

FY20 Title I Schoolwide Plan - Forest Hill Elementary (0621) 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 Hill Elementary Title I Parent and Family Engagement mission is to empower parents and families to support their children's academic and social-emotional development from early childhood through their school years. In order to develop and strengthen parent, family and school partnership we will offer parental trainings and encourage home and school active participation. Forest Hill Elementary promises a collaborative environment that nurtures a love of learning, while celebrating diversity both equally and uniquely.

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 SEL Enrichment Training	20	The communication of SEL signature practices	tying in this training into other times/locations for greater reach.	Practice skills with their families.

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?
All Pro Dads Resource	500	Ongoing scheduled events (monthly). Message of trainings. Fast paced training. Parents were able to get in and out within a 40 minute time frame; accommodating working parents.	Getting parents involved in recruiting of new parents to attend	Use various skills at home with children.

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 Night (3rd, 4th, 5th)	100	Good attendance for night event. Communciation of test make-up.	The training was too technical for parents. We have to shift to more shat the parents can do at home to support us.	Parents gained knowledge of FSA procedures.

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?
PSELI Second Step Training	70	Learning curriculum for SEL practices.	Ongoing follow up trainings throughout the year.	Use of Second Step curriculum.

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?
Faculty Meeting and PLC Meetings - How to Conduct Parent Conferences	60	Rotating schedule and tailor fit for staff.	Use hot topics of the time of year to better assist teacher teams with parent communication.	Communicate with parents more effectively.

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.
Parent Power, SAC members, Joy Siedman - Reading Coach, Jennifer George-SSC, Sean Higgins AP, Scott McNichols - Principal, Aida DelCollado -Dual Language Reading Coach, Dawn Slipcevic - parent, Gretel Garcia - parent, Betza Casals - parent, Ireliz Perez - parent, Johanna Brea - Parent
What are the procedures for selecting members of the group?
The procedure for selecting PFEP members was created by request of volunteers as well as by principal selection. SAC members are selected from the group of people who attended that represent the culture and population of the school. The members also had an opportunity to meet with all grade chairs and staff to include any other recommendations or share any concerns that would impact the plan. The identified team then collected the information which was then added to the plan.
How will input from stakeholders be documented?
Parent Family Engagement Plan meeting conducted in May. Stakeholders have another opportunity in August to review and edit the plan. The mission and plan was presented in August. Evaluation/Feedback was requested and will be used to update plan in May. Input was collected via minute/evaluation documentation of any meeting held by the team and parents. All stakeholders reviewed components of the SWP. Minutes are available. Throughout the year, parents will be able to provide input through SAC and will be recorded in the minutes. Their input will also be recorded by completing an evaluation at each parent and family engagement activity where they will be able to provide additional feedback and through the family engagement survey.
How will stakeholders be involved in developing the plan?
At the end of each school year (May) a committee is put together along with SAC members to review the PFEP. The plan is developed and finalized over the Summer. During August SAC meeting, the plan was shared and reported with all stakeholders. The plan will continue to be shared during faculty meetings, PTO and SAC meetings to ensure the implementation of the plan. PFEP is available in the front office/lobby computer stations. Continuous feedback from stakeholders will continue throughout the year using parent training evaluations and SAC meetings.
How will Title I parent and family engagement funds be used?
Parental training sessions will be scheduled monthly to include topics such as Social Emotional Learning, mental health, bullying, healthy homework practices, standards, and technology usage at home. The funds will be used for supplies and salary for staff members to organize and train parents.

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?
FHE Student- Parent Support through SEL PD #1	Staff will participate in SEL professional development to build their capacity with strategies and skills in order to effectively communicate and strengthen the home/school connection with families.	September	Administration/District Contact	Teachers will be able to execute Social Emotional Learning techniques within their classroom that they can share with parents to implement in the home. The anticipated impact on family engagement is to have as many parents participate and learn best practices to implement with their child. Using SEL strategies during parent conferences and parent communications to build positive partnerships

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?
Resolution to Promote Welcoming and Inclusive Schools for all Students and Families	Staff will learn about the district resolution to promote welcoming and inclusive schools for students and families. Staff will learn how to create a positive and welcoming environment for their parents and students.	December	Administration	Teachers will be able to implement a welcoming ritual activity with parents to get to know them and their families, promote diversity and acceptance during Open House or a parent conference. This will help families and teachers work together as partners, which will impact student learning.

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?
August 29, 2019 @ 5:30 PM
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Marquee, newsletter, flyer, agenda, invitation
What resources do you plan to prepare for stakeholders?
Agendas, sign-in sheets, parent evaluations copy of compact and pfep summary, PowerPoint presentation
What materials/supplies are needed for the Annual Meeting?
chart paper, markers, pends, and post-its, projector, computer, microphone, handout of powerpoint
How do you plan to reflect on the effectiveness of the Annual Meeting?
Parent evaluation will be created to gather feedback. Feedback will then be shared at faculty meeting and SAC. Recommendations and suggestions will be comprised and shared with the leadership team for further effectiveness evaluation.

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
All Pro Dad	SEL skills training	Parents will develop soft skills to use at home with children.	August 29, 2019	Lora Edwards	All Pro Dad subscription

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
FHE Parent-Teacher Team #1	Welcome to AVID: skill development for parents to work with children at home	Parents will become more knowledgeable on what AVID is all about, as well as be able to correctly check their child's binder using the Binder Checklist Rubric. Parents will be able to help their child stay organized outside the classroom by sticking to their SMART Goal that they individually developed during the parent meeting. Impact: students will stay more focused and organized by having all of the necessary tools inside their binder. They will be better prepared for higher ed/college level	August 29, 2019	Administration, Grade 3-5 teachers	PP, data collection, refreshments

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
FHE Parent-Teacher Team #2	Reading/Math Booster: Age/grade appropriate skill development for parents to work with children at home	Parents will have a particular skill to work on with their children for 12 weeks: parents will be able to assist their children on learning their vocabulary sight words for kindergarten and first grade levels for English and Spanish as well as help their child with 2 digit addition and subtraction using several different strategies. Impact: students learn the sight word/vocabulary /math skills will help them to become better and more fluent in math and while reading.	December	Administration/Grade K-2 teachers	PP, data collection, handouts/resources

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
Good Shepherd Church	Donate supplies for students/classrooms, volunteer support for needy families as well as counseling for emotional. This supports families since they can use funds needed for supplies to meet other family needs instead.	list of supplies donated Thank you letters, Sign In sheets	Monthly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Kids Community Closet	supply students with uniforms and accessories. his supports families since they can use funds needed for supplies to meet other family needs instead.	Ongoing inventory of uniforms donated Thank you letters.	Monthly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Multicultural Department	Coordinate ESOL curriculum and materials, Dual Language Resources, Online ESOL Presentation, Professional Development. They support families by share information to increase school-parent partnership, and providing training to build parent capacity to help learning at home.	Ongoing Monthly Dual Language Meetings. District Parent training, Collaborate with other Dual Language Schools	Monthly

Communication

After reflecting on your 2019-2020 Title I Family Engagement Survey results, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information. Evidences include agendas, sign-in sheets, minutes, evaluations, school websites screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

Key Points of Communication	
Describe how school will provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the information was shared?
The school will provide parents with timely information about Title I programs by using marquee display of meetings, text, flyers invitations , parentlinkcall, newsletter and student agenda. This will support the following meetings: Annual Title I Meeting, monthly SAC, ongoing parent conferences and monthly parent training	Flyers, parent links, newsletters, website
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?
The school will inform parents and families to school meeting on standards and expectations through Curriculum night, report card night, progress reports, and parent conferences. The school will also host an evening data chat event for parents and teachers.	alternative times for parents will be provided
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?
School will inform parents about future meetings via newsletter, agenda, marquee, parentlink, and text. Parent communication will be used for events such as Open House, Curriculum Night, Report Card Night and parent conferences.	alternative times for parents will be provided
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?
School will conduct all community/parent meetings from 7:00 - 4:00. Wellness home visits are conducted for attendance concerns. Conferences can conducted in person or by phone. Translation in home language will always be provided. Child supervision is available.	Home visits, CLF phone calls, Survey to parents for best

Accessibility

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

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

Brief Narrative
Accommodations for parents and families with limited English proficiency
In order to provide accommodations for parents with limited English proficiency the CLF facilitators will attend meetings and conferences as needed. Meetings, trainings and development will be led in parents native language. Meetings will occur in small group collaborative setting. All communication will be translated in parent native language.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
In order to provide parents and families with disabilities accommodations the school building is ADA accessible. We will survey any special need parents that may need extra accommodations. Currently, we have wheelchair ramps available. Also home visit or communication by phone.
Accommodations for families engaged in migratory work
Administration, CLFs, and Guidance counselor will meet with families to ensure that they feel welcomed and to let them know we are here to help, however possible. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory working families. The school will provide home visits as needed to share information and connect families with the migrant program in the district.
Accommodations for families experiencing homelessness
Meeting times will be considered to meet the needs to these families. Staff will provide any of the necessary uniform and school supplies to support these families. As well, ensuring that these students are signed up for free/reduced lunch and that families are aware of our free breakfast programs. Flyers, daily agendas, marquee and monthly newsletter will keep these parents informed of daily, weekly and monthly events. School personnel will assist families in setting them up with the McKinney-Vento program if needed.

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