

FY20 Title I Schoolwide Plan - Palm Springs Elementary (0651) 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
The mission of Palm Springs Elementary is to foster a partnership with parents and community as this is essential to student learning. The faculty and staff at Palm Springs Elementary believes that parent and family engagement is vital and supports this by providing opportunities for parents and families to become involved through parent training activities, volunteering, and participation in decision making groups. Through effective family engagement, we will build parent capacity to increase student achievement in all content areas.

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 University (held in conjunction with Curriculum Night)	227	Teachers collaborated on a presentation that highlighted specific curriculum, expectations, and what to expect at each grade level. Hand outs were provided on the growth mindset focus and how parents could support this at home. The evaluations indicated that parents were very happy with the presentation and found the information useful.	The turn-out was not ideal. The majority of classrooms had less than 8 families attend. The leadership team reflected that perhaps having primary and intermediate grades on the same night was not convenient. Also, it was suggested to move it later in the evening so that work interfered less.	Parents were able to describe the grade level curriculum and felt that they were able to be more engaged and help at home.

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?
Family Conference Night	292	There was a larger turn-out to this event than in the past. Parents responded very positively to the one on one attention. Teachers were able to explain the progress report as well as current academic progress. Teachers were able to personalize how parents could help their child at home.	Although the Latinos in Action provided on the spot translation services, we only had 1 Haitian Creole translator. It would be an improvement to provide more translators to keep the schedule on track.	Parents responded that they felt more able to assist students 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?
Math Night	37	The evening was set up as a family game night. Rather than a "sit and get", families had the opportunity to learn the game and play with the help of a teacher. Then, a copy of the game as well as the manipulative was provided to the family.	This event needs to occur earlier in the year. It was not highly attended. All of the parents that did attend were very positive in their responses. This event has had the same format for several years - the team felt as though coordinating with the science museum may motivate more students to attend so we are looking to implement a Math and Science Night.	Parents were able to immediately implement a fun math game at home that supported math standards.

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?
Growth Mindset	60	Teachers were very receptive to the training on growth mindset and were eager to implement in their classrooms. One hundred percent of classroom teachers had a visual display either inside or outside the classroom for Curriculum Night. Teachers shared the growth mindset principles with parents and provided them with a handout.	Teachers expressed that they wanted more in-depth information on the growth mindset themes. They also indicated that it would be more effective if there was more PD on using praise effectively so that students develop a growth mindset.	Teachers were able to further engage parents as they continued discussing and sharing the growth mindset principles with parents at the first conference night. Teachers also used growth mindset for

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?
Effective Parent Conferences	23	The presentation was active and teachers had the opportunity for sharing and discussion. The information directly related to cultural sensitivity and how to connect with parents.	Due to scheduling, this training was postponed several times and occurred after the first round of conferences. Next year, further PD in this area will occur in a more timely manner in order to be more effective.	Teachers were able to conduct one on one conferences with parents in a culturally responsive manner. Parent participation at both parent conference nights was high. Parents felt comfortable and the feedback on the evaluations was very positive. Teachers were also able to personalize information so that parents were aware of how they could help at home.

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 Faculty and Staff Parents and Community Members
What are the procedures for selecting members of the group?
Flyers and Parent Link will be sent home to advertise the opportunity to participate in an input meeting that will be open to all parents. Additionally, parents, faculty and staff, as well as community members will be invited to participate in the School Advisory Council to provide on-going feedback and input into Title I programs.
How will input from stakeholders be documented?
A Parent Input meeting will be held in August to gather parent/family input to the PFEP plan and Compact. Throughout the year, minutes from every SAC meeting will be used to document discussion and feedback.
How will stakeholders be involved in developing the plan?
All stakeholders including teachers, parents, students, and community will have the opportunity to give input and review family involvement survey results, evaluations, and other pertinent results in the development of the PFEP plan. The compact and previous year's Parent Involvement Plan will also be reviewed and amended based on feedback.
How will Title I parent and family engagement funds be used?
Funds will be utilized for Parent Trainings and on-going parent communication through-out the school year. All stakeholders will have opportunity to give input on type of trainings and other items they would like to include in the plan and budget.

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?
Increasing Parent Engagement through the use of Technology	Many parents find it difficult to attend school functions. There are many technology tools to help increase parent engagement by having access to individualized student progress reports and information. This training will give teachers the skills to use SIS Gradebook and Parent Link in order to provide this information to parents in a timely manner so they can assist their child at home.	March	Rowe Orocofsky Byer	Teachers will be expected to use the SIS grade book and Parent Link beginning in the 2nd trimester. Parents will have more timely access to student progress information and will be able to help their child at home and be able to contact the teacher with questions and concerns.

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?
Increasing Parent Engagement through Cultural Competence Strategies	As Palm Springs implements a dual language program, it is important to develop cultural competence as a staff. Training will be provided on the January PD Day.	January	Moncayo Orocofsky	The Multicultural department is providing this training as a follow-up to the training given during pre-school week. Teachers are expected to implement the strategies learned during the February conference night as well as other end of the year activities.

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 - 4:30 PM
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
All stakeholders will be notified of the Annual meeting via marquee, parentlink, invitation, newsletter, text.
What resources do you plan to prepare for stakeholders?
We will use District provided resources to inform parents/families. We will also use school documents including an overview of how funds will be used, parent-school Compact, and the Parent and Family Engagement Plan. We will prepare for this meeting by setting up the room, interpreters, child care, sign-in sheets, evaluation, pens, and copies of handouts (Compact, Parent and Families Engagement Plan).
What materials/supplies are needed for the Annual Meeting?
We will need the District PowerPoint and/or Vodcast, school documents, sign-in sheets, pens, evaluation forms, projector, computer, microphone, copies of handouts.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Administration will determine effectiveness of the Annual Meeting by reviewing parent feedback during discussion, attendance, evaluations and surveys.

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/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
AVID Parent Night	There will be a brief introduction to the core principles of AVID and how these will be implemented at Palm Springs. Parents will work with their child to design a vision board that helps families and students connect success in school to success in the future. The AVID goals for the year will be shared and parents will be taught the critical reading strategy that students will be learning in class.	Parents will be able to identify the principles of AVID and will be able to assist their child at home in the area of reading. An increase in ELA proficiency and in ELA learning gains is the expected impact on student achievement.	September 24, 2019	Easley Byer Rowe	presentation chart paper markers hand-outs

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
Dual Language Parent Night	Parents will be given a brief introduction to the components of the dual language program and will be given hands-on activities that can be used at home to help children learn the languages. Parents will also be given information on iStation so that they can help students log-in at home. Materials will be given to parents that can be kept and used at home so that parents can reinforce the concepts taught at school.	Parents will be able to assist their child at home as they learn to become bi-lingual. The anticipated impact on student achievement is an increase in the reading proficiency for all students.	September 25, 2019	Moncayo Orocofsky	presentation hands-on activities take-home books and materials refreshments (\$100)

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
Literacy Night	Parents will be able to take a more active and vital role in assisting their child at home in reading and writing. Parents will be able to use a sentence stem activity to assist in processing text for comprehension and a response in writing.	Parents will be able to take a more active and vital role in assisting their child at home in ELA. An increase in SY20 science proficiency is the expected impact on student achievement - our goal is to increase to 48% overall proficiency (10% increase).	February 11, 2020	Rowe Orocofsky Byer Easley	books, writing utensils, paper, refreshments (\$200), manipulatives such as flashcards, letter tiles, games, etc.

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
Bridges	Bridges works with families to develop real life skills, share resources, and offers assistance with family needs.	participation in SAC, social resources for families, records of families served from organization	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Multicultural Department	- Provide CLF's to communicate with families. - ELL Coordinator to Provide PLC for parents twice per year to create awareness of the ELL program, benefits, and when parents should advocate for their child.	Sign-In Sheets, resources for families, agendas, evaluations	As Needed

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Early Childhood Department	Provide a safe place for children to attend daily in preparation for Kindergarten.	Student Attendance Log, samples of student work, VPK schedule	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?
We will share information with parents/families regarding Title I programs via Parent Link, Newsletters, Flyers, Parent Conferences, Parent University Trainings, Student Planners.	Sample evidences could include: Sample of academic reports, letters, invitations, flyers, newsletters, conference notes, parent link messages, marquee photos
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?
We will inform parents/families about the curriculum, academic assessments, student progress, proficiency levels, and expectations via Open House, Parent Conferences, Progress Reports, Report Cards, and SAC.	Sample evidences could include: Open House PPT, Handout of curriculum, instructions for scheduling conferences, sample academic reports (report cards, mid-term reports, LEP plans, IEPs, FSA assessment results, Diagnostic reports), Curriculum Night documentation
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?
We will inform parents/families regarding meetings (Parent Conferences, SAC meetings, and Title I Annual meeting via flyers, parent link, marquee, newsletters, agenda.	Sample evidences could include: Parent-teacher conference sign-up sheets, report cards where parents requested conferences, teacher notes inviting parents to conferences, IEP meetings, LEP meetings
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?
Meetings and trainings will be held in the evening to allow for parents to participate after the school/work day. If parents join SAC, arrangements will be made so they can bring their child(ren) if necessary. Minutes and presentations will be made available on the school web site so that parents can access the information from home.	Sample evidences could include: Schedule of staggered times for meetings, schedule of different times for meetings/trainings, letters asking parents to choose a time that are more convenient for them (conferences, IEP meetings, LEP meetings), flyers offering child cared, sample home visit notes/log

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
The school has staff that speaks the native language of families and are available for parent meetings and conferences to ensure proper communication. All correspondence will be translated for effective communication.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Palm Springs Elementary is ADA compliant (accessible handicapped ramp and parking located at the front of the school. If additional parent needs are to be met, we will contact the district for assistance.
Accommodations for families engaged in migratory work
Parents of Migrants are invited to all school meetings. Migrant parents will be surveyed for needs when child enters school to allow school to provide resources and information needed. ELL Coordinator, CLFs, and Migrant Liaison will support migrant families as needed.
Accommodations for families experiencing homelessness
Data Processor will serve as homeless liaison for the school. School staff will assist families experiencing homelessness by making connections with District staff with appropriate resources as needed. We follow the McKinney Vento Homeless Assistance Act to ensure students have equal access to the same educational opportunities as non-homeless students.

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
Math and Science Night January 16, 2020	January 16, 2020 (tentative due to booking the science museum) Parents will be able to take a more active and vital role in assisting their child at home in science and math. An increase in SY20 science proficiency is the expected impact on student achievement. The fifth grade science scores dropped significantly from 2018 to 2019. In order to help increase math and science scores, a math and science night will help parents work with their child on fair game standards across all grade levels. Math games will be set up using common household objects so that parents can assist their child at home. Parents will also be given a brief overview of the new math textbook so that they can more readily help at home. Materials: math manips, game stations, South Florida Science Museum consultant fee

Activity 2

Name of Activity	Brief Description
n/a	n/a

Activity 3

Name of Activity	Brief Description
n/a	n/a