the session so that they are not having to reflect and create action steps during their own time.	Teachers reflected on how they relate to parents and how the information that they are learning could support teacher empathy for students and families during all interactions.

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?
Holding Conferences that Empower Parents	36	Teachers were given strategies for holding successful parent conferences.	Teachers could role play to practice during the training.	Teachers held at least 1 parent conference with each family and implement the strategies from the training.

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.
Ruthann Miller-Principal Darla Paulena-Assistant Principal Margaret Woehlcke - SAC Chair Jennifer Staer - Resource Teacher Lorraine Sansbury- ESOL Contact Danny Baksh - ESE Contact SAC Parents
What are the procedures for selecting members of the group?
Members for this group are on the schools leadership team and volunteer to be on the committee.
How will input from stakeholders be documented?
SAC Meeting minutes PTO meetings Student agendas Participant Surveys Parent-Teacher Conference notes Parent Training
How will stakeholders be involved in developing the plan?
Stakeholder input will be solicited through SAC meetings, Parent and Family Engagement input meetings, parent training evaluations, and parent surveys and feedback.
How will Title I parent and family engagement funds be used?
PFEP funds will be used to support Parent Trainings, Curriculum night activities, Literacy Day/Night activities, Multicultural activities and the materials that support these events. In addition funds have been set aside to pay teachers to conduct parent trainings and for CLFs to be available to provide translation services.

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?
Effective Parent Conferences	Teachers will learn the expectation and steps to hold an effective parent conference to update parents on student performance.	August	Darla Paulena	Teachers will hold a minimum of 2 parent conferences using the techniques shared in the training.

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?
Increasing Positive Parent Contact	Teacher will learn strategies to increase positive parent contact.	December	Darla Paulena	Teachers will document using SIS parent contact for positive student outcomes.

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 17, 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.)
Invitation, call-out, marquee
What resources do you plan to prepare for stakeholders?
Information on how to navigate the District Website, contact information for the school, Title I vodcast, PowerPoint a PowerPoint explaining test results and expectations for the upcoming year to include the Parent Engagement plan/School-Parent Compact as well. We will also have an overview of how funds will be allocated and spent. Invitation, sign-in sheets, agenda, evaluations, copies of PFEP Summary and School-Parent Compact will be provided.
What materials/supplies are needed for the Annual Meeting?
Paper, pens, PowerPoints, sticky notes, evaluation forms, folders, paper, LCD projector, computer, handouts, and pens.
How do you plan to reflect on the effectiveness of the Annual Meeting?
We plan on utilizing parent surveys that night to receive feedback or suggestions. Results of the Title I Annual parent survey/evaluation will be discussed at the following leadership and the feedback will be shared with the faculty at faculty meetings. The school will make any necessary changes based on parent feedback.

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
Curriculum Night	Parents will get a brief overview of the curriculum that students will be learning for the year. Parents will also get information about student performance from baseline assessments. Parents will also be provided with resources that they can use to support student progress at home.	Parents will know current performance of student. Parents will be able to use resources from teacher to improve student performance.	September	Ruthann Miller Darla Paulena	Sign In Sheet Agenda Copies of standards Copies of data reports for each parent Supplemental materials for home review opportunities

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
Literacy Night	Parents will learn about fun activities that they can use to support students at home to develop literacy skills.	Parents will be able to read with students at home and learn ways to support the comprehension process.	November	Ruthann Miller Darla Paulena	Sign in Sheets Agenda Copies of resources for parents to use at home Pens

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
Fall Into Family Fun Night	Parents will create make and take activities by grade level that they can use at home with their students at home to support literacy and math.	Parents will be able to use literacy and math activities with students to increase academic performance.	October	Ruthann Miller Darla Paulena	Agenda Sign In Sheet Materials for Make & Take (copy paper, card stock, sharpie markers, pens)

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).

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 families with timely information about Title I programs by using translated newsletters and flyers, school marquee, call outs, twitter snapshots, SAC meetings, Home visits, and during parent trainings.	Agenda and Sign in Sheets at events School will retain a copy of all parent information flyers.
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?
Parents will be informed about curriculum, assessment, and proficiency levels of their students through curriculum Night, parent teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards.	Agenda and Sign in Sheets at events School will retain a copy of all parent information flyers.
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?
The school will provide families with information about opportunities for them to participate in decision making related to their child's education through translated newsletters and flyers, school marquee, call outs, twitter snapshots, SAC meetings, and during parent trainings. In addition notes will be sent home inviting parents to IEP and LEP meetings.	Agenda and Sign in Sheets at events School will retain a copy of all parent information flyers.
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 school will hold parent events in the morning and at night. The school will also conduct home visits if needed to share information with parents. IEP/LEP/SBT meeting are scheduled at a time that is convenient for families to attend.	Agenda and Sign in Sheets at events School will retain a copy of all parent information flyers.

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
In order to provide accommodations for parents with limited English proficiency the CLF facilitators will attend meetings and conferences as needed. All school communication is translated in the appropriate languages for families. Agenda, sign in sheets, and a record of all parent communication flyers that have been sent home will be used as evidence of implementation as appropriate.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
In order to provide parents and families with disabilities accommodations the school building is ADA accessible. Wheelchair accessible entrances and seating will be offered as requested. School will also provide hearing impairment audio equipment and any other support upon request. If necessary, school will contact the district office for support. Agenda, sign in sheets, and a record of all parent communication flyers that have been sent home will be used as evidence of implementation as appropriate.
Accommodations for families engaged in migratory work
Administration and the Guidance counselor will meet with families to ensure that they feel welcomed and to let them know we are here to help, however possible. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory working families. The school will provide home visits as needed to share information and connect families with the migrant program in the district. Provide home visits to share the information if needed. Agenda, sign in sheets, and a record of all parent communication flyers that have been sent home will be used as evidence of implementation as appropriate.
Accommodations for families experiencing homelessness
The school will provide accommodations or families experiencing homelessness by meeting with families and ensuring that they feel welcomed and offer to provide assistance and support in any way that we can. The school will provide accommodations to families experiencing homelessness by helping parents fill out the Student Residency Questionnaire. The school will provide the students with uniforms and supplies. The school will assist families and connect them for support with transportation as needed. School personnel will assist families in setting them up with the McKinney-Vento program if needed. Agenda, sign in sheets, and a record of all parent communication flyers that have been sent home will be used as evidence of implementation as appropriate.

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.

