

FY20 Title I Schoolwide Plan - Forest Park Elementary (0831) 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
Forest Park’s mission is to continue to create a strong and effective parent engagement program that meets the needs of all of our parents to form a partnership to increase student achievement. Through this partnership, we can develop active inquiring and knowledgeable lifelong learners who achieve high standards.

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?
3rd Grade Parent Night	17	Parents were pleased with the information presented. The parents were able to meet one on one with their child's teacher regarding their progress to date. Parents received resources to help their child.	More parent attendance Offer it at multiple times of the day.	Parents were able to get specific progress reports on their child...behavior and academics. This will impact student achievement because the parents will be able to help using the resources provided.

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?
FSA Night 4th and 5th	26	Parents were please d with the information presented. The parents were able to meet one on one with their child's teacher regarding their progress to date. Parents received resources to help their child.	More parent attendance Offer it at multiple times of the day.	Parents were able to get specific progress reports on their child...behavior and academics. This will impact student achievement because the parents will be able to help using the resources provided.

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?
Math and Science Night	67	Lots of stations with different activities Lots of student and parent participation	Give out prizes for the most class participation to add to attendance.	Parents were able to see the use of common household items and games that can be used to teach math and science. This would help achievement by giving the parents inexpensive resources to help their students succeed in these subjects.

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 Engagement 101	55	Staff was able to get important information for dealing with the families that we services for our school. They were able to ask questions about cultures and understand how to engage the parents to increase communication.	Giv ethe training on a Professional Development day and require follow up homework.	They were able to see the importance communiation with the parents on a regular basis. They were able to get tools on how to engage reluctant parents.

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?
Getting to know our Families	10	Teachers were able to experience different scenarios that helped them to better understand the issues sometimes effecting our families.	This training was on a menu for professional development day...next time it will be mandatory.	It helped those teachers to see through a different lens. Gave them tools to deal with our diverse population.

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.
SAC Members, Rose Jeantinoble (teacher), Nancy Robinson (principal), Toni McMillan (assistant principal), Natalie Basore, Barbara Callahan (teacher), Elizabeth Castellanos (teacher), Veronica Knott (teacher), Nicole Vaz (teacher), Noelle Smallman (teacher), Chrystal Stubbs (teacher), Amanda Mendez (parent), Tracy Frazier (parent)
What are the procedures for selecting members of the group?
Parents are notified by school marquee, phone link, and multi-lingual flyers. Parents are selected to represent the community we serve. Business partners will be contacted to be a member of the school's SAC. School administrators, Team Leaders and volunteers are also key stakeholders of this group.
How will input from stakeholders be documented?
Input from stakeholders during monthly SAC meeting will be documented via minutes. PFEP Meeting was held May 14, 2019 We will send home final copies once they are ready.
How will stakeholders be involved in developing the plan?
At every monthly SAC meeting there will be time to give feedback on the items discussed. Stakeholders will be involved in the development of the plan by providing input at SAC, Parent input meeting, parent trainings, and participating in District surveys and discussion.
How will Title I parent and family engagement funds be used?
Title I parent and family engagement funds will be used for Parent trainings; training materials; food for trainings. All stakeholders will have opportunity to give input on type of trainings, review parent feedback, and other items they would like to include in the plan and budget during the year.

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?
Getting the most out of parent conferences	Teachers will be given pointers on what information to include in parent conferences; how to keep the conference productive	September	McMillan Beeler	Teachers will be able to have more productive parent conference and they will be more comprehensive for the parents.

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?
Who is in your class and what are their needs?	Teachers will get tips on how to identify students in their class and make sure they are aware of their needs.	October	Fusco Mitchell	ESE an ELL Coordinators will review class of students and what their accommodations are for new year. They will give teachers tips on how to communicate with parents.

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?
September 11, 2019, 5:00pm
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
All stakeholders will be notified of the Annual meeting via Marquee; newsletter; callout; flyers
What resources do you plan to prepare for stakeholders?
We will use District provided resources to inform parents as well as school documents including an overview of how funds will be spent, Parent Compact and the Parent and Family Engagement Plan. We will have handouts in 3 languages and also share tips for parent involvement handouts. We will prepare by setting up room, interpreters, child care, sign-in sheets, copies of handouts, evaluations.
What materials/supplies are needed for the Annual Meeting?
District Title I PowerPoint or Vodcast, school documents, sign-in sheets, evaluation forms, projector, computer, microphone, copies of handouts
How do you plan to reflect on the effectiveness of the Annual Meeting?
School leadership will determine effectiveness by reviewing parent evaluations , discussion. We will also meet with guidance and leadership to reflect on event and incorporate parent feedback as possible.

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
Math and Science Night	Parents and students are able to go to various stations to learn various math and science concepts through games. They will be able to participate in hands-on experiments and demonstrations of math and science skills that they can recreate at home.	Parents will be able to support practice at home to master these math and science skills. Students will show growth in the Winter diagnostics as well as on FSQ's and USA assessments for FY20.	October 9, 2019	Rebecca Blucher Volunteer teachers K-5	Agenda Invitation handouts

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
FSA NIGHT	Parents will learn test requirements and expectations so they can help their child at home with the resources provided by the school. Parents and students will be able to look at sample test questions and work together to figure them out.	We anticipate an overall increase of 5% in our students achievement on FSA Math and SSA Science Assessments. 3rd, 4th and 5th grade parents will be given specifics on the standards and requirements of testing. th & 5th Grade Parents will be able to implement various hands-on resources to support their students' learning at home.	February 19, 2020	Toni McMillan Math and Reading Coaches	Agenda Invitation handouts

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
Literacy Night	Students and Parents will be able to enjoy a night together learning to love books. Parents will learn the importance of reading with their child nightly (and they will practice reading aloud from selected books); they will learn which types of questions (and they will practice selecting and asking these questions) are best to ask the students to help with comprehension; how to increase fluency.	Parents will be able to work alongside their students to learn strategies for at home practice appropriate for each grade level. After reading with their children nightly, parents will be able to ask meaningful comprehension and fluency questions that build mastery. Student performance on iReady assessments will increase by 10% from January to April across all grade levels.	January 22, 2020	Victoria Beeler Literacy Committee (Reading Coach and teachers)	Agenda Invitation handouts

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
VPK	VPK unit housed in the school - Work with families in our school to engage them with strategies to help their child's academic success in both school and home	Agenda, handouts, Annual surveys Enrollment	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Chrysalis	Referrals of parents/students by School counselor Case by case basis	Counseling logs	As Needed

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
null		null	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?
Title I information will be shared via multi-lingual flyers in the backpacks; marquees; newsletters; callouts.	A file is kept with all information shared with parents in the secretary's office as a physical file. his includes all flyers and newsletters, and a photo of the marquee.
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?
This will be communicated to families via Open house by giving an over view of the school year and important information; FSA parent night by giving parents critical information and allowing them to be exposed to sample questioning; report cards by inviting parents to report card nightso that he teacher is able o explain h ereport cards and heir individual progress; progress reports are given out 3x per year midway through the trimester to give the parent a glimpse of their child's progress halfway through; Diagnostic Reports include reading and math progress through out the year that include a predicted level for FSA; PMP which explains to the parents the areas of deficiency and how the school and teacher is helping to close that gap, iReady proficiency reports; parent conferences regularly to keep parents informed of all progress	A file is kept with all information shared with parents; copies of conference notes are kept by the teachers and also shared with administration.
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?
Families will be invited to attend SAC meetings; parent conferences; ELL Plans; IEP meetings. Parents will be notified via multi-lingual flyers, marquee, parent link, newsletters There is a section of the newsletter dedicated to what parents can do to get involved; parents are actively recruited during open house; Curriculum Nights; SAC meetings	Notes/minutes from these meetings are preserved in a physical file with the secretary. Brief mentions will be on the school website before each meeting
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 will be offering our meetings at a morning time of 9:00am and evening time of 5:00pm or later to ensure that we accommodate the majority of our parents. We will have a childcare options by utilizing some of our teachers to help in that capacity during meetings.	A file is kept with all information shared with parents....through -handouts - flyers -notes with the secretary.

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
Community Language facilitators will translate at every meeting/conference. All communication will be done in 3 languages (English..Spanish..Creole) Phone calls are also translated by facilitators. Translators are able to translate in real time via audio enhancement headsets that provide different channels for different languages. Supporting Evidences will include: Translated letters; agendas; sign in sheets and translator sign ins for language microphones; parent evaluations in various languages.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Our schools is handicap accessible (ADA approved facility that allows easy access for disabled individuals to navigate the school). Our school attempts to collect this information ahead of time, so as to be prepared should the need arise. Once we are aware of the needs; we provide support (i.e. sign language; elevators; etc...) Supporting evidence may include: photos of accessibility and technology in action, copies of communications from parents requesting accommodations (if applicable), internal communication evidencing our planning for such accommodations (as applicable).
Accommodations for families engaged in migratory work
Once we are aware of the needs; we provide support (i.e. Ready made packets for new parents translated into the language needed, connect families to information, resources and services needed such as school policies and procedures; district pertinent information regarding school lunch and busing. School personnel (ESOL Guidance Counselor) provide support to families as needed to provide names and contacts of agencies hat can assist with housing; transportation; etc.. Supporting Evidence may include: photos of packets, PDF copies of packets, communications provided to migratory families (as applicable).
Accommodations for families experiencing homelessness
Our ESOL Guidance counselor reaches out to he identified family to provide support (i.e. Connect families to information regarding homeless services, agencies that can assist with food, shelter and transportation. School personnel (ESOL Guidance Counselor), assess the needs and connects them to District staff and provide outside service agencies to assist families in need. Supporting Evidences may include: copies of communications to homeless families (As applicable), homeless rosters, internal communications regarding homeless coordination and services (as applicable).

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

Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

Our School uses a program called "Morning Meeting" which is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. In order to provide a positive school climate and promote student skills in dealing with bullying and conflicts, solving problems our school uses a Single school culture program called School-wide positive behavior (SwPBS). We use ROARS, which stands for Respect; On Time; Attitude; Responsibility and Safety. The students are encouraged to follow this throughout the school day and in all areas including the cafeteria, hallway, cafeteria, bus, and playground. We use a Check-in-check-out mentoring program where students who have been identified by certain criteria which includes but is not limited to behavior; attendance; family issues; etc..are assigned a mentor. This person tries to check in or out with them either daily, or every two days just to give them extra attention such as a greeting or asking about their day. We try to encourage them in any way depending on the situation. The interactions are always positive. Our Guidance Counselors have individual and small group counseling. They also use outside agencies such as Chrysalis, Triple P Parenting, and Multilingual for counseling both at school and at home. We have several Clubs after school that focus on Behavior..self esteem...and interpersonal skills...Sportsmanship..being Good Citizens Ladies Club; Drama Club IB Ambassadors and a 5th Grade academic/Sports Club.)

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

All students receive Tier 1 support from teachers as core instruction. This can include some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. A team convenes and studies the child and his/her progress, diagnostics, scores, data and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks). Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. The team would then consider the child for Tier 3 interventions, which would require a minimum of 45 additional minutes using a Curriculum Based Monitoring (CBM) system (such as Easy CBM or AIMSWeb). As in Tier 2, data must be collected so that the team can make an informed decision when the team reconvenes in about eight weeks. At that time, based upon data, the team could consider continuing the current goal, adjusting the goal, fading back to Tier 2 or considering that the child be brought up to Child Study Team (CST). If the team decides to refer a child to Child Study Team, that team then evaluates all the data to decide whether a child should receive further evaluations for possible placement into Exceptional Student Education (ESE) or requires further interventions in the MTSS process.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to real world applications How extra curricular opportunities enrich the students' education.

**The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

Our students academic proficiency is tracked so that if remediation is needed, we are able to provide it in the areas needed. We use data from assessments; iReady(computer diagnostics) and FSA to determine instructional needs and support. We also provide Tuesday Tutorials which focus on our struggling readers in grades 3,4, and 5 and Saturday tutorial focuses on levels 2&3 based on need and academic level. We are an IB school so we focus on certain IB Traits and Characteristics that teach the students their place in the world and teaching the students to be thinkers. We offer Fine arts courses aside from our traditional academic courses. This includes, Media, Music, Art, PE and Spanish. Our guidance is also on the fine arts wheel. They provide education for 2 grade levels per trimester. We have several Clubs after school that focus on Behavior..self esteem...and interpersonal skills....being Good Citizens such as the Ladies Club.... DramaMusical Club.... and IB Ambassadors.....and gentleman's club. We ensure that our instruction is aligned to the standards by holding weekly PLC's (professional learning communities...where the teachers come together and look at their data and use it to drive the instruction. Weekly common planning is another way that we ensure instruction is aligned to the standards. the teachers are able to work in grade level teams to again plan out the week's instruction. Administration conducts daily walkthroughs in the classrooms, as well as formal(scheduled) and informal observations(unscheduled) in the classrooms. Feedback is given to the teachers via email or in a post conference following an observation. They are provided with next steps to aid in their instructional practices. We offer tutorial for Reading and Math on Tuesdays from 2:15-3:45 for students considered our lowest 25% based on test results. WE have 6 teachers ..one for reading and one for math in grades 3rd ..fourth,..and 5th. We serve approximately 60 students each week. The school connects the classroom learning to real world by doing Math and Science Night where the teachers are on hand to teach both parents and students the importance of math and science, and teach simple strategies that they can do at home to help them learn the concepts. We also do this during our IB exhibition. The students are able to research a topic in depth..such as a disease or water crisis. They are able to present this project to their peers.

Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

Forest Park is an IB (International Baccalaureate) school. The IB Primary Years Programme (PYP) for children aged 3 - 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts. Our students are able to participate in and IB exhibition during the year. This is where a group of students are able to choose a disease or affliction; or crisis ...research it and present it to the students and community during an exhibition. This is the same type of project that they are required to do in Middle and high school. We also offer an AMP (Advanced Math Placement) to third grade students who have shown potential and have scored high in 2nd grade. We have a 1/2 combo class that prepares he students who shows this potential to move into this 3rd grade class when it is time. The determination is based on assessments given during the school year. We offer community helpers visiting our campus for our primary students such as firemen..police officers..etc... This gives the students opportunities to interact with these community helpers and learn about their jobs and responsibilities.

Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

Our school offers both a VPK and an ESE Prek program at our school. In May we do a Kindergarten Roundup to recruit incoming Kindergarten students and tell the parents about our programs through on site school tours. We visit preschools in our nearby area to give information regarding our school and invite them to our Kindergarten round up. After the round up, we offer students a kindergarten readiness activity. The results are shared with the parents and they are given a copy and tips on how to help their child during he summer months. At the beginning of the school year, our school does a staggered start for Kindergarten to help them to adjust to school. They are given their specific day to begin based on their last name. Then all students will attend school on the Friday of that week. This allows the students to adjust and it allows the teachers to gather information about each student and explain routines and procedures. The week before school starts, we have a Meet the Teacher program. This is where the parents and students are invited to the school to meet the teacher and find out where their classroom will be before school starts.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Each year the principal attends the Marzano Conference and brings back best practices to share with the teachers during professional development days. New teachers are provided a mentor from a teacher who is Clinical educator..which is a state certification. They go through the Educator Support Program at the school and the mentor does various observations throughout the year. The reading coach and math coach received extra duty days to write curriculum, analyze testing data, and plan groups before school started. This was shared with the staff during weekly PLC's. The expected impact is that the teachers are able to plan differentiated small group instruction. Teachers stay current with multicultural strategies and ESE knowledge by attending Professional Development sessions several times a year at school on designated Professional Development Days.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

Administration attends Job fairs in the district in hopes to recruit and retain high qualified and effective educators. We collaborate with HR and Region Office, use Word of Mouth, Pay for performance and Best & Brightest Teacher Scholarship Program to help recruit and retain. We utilize the district's educator support program which trains new teachers and provides them with a mentor to support them through their beginning years. The teacher's are assigned a clinical educator as their mentor from the school. This person observes the teacher and gives feedback on instructional practices. We also work with the universities to place pre-service and intern teachers. We also utilized academic tutors to support small group instruction which in turn provide valuable school experience for potential permanent hires. We offer classroom management training for our teachers, part time pay for tutoring and comprehensive time for extra duty. We have Reading and Math coaches that work with he new teachers to provide continuous growth that develops teacher skill sets. This assist with keeping new teachers at our school. We have common planning in addition to our PLC's once a week where they teachers on a team are able to come together and plan grade level things or discuss any business related to their grade level. This is a time to collaborate with each other so that nobody feels alone or left out. Our Professional Development Initiatives help keep teachers at our school because we tr to tailor them to their specific needs. Before we plan professional development we get input from the team leaders and leadership teams on what is needed. Our school tries to promote positive morale by establishing a Sunshine Committee...this committee does positive things for the teachers to boost morale on campus from birthday cards to staff activities off an on campus. We offer incentives to teachers for Teacher and Staff member of the month...our school has various days where we recognize their commitment and allow the teachers to use compensatory time to leave 30 minutes early. The administration at our school has an open door policy and we are here early and we stay late to give teachers an opportunity anytime throughout the day to come to us with any issue. We also offer many opportunities to tutor after school two times per week or on Saturdays which gives part time pay to the teachers.

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
Forest Park’s mission is to continue to create a strong and effective parent engagement program that meets the needs of all of our parents to form a partnership to increase student achievement. Through this partnership, we can develop active inquiring and knowledgeable lifelong learners who achieve high standards.

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?
3rd Grade Parent Night	17	Parents were pleased with the information presented. The parents were able to meet one on one with their child's teacher regarding their progress to date. Parents received resources to help their child.	More parent attendance Offer it at multiple times of the day.	Parents were able to get specific progress reports on their child...behavior and academics. This will impact student achievement because the parents will be able to help using the resources provided.

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?
FSA Night 4th and 5th	26	Parents were please d with the information presented. The parents were able to meet one on one with their child's teacher regarding their progress to date. Parents received resources to help their child.	More parent attendance Offer it at multiple times of the day.	Parents were able to get specific progress reports on their child...behavior and academics. This will impact student achievement because the parents will be able to help using the resources provided.

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?
Math and Science Night	67	Lots of stations with different activities Lots of student and parent participation	Give out prizes for the most class participation to add to attendance.	Parents were able to see the use of common household items and games that can be used to teach math and science. This would help achievement by giving the parents inexpensive resources to help their students succeed in these subjects.

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 Engagement 101	55	Staff was able to get important information for dealing with the families that we services for our school. They were able to ask questions about cultures and understand how to engage the parents to increase communication.	Giv ethe training on a Professional Development day and require follow up homework.	They were able to see the importance communiation with the parents on a regular basis. They were able to get tools on how to engage reluctant parents.

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?
Getting to know our Families	10	Teachers were able to experience different scenarios that helped them to better understand the issues sometimes effecting our families.	This training was on a menu for professional development day...next time it will be mandatory.	It helped those teachers to see through a different lens. Gave them tools to deal with our diverse population.

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.
SAC Members, Rose Jeantinoble (teacher), Nancy Robinson (principal), Toni McMillan (assistant principal), Natalie Basore, Barbara Callahan (teacher), Elizabeth Castellanos (teacher), Veronica Knott (teacher), Nicole Vaz (teacher), Noelle Smallman (teacher), Chrystal Stubbs (teacher), Amanda Mendez (parent), Tracy Frazier (parent)
What are the procedures for selecting members of the group?
Parents are notified by school marquee, phone link, and multi-lingual flyers. Parents are selected to represent the community we serve. Business partners will be contacted to be a member of the school's SAC. School administrators, Team Leaders and volunteers are also key stakeholders of this group.
How will input from stakeholders be documented?
Input from stakeholders during monthly SAC meeting will be documented via minutes. PFEP Meeting was held May 14, 2019 We will send home final copies once they are ready.
How will stakeholders be involved in developing the plan?
At every monthly SAC meeting there will be time to give feedback on the items discussed. Stakeholders will be involved in the development of the plan by providing input at SAC, Parent input meeting, parent trainings, and participating in District surveys and discussion.
How will Title I parent and family engagement funds be used?
Title I parent and family engagement funds will be used for Parent trainings; training materials; food for trainings. All stakeholders will have opportunity to give input on type of trainings, review parent feedback, and other items they would like to include in the plan and budget during the year.

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?
Getting the most out of parent conferences	Teachers will be given pointers on what information to include in parent conferences; how to keep the conference productive	September	McMillan Beeler	Teachers will be able to have more productive parent conference and they will be more comprehensive for the parents.

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?
Who is in your class and what are their needs?	Teachers will get tips on how to identify students in their class and make sure they are aware of their needs.	October	Fusco Mitchell	ESE an ELL Coordinators will review class of students and what their accommodations are for new year. They will give teachers tips on how to communicate with parents.

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?
September 11, 2019, 5:00pm
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
All stakeholders will be notified of the Annual meeting via Marquee; newsletter; callout; flyers
What resources do you plan to prepare for stakeholders?
We will use District provided resources to inform parents as well as school documents including an overview of how funds will be spent, Parent Compact and the Parent and Family Engagement Plan. We will have handouts in 3 languages and also share tips for parent involvement handouts. We will prepare by setting up room, interpreters, child care, sign-in sheets, copies of handouts, evaluations.
What materials/supplies are needed for the Annual Meeting?
District Title I PowerPoint or Vodcast, school documents, sign-in sheets, evaluation forms, projector, computer, microphone, copies of handouts
How do you plan to reflect on the effectiveness of the Annual Meeting?
School leadership will determine effectiveness by reviewing parent evaluations , discussion. We will also meet with guidance and leadership to reflect on event and incorporate parent feedback as possible.

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
Math and Science Night	Parents and students are able to go to various stations to learn various math and science concepts through games. They will be able to participate in hands-on experiments and demonstrations of math and science skills that they can recreate at home.	Parents will be able to support practice at home to master these math and science skills. Students will show growth in the Winter diagnostics as well as on FSQ's and USA assessments for FY20.	October 9, 2019	Rebecca Blucher Volunteer teachers K-5	Agenda Invitation handouts

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
FSA NIGHT	Parents will learn test requirements and expectations so they can help their child at home with the resources provided by the school. Parents and students will be able to look at sample test questions and work together to figure them out.	We anticipate an overall increase of 5% in our students achievement on FSA Math and SSA Science Assessments. 3rd, 4th and 5th grade parents will be given specifics on the standards and requirements of testing. th & 5th Grade Parents will be able to implement various hands-on resources to support their students' learning at home.	February 19, 2020	Toni McMillan Math and Reading Coaches	Agenda Invitation handouts

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
Literacy Night	Students and Parents will be able to enjoy a night together learning to love books. Parents will learn the importance of reading with their child nightly (and they will practice reading aloud from selected books); they will learn which types of questions (and they will practice selecting and asking these questions) are best to ask the students to help with comprehension; how to increase fluency.	Parents will be able to work alongside their students to learn strategies for at home practice appropriate for each grade level. After reading with their children nightly, parents will be able to ask meaningful comprehension and fluency questions that build mastery. Student performance on iReady assessments will increase by 10% from January to April across all grade levels.	January 22, 2020	Victoria Beeler Literacy Committee (Reading Coach and teachers)	Agenda Invitation handouts

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
VPK	VPK unit housed in the school - Work with families in our school to engage them with strategies to help their child's academic success in both school and home	Agenda, handouts, Annual surveys Enrollment	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Chrysalis	Referrals of parents/students by School counselor Case by case basis	Counseling logs	As Needed

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
null		null	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?
Title I information will be shared via multi-lingual flyers in the backpacks; marquees; newsletters; callouts.	A file is kept with all information shared with parents in the secretary's office as a physical file. his includes all flyers and newsletters, and a photo of the marquee.
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?
This will be communicated to families via Open house by giving an over view of the school year and important information; FSA parent night by giving parents critical information and allowing them to be exposed to sample questioning; report cards by inviting parents to report card nightso that he teacher is able o explain h ereport cards and heir individual progress; progress reports are given out 3x per year midway through the trimester to give the parent a glimpse of their child's progress halfway through; Diagnostic Reports include reading and math progress through out the year that include a predicted level for FSA; PMP which explains to the parents the areas of deficiency and how the school and teacher is helping to close that gap, iReady proficiency reports; parent conferences regularly to keep parents informed of all progress	A file is kept with all information shared with parents; copies of conference notes are kept by the teachers and also shared with administration.
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?
Families will be invited to attend SAC meetings; parent conferences; ELL Plans; IEP meetings. Parents will be notified via multi-lingual flyers, marquee, parent link, newsletters There is a section of the newsletter dedicated to what parents can do to get involved; parents are actively recruited during open house; Curriculum Nights; SAC meetings	Notes/minutes from these meetings are preserved in a physical file with the secretary. Brief mentions will be on the school website before each meeting
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 will be offering our meetings at a morning time of 9:00am and evening time of 5:00pm or later to ensure that we accommodate the majority of our parents. We will have a childcare options by utilizing some of our teachers to help in that capacity during meetings.	A file is kept with all information shared with parents....through -handouts - flyers -notes with the secretary.

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
Community Language facilitators will translate at every meeting/conference. All communication will be done in 3 languages (English..Spanish..Creole) Phone calls are also translated by facilitators. Translators are able to translate in real time via audio enhancement headsets that provide different channels for different languages. Supporting Evidences will include: Translated letters; agendas; sign in sheets and translator sign ins for language microphones; parent evaluations in various languages.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Our schools is handicap accessible (ADA approved facility that allows easy access for disabled individuals to navigate the school). Our school attempts to collect this information ahead of time, so as to be prepared should the need arise. Once we are aware of the needs; we provide support (i.e. sign language; elevators; etc...) Supporting evidence may include: photos of accessibility and technology in action, copies of communications from parents requesting accommodations (if applicable), internal communication evidencing our planning for such accommodations (as applicable).
Accommodations for families engaged in migratory work
Once we are aware of the needs; we provide support (i.e. Ready made packets for new parents translated into the language needed, connect families to information, resources and services needed such as school policies and procedures; district pertinent information regarding school lunch and busing. School personnel (ESOL Guidance Counselor) provide support to families as needed to provide names and contacts of agencies hat can assist with housing; transportation; etc.. Supporting Evidence may include: photos of packets, PDF copies of packets, communications provided to migratory families (as applicable).
Accommodations for families experiencing homelessness
Our ESOL Guidance counselor reaches out to he identified family to provide support (i.e. Connect families to information regarding homeless services, agencies that can assist with food, shelter and transportation. School personnel (ESOL Guidance Counselor), assess the needs and connects them to District staff and provide outside service agencies to assist families in need. Supporting Evidences may include: copies of communications to homeless families (As applicable), homeless rosters, internal communications regarding homeless coordination and services (as applicable).

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