

FY20 Title I Schoolwide Plan - Belvedere Elementary (0531) 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 is to empower our families to be their children's first and best teachers, by strengthening district, school, family and community partnerships through support and training.

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?
Counselor Connection- Healthy Routines - establishing healthy routines at home for a successful year.	11 families	Parents enjoyed creating the after school routine check off list and made comments about the ease and accessibility of having a visual that allowed their child to manage time on their own. Parent also made comments on the convenience of a list that could be manipulated to change if those after school routines changed	Reach more parents Personal invitations More time for advertising event (early in year)	They were able to determine and make a plan for establishing good practices- like healthy diet, adequate sleep, time management. - create a personalize routine for their own child and situation..

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?
"How to Conduct as Science Experiment" & Stem Night	55	Parent Feedback- overall mainly positive (strongly agree). Parents were very thankful- Shared that he knows how to do the project now with his kid.	Trainings get very long because we have to translate everything- use the headphones Suggestion- Mr. Portillo get his own microphone, Let students do activities after eating, smaller groups? (perhaps k-2, and 3-5), give ideas for other projects.	- parents know and can go through the steps of the scientific process to help their child conduct a science experiment at home. -parents engage in science activities to build science language and dialogue and to determine and area of interest of future science project..

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?
Growth Mindset- Parents learn best practices to support you children in developing this learning belief.	26	Reached parents we don't normally see. Hands-on and interactive- movement. Interactive piece made it feel more like a training. Raffle tied in AVID connection (college gear). Parents reported enjoying the topic- exactly what they will do help influence their kids.	Try to have a connection between the parents and the actual training. Teacher reaching out to parents (aside from flyer).	Parents were able to identify what a growth mindset is, identify their own beliefs, learn ways to instill a growth mindset, and ways to use growth mindset language. Children that have a growth mindset versus a fixed mindset achieve at higher 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?
"Parent Involvement Ideas that Really Work" - Teachers will be trained on 5 small changes to make to capture every parent's attention and engage them in the home-school connection.	50	relevant and timely quick and actionable	more time for discussion for teachers to share ideas they are already using.	Teachers were able to identify best practices for engaging parents, and reflect on their own practice. Teachers committed to implement at least one new learned strategy this year.

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?
"9 Steps to productive parent-teacher conferences" - Teachers will be trained on the the 9 essential steps to hosting a productive parent-teacher conference	53	relevant and timely quick and actionable teachers could take and implement right away	more time to do a more interactive PD- include some role playing	Teachers were equipped with the understanding of best practices for a productive parent teacher conference. Teachers were able to hold at least one successful parent conference this year, utilizing the identified steps.

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.
Amy Lopez, Principal Hara Klimantiris, Assistant Principal Diane Kinne, staff Janine Silva ESOL Teacher Gene Feldman, Math/Science Teacher Mariana Nicolaas, Guidance Counselor Allyson Franklin, Kindergarten Teacher Annie Barrow, 2nd grade Teacher Bridgett Smith-3rd grade teacher Brandi Molina, 5th grade teacher Jennifer Martindale, 1st Grade Teacher Cynthia Morelos, PTA President, Parent Sandra Torres, Parent Ms. Echevarria, Parent Ms. Cruz, Parent Adilen Dull, ESOL Coordinator Tanya Lauer, SAI Resource Teacher Mary Beth Sterk, SLP
What are the procedures for selecting members of the group?
Staff members selection is systematic by grade level/department and are part of the PFEP committee. Administration selected team members who have experience with planning parent and family engagement activities, as well as lead school teams, department, or committees and reaching out to others. Representation of parents/community also were invited to the input meeting held in march. SAC members are nominated and voted on by the committee. SAC members represent the school population.
How will input from stakeholders be documented?
Stakeholders will have an opportunity to provide input through PFEP committee & CNA meeting, SAC, parent engagement surveys, parent training surveys, and parent conferences. Input/feedback will be will be document throughout the year with emails and meeting minutes (SAC).
How will stakeholders be involved in developing the plan?
The committee met to brainstorm ideas for next year's plan in the month of April. Parents were invited to an input meeting in the month of March. Training evaluation/feedback was reviewed with attendees, and input for next year's plan and compact was sought. The results of the input meeting and PFEP committee meeting will be shared as a proposal for next year's plan and compact at the May SAC meeting. Committee with convene in September to further plan the details of the FY 20 PFEP.
How will Title I parent and family engagement funds be used?
For parent communication (paper for flyers) , STEM activities, and materials for trainings (TBD), including refreshments.

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?
Student Led Conferences	Teachers will be trained in student led conferences to increase parent and student engagement We will use a the I do, We do, You do model to demonstrate and practice how do conduct student let conferences. Specifically, teachers will learn the structure for conference that focus the conversation on student learning to increase parent and student engagement, including reflection questions. Teachers will model these questions during the conference.	October	Janine Silva	Teachers will be to identify the components, plan and execute a student led conference. The anticipated impact on family engagement is that the family takes more ownership of his/her student' learning. Teachers will use and model reflection questions during the conference that parents can use at home to check in on their child's progress. Teachers will reflect on the effectiveness of modeling for parents how to use reflective questions at home through a Goggle document.

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?
Learning campaigns	Teachers will learn how to plan, design and launch a learning campaign around an identified area of focus (ex: letters & sounds) targeted to parent audiences for extended learning at home. Teachers will learn how to communicate clearly, consistently and frequently with families using digital flyers and class dojo to keep them engaged.	November	Hara Klimantiris	Teachers will be able to plan, design, and launch a learning campaign to target whole group areas of need. The anticipated return on family engagement is that parents get quick, interactive/engaging snippets of strategies that they can immediately implement at home to support extended learning opportunities. Teachers will communicate clearly, consistently and frequently with families by using digital flyers and class dojo to keep them engaged. Teachers will provide administration sample communication with families (digital flyer, class dojo, etc.).

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?
Wednesday, October 16, 2019, 5:30 pm in 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.)
Flyer, call out, text, marquee, school newsletter, student planners, class dojo, school wesbite
What resources do you plan to prepare for stakeholders?
Invitations, Agenda, Sign in, PowerPoint presentation, copies of compact & plan, evaluations. Translators will be available to translate into Spanish & Creole. Families are invited to bring their children to the meeting, and at times, supervision is provided when space and personnel is available.
What materials/supplies are needed for the Annual Meeting?
PowerPoint, paper, pens, pencils, markers, highlighters, stickies
How do you plan to reflect on the effectiveness of the Annual Meeting?
Parents will fill out evaluation after the meeting to rate the effectiveness of the meeting. The evaluations will be utilized to collect feedback, as well as face-to-face conversations with families. As much as possible, feedback will be incorporated into future meetings.

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
Counselor Connection- Establishing "Routines for School Success "	Parents will be trained on how to establish routines in the home to promote school success, such as bed time, study, homework, preparing for school, and will also model a simple activity to support learning such as math fluency and/or questions stems for reflective questions. ACTIVITY: Parents will be provided a whiteboard and marker to think through and write down a sample schedule for their student, and will practice the math fluency activity and/or using question stems of reflective questions. Parents will get to keep the whiteboards to use at home.	Parents will be able to prioritize personal/family needs and create a schedule that sets up their child for school success, learn a math fluency game to use at home and/or how to use question stems of reflective questions.	September 19, 2019 at 6:00	Mariana Nicolaas	Paper, pens, markers, folders, whiteboards, erasers, calendars, prizes Refreshments \$175.00

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
"How do conduct a science experiment" & STEM NIGHT	Parents will be trained on how to conduct a science experiment at home in preparation for the upcoming science fair. Additionally, families will have the opportunity to explore science topics to generate an interest area of study for their science projects. ACTIVITY: Parents will be given inquiry questions to try out with their child to promote scientific inquiry and interest during the STEM activity and at home.	Parents will be able to identify the step of the scientific process and understand how to apply to conduct a science experiment/investigation at home with their child. Parents will use inquiry questions at home to increase scientific thinking, as well guide their child through scientific process.	November 21, 2019	Eugene Feldman	SFSM consultant, folders, paper, markers, chart paper, science experiment materials, prizes Refreshments \$ 175.00

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
Growth Mindset for Parents	Parents will be trained on Growth Mindset to encourage its usage at home. They will take a card with different praise phrases parents can use at home. Parents will also learn a math fluency activity and/or reading activity to use at home. ACTIVITY: Parents will practice praising the process vs. the person by changing common phrases (group activity). Parents will also be able to practice using the math fluency activity and/or reading activity to support learning.	Parents will be able to identify and use Growth Mindset strategies to use at home, such as "say this, not that" and "how to praise your child to encourage a growth mindset". Parents will also be able to support math and/or reading by playing a math fluency activity at home and/or reading activity.	February 26, 2019	AVID Team	chart paper, markers, folders, pens, clip boards. prizes, books, Refreshments: \$125.00

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
PBAU	Provides ESL classes to parents on our campus via PBAU volunteers. This helps parents to communicate in English around the community and at work.	Sign in Calendar Evaluation	undefined

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Jack the Bike Man	Provides families a resource for their child. One student a month receives a bicycle for displaying good character traits. Parents are invited to come to school to receive the bike and helmet, and the presentation is shared with all students during morning announcements.	business agreement pictures	Monthly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Back to Basics	Provide families with uniforms, socks, for their child. This support families by helping them use family funds for other essential needs at home.	contract, pictures	Annually

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?
Principal's Newsletter with school/program updates Title I Updates are shared monthly at SAC meetings. All parents are invited to attend. School will notify parents of programs(parent trainings/meetings, tutoring, mentoring, etc). at the Annual Title I Meeting and throughout the year (Newsletters, SAC meetings, parent trainings, etc).	Binder/drive of translated files SAC agendas/minutes, sign in sheets Phone/tell transcription/scripts in all languages Social Media (FB, DOJO 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?
Schools will notify parents of grade level curriculum through the Curriculum night, flyer, text/call, and classroom teachers/dojo, parent conferences, marquee, car loop sign and webpage. Teachers will notify parents of assessments and proficiency levels through regular communication through Class Dojo, planners, and parent conferences, & letters. Principal's Newsletter, Call out, Text, Flyers will used to update parents on general happenings/events of the school. School will inform parents of the Title I program requirements through the Annual Title I Meeting.	Binder/drive of translated files SAC agendas/minutes, sign in sheets Phone/tell transcription/scripts Social Media (FB, DOJO snapshots) Parent conference notes, letters
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?
ALL parents invited to attend SAC meetings/parent trainings, stakeholder input meeting (flyer, call out, and text) Parent conference invitations	Binder/drive of translated files (flyers, invites, etc.) SAC agendas/minutes, sign in sheets Phone/tell transcription/scripts Social Media (FB, DOJO 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?
Our school offers meetings at various times of the day, including early morning (7:30 am), and evening (5:00 pm or after). Parents are invited to attend parent conferences, IEP/LEP meetings at a time that is convenient for them. Children are invited to attend most meetings, along with their parents. At times, supervision is provided when space is a limitation.	Binder/drive of translated files (flyers, invites, etc) SAC agendas/minutes, sign in sheets Phone/tell transcription/scripts Social Media (FB, DOJO snapshots) Counselor logs

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
Flyers and newsletters in all 3 languages (Spanish/Creole/English), CLFs at every meeting for oral translation, CLF present during the day to translate Evidences: CLF schedule/time sheets/sign in/out, agenda, flyers, minutes, Compacts, and parent evals in all languages, parent link messages-phone transcripts in all languages, academic reports such as mid-term report, report cards, etc. in all languages.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Parents and families with physical disabilities will be provided accommodations based on their disability. Entrance doors are ground level and there is an elevator for access to the second floor. Administration will inform counselors of need to provide appropriate accommodations for access to meetings and other events. Will contact district office for support if needed. Evidences: agenda, flyers, minutes, Parent evals in all languages, notification to parents to contact school if accommodations are needed, photos of ADA compliance building (handicapped parking, ramp, elevator, etc.).
Accommodations for families engaged in migratory work
Migrant liaison coordinates with migrant education and meets/talks with migrant families regularly to remove barriers to participate in school events . Special information meetings are held with migrant families. Families were provided with uniforms, meals, and supplies. Students are discussed at PB/SBT as needed. Evidences: agenda, flyers, minutes, Parent evals in all languages, emails, flyer of services, home visit notes
Accommodations for families experiencing homelessness
McKinney-Vento liaison coordinates with the department and meets/talks with the families regularly to remove barriers to participate in school events. Families were provided with uniforms, meals, and supplies. Students are discussed at PB/SBT as needed. Evidences: agenda, flyers, minutes, Parent evals in all languages, emails, Student Housing Questionnaire sent home, notes on support provided, flyer of services

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
Counselor Connection	Counselors will host a series of meetings with parents focusing on various topics such as school readiness, AVID, monitoring progress.

Activity 2

Name of Activity	Brief Description
AVID	Parent workshops on AVID strategies and philosophy

Activity 3

Name of Activity	Brief Description
Grade Level Parent Meetings	3rd Grade - FSA and mandatory retention K- Parent Round Up 2nd- Summer Swing 5th- Middle school transition