

FY20 Title I Schoolwide Plan - Poinciana Elementary (0791) 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
Poinciana STEM is committed to involving parents in shared decision-making and encouraging parents to become active participants in their child's educational process by effectively communicating instructional goals, creating an inviting environment, and establishing our school as a focus of the community.

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?
Strategies for Parents for the New Standards and Math Resources to Use at Home	22	Parents were fully engaged and asked relevant questions in the sessions.	Provide child care for each Parent Night as some did not have anyone to watch their child. Incentives can also be offered to improve the number of participants.	The parents gained a better understanding of the strategies that are taught (the ones we never were taught as children). They were also taught how to have math conversations with their children. The parents who attended reported less struggle helping their child with Math at home and greater ability to talk about Math with them.

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?
Grades K-5 Standards-based Literacy learning at home	120	(Please note that the total number of participants in column 2 is the total of 20 per session) PARENTS WERE GIVEN SPECIFIC INFORMATION TO GUIDE THEM IN HELPING THEIR CHILDREN, FOOD WAS AVAILABLE AS WELL AS CHILD CARE FOR SCHOOL AGE CHILDREN	CREATE MAKE AND TAKES, CONNECT IT TO ANOTHER EVENT IN SOME TYPE OF ROTATION in order to have a more hands-on approach for parents to understand the standards and work with their children at home.	PARENTS WERE ABLE TO UNDERSTAND HOW AND WHAT THEIR CHILDREN WOULD BE DOING IN CLASS AS WELL AS WHAT THEY WILL BE TESTED ON, PARENTS WERE GIVEN DIRECTION ON SPECIFIC WAYS TO FACILITATE THEIR CHILDREN AT HOME.

Parent Capacity Training 3

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
FSA Parent Training	20	Parents were fully engaged and asked relevant questions in the sessions.	Provide child care for each Parent Night as some did not have anyone to watch their child. Incentives can also be offered to improve the number of participants.	The parents gained a better understanding of FSA expectations.

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?
Effective parent communications	50	Opportunity for staff to share ideas and effective methods.	Provide training where teachers create actual communication method/template.	Teachers planned and conducted more focused and effective conferences and grade level trainings. Increase in parent conference and communication.

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?
Engaging families in the Florida Standards	30	Opportunity for teachers to collaborate and plan consistent format and content within grade level and across grade levels.	Provide time/opportunity for teachers to develop alternate sessions such as a webinar or recorded session.	Teachers planned, communicated and delivered consistent and effective sessions. Attendance was less than desired. Reflect and revisit alternate time/delivery methods.

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.
Allison Lazarus, assistant principal Kathleen DePuma, principal Prav Sulaiman, Jayme Bosio, Tykisha Grant, Sylvenise Jerome, Evens Marius, Rosemarie Michel, parents Teachers were invited but unable to attend. April Nobles, Elaine Rosenberg, teachers Tanja Betz, non-instructional staff
What are the procedures for selecting members of the group?
A parent call out was sent out two weeks prior inviting families and staff to participate.
How will input from stakeholders be documented?
Minutes were taken at the parent input meeting and used to develop plan. Surveys were also given to plan for future involvement activities.
How will stakeholders be involved in developing the plan?
A series of guiding questions were discussed at the input meeting. Parents, staff and community partners were able to give input.
How will Title I parent and family engagement funds be used?
Funds will be used for parent and families training in grade level, content specific areas. In addition, teacher stipends and supplies for planning trimester units.

19-20 Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively reach out to, communicate with, and work with families as equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administration's analysis of teacher feedback.

Staff Training 1

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Effective Parent Communication	Teachers will be trained on how to set up a Google Classroom page to share weekly updates and communication with families to encourage their involvement.	August/Sep	Allison Lazarus, Kathleen DePuma, Trailblazers	Teachers will learn effective communication methods and what to include and what not to include in these communications. How to further engage families will also be included. Teachers will share their Google Classroom pages when complete.

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?
Effective Parent Conferences	Provide researched based best practices for effective parent conferences. Teachers view models/videos of effective scenarios then practice and provide/receive feedback.	September	Kathleen DePuma Allison Lazarus Cathy Viola/Laura Tomas	Plan, communicate and conduct effective parent conferences to include student standards based performance data and helpful suggestions for parental support and involvement. Teachers will share evidence of parent conference forms when complete.

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 2 at 6:15pm 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.)
Parent call out and email will be sent at least two weeks in advance. Teachers will also post in their weekly Google Classroom newsletters.
What resources do you plan to prepare for stakeholders?
Google Slides presentation and handouts, agenda, copy of compact and PFEP summary, sign in sheets, evaluation surveys.
What materials/supplies are needed for the Annual Meeting?
Paper, markers, chart paper
How do you plan to reflect on the effectiveness of the Annual Meeting?
Surveys will be distributed and team will review input shared.

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 University, Grades K-2	Using the I Do, We Do, You Do Model, teachers will demonstrate standards-based literacy and math activities and leave with make and takes to support their children at home.	Parents will learn strategies to support homework and learning outside of the classroom. The anticipated impact on student learning is to enrich learning outside of school through experiences and development of vocabulary.	December	Coaches, admin, grade level teams	resources needed for grade level activities, Refreshments (\$300). \$100 per grade level for light snacks

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
Parent University, Grades 3-5	Using the I Do, We Do, You Do Model, teachers will demonstrate standards-based literacy and math activities and leave with make and takes to support their children at home.	Parents will learn strategies to support homework and learning outside of the classroom. The anticipated impact on student learning is to enrich learning outside of school through experiences and development of vocabulary.	January	Math coach, Math teachers	resources needed for grade level activities, Refreshments (\$300). \$100 per grade level for light snacks

Parent and Family Training #3 (First Trimester/Semseter)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
STEM Night	Teachers will demonstrate how STEM can be integrated at home through the inquiry model, and in various curricular areas such as literacy.	Parents will learn a variety of strategies to incorporate STEM at home and in the community through visits to museums, etc. They will also create make and takes while they learn inquiry- based STEM activities. The anticipated impact on students is that greater exposure to STEM will build college and career readiness and assist Poinciana in our goal of continuing our district STEM certification.	November	STEM team	materials needed for STEM activities, \$300 for light refreshments,

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
Kiwanis Club of Boynton Beach	This organization donated funding and time to create a Reading Oasis at our school. Monthly events will be held in the Reading Oasis including parent trainings and reading nights. Classroom teachers will also utilize this room.	Photos of events from the Reading Oasis, donation plaque for the reading room	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Boca Raton Museum of Art	Partnered with second grade teachers and art teacher to create a year-long curriculum on art integration in the classroom. Teachers received grants from the museum to support the teaching of the curriculum. Students also took field trips to the museum and they will be planning a school museum evening later in the school year.	poetry books written by second grade classes for the event, invitation emails, photos of the event	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?
Various tutoring programs will take place throughout the school year using Title 1 funds. After school tutorial permission forms will be sent home to students with sufficient time prior to the start of the program. The form will indicate the purpose of the program and what resources will be used to support the student. Parent and family involvement events will also be held. Poinciana will advertise this information via its school website, parent call-outs and on the school marquee. Communication will also be sent in native languages to our ELL students. All important events and programs will be discussed at the Title 1 annual meeting on November 1, as well as at faculty and SAC meetings.	Grade level communications, flyers, Parentlink , School Website, Social Media; ie Facebook, Twitter 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?
Early in the new year (2019), the school will hold an FSA family night. This event will detail tips and strategies for parents to help their children prepare for the upcoming assessments. Teachers will review test item specifications and share sample questions. The principal will provide monthly updates at SAC meetings regarding day to day school happenings. Substitute teachers have been scheduled for teachers to be able to hold data driven parent conferences during the school day. Parent participation will also be encouraged via the Title 1 annual meeting and our Title 1 parent training events.	Grade level communications, flyers, Parentlink , School Website, Social Media; ie Facebook, Twitter Marquee.
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 are invited to provide their input during monthly SAC and PTA meetings. These meetings are advertised via call out, the school marquee and the school website. Parents are invited to conferences to meet with teachers to make educational decisions for their children. Conferences are being held this year throughout the school day in order to allow parents more opportunity to attend. Parent input will also be obtained during our parent training and school events and parents will be provided surveys to share their input. In addition, the Title 1 annual meeting will be an open forum for parents to share ideas and ask questions.	Grade level communications, flyers, Parentlink , School Website, Social Media; ie Facebook, Twitter Marquee.
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?
This year, we have provided substitute teachers for classroom teachers so that parent conferences can be scheduled during the school day if they cannot attend before or after school. All of our parent events and trainings include child care so that parents are able to attend.	Grade level communications, flyers, Parentlink , School Website, Social Media; ie Facebook, Twitter Marquee.

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
Correspondence will be sent home in home languages and CLF will be present to support families who need language assistance. ESOL contact and bilingual teachers and staff are called to the office to help support office staff to welcome non-English speaking parents.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Any necessary accommodations will be made to assist families limitations. Flyers and invitations will notify parents to contact school for any necessary accommodations. Teachers notify office and admin of any parent needs (ie. wheelchair bound, etc)
Accommodations for families engaged in migratory work
None at this time. As a choice school, enrollment closes after the first day of school. Guidance counselors and admin will work with migrant education staff to accommodate any students enrolled in our school.
Accommodations for families experiencing homelessness
School homeless contact (counselor) reaches out to families to come in when they are available. Flyers can also be printed and sent home if parents have limited phone or internet access. When this occurs, the contact reaches out to teachers to notify and SBT meets to discuss any needs to assist the student and family.

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
STEM/Open House Night	This is a combined event where grade levels set up STEM builds and students and parents can participate in the activities. The evening is also an open house for our prospective families so that they get a feel for what life is like at Poinciana STEM. The event allows them to interact with current families to ask questions and engage in activities. PTA received donations of store baked goods to distribute.