

FY20 Title I Schoolwide Plan - Glade View Elementary (1251) Parent Family Engagement Plan Summary

18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 school year built the capacity of families to help their children learn at home.

Parent Capacity Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Parent Academic/Behavior Training	35	The activities and strategies were parent-friendly; the parents were engaged and asked important questions.		Parents were able to interpret baseline data; implement the activity with child; the impact was growth in reading and math

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?
Parent Academic Training	34	Parents were engaged in the activities; parents were excited about analyzing students' growth since the first training.	More time for analyzing students' data and less information on powerpoint.	Parents were able to track their child's growth on assigned activities; discuss the impact of the behavior strategy at home. The impact on student achievement was growth in the areas of math and reading.

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?
Parent Academic Training	30	Parents built relationships with other parents; parents assisted other parents during training; witnessing parents' excitement about students' growth in math and reading.	I think parents should receive a certificate of achievement for attending all three sessions; certificates can be presented at May SAC meeting; maintain attendance with increased advertisement.	Parents were able to track their child's growth on assigned activities. The impact on student achievement was growth in the areas of math and reading.

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?
How to create and communicate academic prescriptions for parents	35	Teachers were able to analyze various data points about a student and create academic snapshot and plan to discuss with parents. The plan outlined students' progress and how to help the student at home. Teachers felt the plan help streamline various data into coherent snapshot,	Needed more time to practice; it was suggested we give different groups different student data to analyze	Teachers were able to implement academic prescriptions with parents using a customized conference form that included a student action plan. The impact was parents ability to clear repeat back what was discuss and ask my in depth questions about their child's progress.

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?
How to lead a training with parents that includes modeling guided practice, monitoring independent practice to achieve academic outcomes	35	The training highlighted the overuse of educational jargon; teachers worked very hard to use layman terms and visuals to communicate with parent. Teachers had an opportunity to practice and critique each others ability to simply academic language and communicate concisely with parents.	Needed more time for group work; needed more to develop a common language to use when communicating with parents.	As a result of the training, teachers were able to develop powerpoints and talking points that used more clear and concise language when training parents.

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.
Shundra Dowers, Principal Anita Richardson, Assistant principal Mickey McKinnes, Single School Culture Coordinator Brenda Smith, community member Gwendolyn Davis, community member Richara Simmons, parent Rosemaria Petithomme, parent Immacula Madda, parent
What are the procedures for selecting members of the group?
The procedure selecting member of the group was an open invitation to all parents and SAC community members. Information was sent via parentlink, invitation and flyer(all languages) inviting parents to attend a meeting and give input and ideas on parent engagement.
How will input from stakeholders be documented?
The input from stakeholders was documented using the recording template provided by Federal and State Programs and during SAC meetings as standing agenda item.
How will stakeholders be involved in developing the plan?
The school will share the Title 1 survey areas of strengths and areas of needed growth to stakeholders. In groups, stakeholders will give input on how to maintain areas of strength and improve areas of need growth. Each group will share suggestions and comments to the larger group. The suggestions will be recorded in minutes.
How will Title I parent and family engagement funds be used?
Title I parent and family engagement funds will be used to purchase materials and resources for parent meetings including folders, card stock, folders, copier paper, pencils and pens. Also, funds will be used to pay the teachers for work in preparation of parent trainings outside their contractual hours.

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?
How to use Kognito's EASING Technique During Parent Conference	The training will focus on implementing and practicing Kognito's EASING technique when having difficult conversations with parents. The strategies will be a part of the training: gaining the parent's trust, asking open-ended questions and listening reflectively.	November	Shundra Dowers Anita Richardson Sarah Place	Teachers will be able to confidently have difficult or sensitive conversations with parents and effectively use the Kognito strategies tools to meet the needs of the students.

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?
How to Synthesize Various Student Data and Communicate the Results with Parents	The training will be a continuation of last year's training focusing on synthesizing, interpreting and communicating student data with parents. Teachers give sample data and work in groups to interpret the data in a format that is clear and concise for parents.	January	Anita Richardson Mickey McKinnes Shundra Dowers	Teachers will be able to effectively communicate data to parents with clarity and provide concrete steps for parents to follow at home. The impact on family engagement will be a clear understanding of students' progress by the parent and the teacher.

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 15, 2019 @ 5:30 p.m.
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Parents will be notified via ParentLink, invitation and school marquee (in all languages).
What resources do you plan to prepare for stakeholders?
PowerPoint, invitations, agendas, evaluations, copy of the FY20 PFEP summary and FY20 School-Parent Compact, packet of information along with school brochure.
What materials/supplies are needed for the Annual Meeting?
PowerPoint, paper, chart paper, markers, pencils/pens
How do you plan to reflect on the effectiveness of the Annual Meeting?
Leadership team will review recorded responses and captured essences of the meeting in official minutes to be shared with staff and SAC during 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
Parent Academic and Behavior Training	The first training session will include introductions, purpose and program goals. Parents will receive materials and resources. All parents will receive materials and resources. All parents will receive a reading strategy/goal. All parents will receive a behavior strategy to implement at home to positively impact students' social/emotional development.	Parents will be able to interpret graph showing their child's baseline data in reading. The anticipated impact on student achievement will be parents' ability to track their child's growth. A behavior strategy will be shared with parents to strengthen students' social/emotional learning.	November 13	Shundra Dowers Anita Richardson Mickey MckInnes Cathie McKinney Gretchen Livingston	Refreshments-\$180, folders, accordion folders, pencils, pens brown envelopes, and cardstock

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
Parent Academic and Behavior Training	The second training will include a math strategy/goal; parents will share progress with reading strategy. Also, parents will discuss progress with behavior strategy.	Parents will be able to work successfully on reading, math and behavior strategy at home. The anticipated impact is progress towards academic goal. The students should be a midpoint of reaching goal.	March 4	Shundra Dowers Anita Richardson Mickey MckInnes Cathie McKinney Gretchen Livingston	folders, accordion folders, pencils, pens brown envelopes, and Refreshments-\$180,

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
Parent Academic and Behavior Training	The final parent training session be a review of initial strategies, students' progress, celebrations, certificates for parents and next steps to prevent summer regression.	Parents will be able to review graph displaying their child's progress toward reading and math goals. The anticipated impact on student achievement will increase school-home communication, progress toward mastering standards and an increase in awareness about the connection between social/emotional learning and academic progress.	May 20	Shundra Dowers Anita Richardson Mickey McKInnes Cathie McKinney Gretchen Livingston	-folRefreshments-\$180, folders, accordion folders, pencils, pens brown envelopes, and cardstock

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
Community Partners	Counseling, and consultation with students and parents at the school center and home.	Log of counseling services	undefined

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Multicultural Department	ELL support in communicating with parents and translating documents as needed.	Emails of requests for translation and and translated documents	undefined

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
School Food Service	Florida Department of Agriculture providing healthy snacks (fruit and vegetables)	Distribution logs	undefined

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?
ParentLink is used as a means of inviting or reminding parents of important information or upcoming activities. The call outs are communicated in English, Creole and Spanish. Information about Title I programs will be communicated with flyers and agendas sent home in the weekly Tuesday folder. Also, Title I information will be posted on the marquee as needed.	Student agenda, sample pages from Tuesday Folder, school flyers, copy of parent links, school marquee photos, parent evaluations and surveys
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?
School will use ParentLink, newsletter, informational letters, parent conferences, curriculum night, grade level parent meetings, iReady reports to inform parents about curriculum, academic assessments and proficiency levels students are expected to meet.	Open House powerpoint, sample academic reports, iReady parent letters, Diagnostic reports(multiple languages), conferences notes and parent surveys
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?
Parents will be informed of input meeting via marquee, flyers, letters, parent conferences, and ParentLink.	Parent conference sign up sheets. teacher notes requesting a conference on report card; LEP family meeting agendas, SAC agendas and minutes
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 provide childcare for parents who attend the training; home visits will be provided for parents who are homebound; teachers will received coverage to meet with parents during school day,as needed; parents are provided the opportunity to sign up for different parent conference times.	The offering of childcare will be noted on flyers offering childcare sent home; winter conference sign-up sheets and offering parents different conference times

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering your 2017-2018 Title I Family Engagement Survey results and information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities, and events. Evidences may include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

*Keep in mind, this section describes **support provided to families** so they may participate in family engagement activities.

Brief Narrative
Accommodations for parents and families with limited English proficiency
Community Language Facilitator will be present at SAC meetings, parent conferences and trainings to translate information. The school compact, flyers, letters and parent link messages are translated for ELL parents(Creole and Spanish)
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Photos of the CLF at SAC meetings and translated flyers/letters sent home.
Accommodations for families engaged in migratory work
null
Accommodations for families experiencing homelessness
null

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
Preventing the Summer Slide in Reading	Meet with parents in May providing suggested reading materials and resources as well as calendar reflecting suggested days for reading and related activities/projects. Provide frequent parent encouragement and reminders via school marque, parentlink, & remind.com.

Activity 2

Name of Activity	Brief Description
Open Media During Summer	The media center will be open during the summer for students to check out books, read, use the computer and complete school projects.