

FY21 Title I Schoolwide Plan - C O Taylor-Kirklane Elem (1531) Parent Family Engagement Plan Summary

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way.The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

| Mission Statement |
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| Clifford O. Taylor Kirklane Elementary recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Clifford O. Taylor Kirklane Elementary welcomes input from parents and community members and encourages them to join us in the activities outlined in this plan. We will work with parents as equal partners in the educational process. |

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

| 1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact. | |
|--|---------------------------|
| Name | Title |
| Dr. Patti Lucas | Principal |
| Ashley Schutt | Assistant Principal |
| Jennifer George | Assistant Principal |
| Kara Lewis | SSCC |
| Kenlynn Dalton | K-1 Reading Coach |
| Misty Bauer | 2-3 Reading Coach |
| Patricia Colom | 4-5 Reading Coach |
| Rachelle Cintron | Math Coach |
| Mercedes Talavera | Dual Language Coach |
| Lorena Almaraz | Parent |
| Martha Martinez | Parent |
| Cheri Girtman | School Guidance Counselor |
| Sharon Vanscoy | Community Member |

| 2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members. |
|--|
| Elicit participation of parents, families, and volunteers through invitation via flyers, marquee and calls outs, ask community members and business partners. We also reach out to our business partners through a phone call and email to invite them to all events. We do our best to build relationships with our stakeholders so they are willing and invested to be a part of our school community. |

| 3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times. |
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| |

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders will help develop the plan by giving suggestions and feedback on ways to improve. Through presentation of the powerpoint, template was provided by Title I, specific information was presented to stakeholders and feedback was elicited. The feedback was done in an open discussion venue and parent suggestions and comments were documented and implemented in the final draft of our Parent and Family Engagement Plan. Also, SAC Meetings are on the first Wednesday of each month at 7:45am for continued input.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders had an opportunity to discuss and share future family engagement opportunities that would increase parent's knowledge within all content areas of their child's academic progress. The team came up with specific grade level activities that will teach parents how to assist their child at home to increase their academic independence. Funds were allocated to purchase materials to implement the activities.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

| Name | Title |
|--|---|
| Dr. Patti Lucas | Principal |
| Ashley Schutt | Assistant Principal |
| Kara Lewis | SSCC |
| Kenlynn Dalton | K-1 Reading Coach |
| Misty Bauer | 2-3 Reading Coach |
| Patricia Colom | 4-5 Reading Coach |
| Rachelle Cintron | K-5 Math Coach |
| Mercedes Talavera | Dual Language Coach |
| Jennifer George | Assistant Principal |
| Type in the name of member/stakeholder | Type in the title of member/stakeholder |

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative

1. What is the actual date, time and location of the Annual Meeting?

Our Annual Title I Meeting will be held October 7, 2020 @ 7:45 am via Google Meets.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

We will advertise through parent link, newsletter, and Parent Link call out.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Annual Title I Parent Meeting power Point, computer due to it being virtual, sign-in google doc, and evaluation via google doc as well.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

| Name of Training | What specific strategy, skill or program will staff learn to implement with families? | What is the expected impact of this training on family engagement? | What will teachers submit as evidence of implementation? | Month of Training | Responsible Person(s) |
|------------------|---|---|---|-------------------|-----------------------|
| SEL: Social | Teachers will be able to implement SEL strategies, activities and guidelines that are | Help bridge the child and parent understanding of the importance of | Lesson Plans that include SEL procedures, Morning Meeting | August | Cheri Girtman, |

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

| Name of Training | What specific strategy, skill or program will staff learn to implement with families? | What is the expected impact of this training on family engagement? | What will teachers submit as evidence of implementation? | Month of Training | Responsible Person(s) |
|------------------|---|--|--|-------------------|-----------------------|
| Technology | Teachers will be able to utilize technology programs for their virtual teaching & | Teachers will be able to communicate to parents in real time with Class DoJo | Lesson Plans, communication print out logs. | August | Rachelle Cintron, |

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)

| Name of Training | What specific strategy, skill or program will parents learn to implement with their children at home? | Describe the interactive hands-on component of the training. | What is the expected impact of this training on student achievement? | Date of Training | Responsible Person(s) | Resources and Materials | Will use funds for refreshments as noted in SWP: |
|---------------------------|---|---|--|------------------|--|-----------------------------------|--|
| | | | | | | | <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/> |
| APTT # 1: Academic Skills | To support student learning at home, parents will be able to assist their child(ren) with specific grade level reading & math activities utilizing specific strategies to help with improving academic success. | Parents will be doing these activities virtually through a Google Meets. Manipulative, Demonstration and make and take utilizing materials we have given to students. | The expected impact of the APPT training is to help parents learn strategies when it comes to reading that they can implement at home with students during homework time, reading or just in | November | Dr. Patti Lucas, Principal Ashley Schutt, AP Jennifer George, AP | Computer Materials for activities | |

Parent and Family Capacity Building Training #2 (PFEPStep6)

| Name of Training | What specific strategy, skill or program will parents learn to implement with their children at home? | Describe the interactive hands-on component of the training. | What is the expected impact of this training on student achievement? | Date of Training | Responsible Person(s) | Resources and Materials | Will use funds for refreshments as noted in SWP: |
|--------------------------|---|---|---|------------------|--|--|--|
| | | | | | | | <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/> |
| APTT # 2 Academic Skills | To support student learning at home, parents will be able to assist their child(ren) with specific grade level reading & math activities utilizing specif strategies to help with improving academic success. | Parents will be doing these activities virtually through a Google Meets. Manipulative, Demonstration and make and take utilizing materials we have given to students. | The expected impact of the APPT training is to help parents learn strategies when it comes to reading that they can implement at home with students during homework time, reading | February | Dr. Patti Lucas, Principal Ashley Schutt, AP Jennifer George, AP | Computer Materials for activities, paper, pencils, | |

| Parent and Family Capacity Building Training #3 (PFEPStep6) | | | | | | | |
|---|--|--|--|------------------|---|---|--|
| Name of Training | What specific strategy, skill or program will parents learn to implement with their children at home? | Describe the interactive hands-on component of the training. | What is the expected impact of this training on student achievement? | Date of Training | Responsible Person(s) | Resources and Materials | Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/> |
| Science/ Math Night | Parents will create an activity to take home to reinforce grade level skills. This is also a great way to foster relationships between parents and teachers. The anticipated impact on student achievement will be improvement on the skill being practiced at home. | Whole group parent training focusing on K-5 with skill based practice to mirror student performance expectations. Presentations on grade level standards | Parents will create an activity to take home to reinforce grade level skills. This is also a great way to foster relationships between parents and teachers. The anticipated impact on | April | Rachelle Cintron, Math Coach, Ashley Liberman, Science Coach, | Science items, paper, pencils, markers, | |

Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

| Reflection/Evaluation of Training #1 (PFEPStep7) | | | | | |
|--|-----------------------|---|---|-----------------------------------|--|
| Name of Training | Number ofParticipants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
| NA | NA | NA | <input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA | NA | NA |

| Reflection/Evaluation of Training #2 (PFEPStep7) | | | | | |
|--|-----------------------|---|---|-----------------------------------|--|
| Name of Training | Number ofParticipants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
| NA | NA | NA | <input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA | NA | NA |

| Reflection/Evaluation of Training #3 (PFEPStep7) | | | | | |
|--|-----------------------|---|---|-----------------------------------|--|
| Name of Training | Number ofParticipants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
| | | | | | |

| Name of Training | Number ofParticipants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
|------------------|-----------------------|---|---|-----------------------------------|--|
| N/A | N/A | N/A | <div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> <div>How do you know? N/A</div> | N/A | N/A |

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

Partnership #1

| Name of Agency | Describe how agency/organization supports families. | Based on the description list the documentation you will provide to showcase this partnership. | Frequency |
|----------------------|--|--|---------------------------------|
| Palm Springs Library | A representative from Palm Spring Library joins us at SAC meetings to discuss educational events and resources the local library can | Resources, pamphlets from Library, handouts Sign In Sheets Pictures with descriptions | SAC Meetings, Parent Nighths |

Partnership #2

| Name of Agency | Describe how agency/organization supports families. | Based on the description list the documentation you will provide to showcase this partnership. | Frequency |
|----------------|--|--|---|
| Urgent Care | A representative from Urgent Care comes to our school functions to offer medical advice and support to our community. They provide | Resources, pamphlets from Agency, handouts Sign In Sheets Pictures with descriptions | 3 times a year (Parent Nights) and SAC if available |

Partnership #3

| Name of Agency | Describe how agency/organization supports families. | Based on the description list the documentation you will provide to showcase this partnership. | Frequency |
|--------------------------|---|--|-----------|
| Multicultural Department | Supports parents and students during parent training and outreach to increase parent awareness and student achievement. Our | Resources, pamphlets, handouts Sign In Sheets Pictures with descriptions | Annually |

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, 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.

| | |
|--|---|
| 1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings. | List evidence that you will upload based on your description. |
| We send out important academic and event information such as parent trainings, tutorial programs, parent conferences, student performances via newsletters, translated letters, marquee, text messages, phone call-out and at SAC Meetings at least a week in advance. We also use our social media page, school calendar, fliers, and | Agendas, sign-in sheets minutes, evaluations, newsletters, translated letters, marquee, photos, text print-outs, phone call-out transmittal/scripts |
| 2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet. | List evidence that you will upload based on your description. |
| SAC Meetings, parent conferences, Open House, Curriculum Night, FSAA Night, Literacy Night, STEM Night, APTT meetings These are meetings held throughout the year to help parents stay informed on critical information regarding their | Agendas, sign-in sheets minutes, evaluations, newsletters, translated letters, marquee, photos, text print-outs, phone call-out transmittal/scripts |
| 3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards. | List evidence that you will upload based on your description. |
| Parents will be invited to IEP and LEP Meetings; Parent Conferences, Data Driven Conferences whole group; SAC, Title I Annual Meeting, Stakeholder Input Meeting. | Agendas, sign-in sheets minutes, evaluations, newsletters, translated letters, marquee, photos, text print-outs, phone call-out transmittal/scripts, Title I Annual Meeting, Stakeholder Input Meeting (power point), conference notes. |
| 4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children. | List evidence that you will upload based on your description. |
| The school will inform parents about opportunities to participate in decision-making related to the education of their child through SAC, parent conferences, IEP and/or IEP Meetings. | Parent Conferences including IEP and/or ESOL when applicable, SAC Meeting Notes/Minutes |
| 5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance. | List evidence that you will upload based on your description. |
| We will provide childcare for all events making it easier for parent(s) to attend. We will flex meeting times to help alleviate schedule barriers for parents. We will hold afternoon and evening meetings to try to cater to all parents as much as possible | Agendas, sign-in sheets minutes, evaluations, newsletters, translated letters, marquee, photos, text print-outs, phone call-out transmittal/scripts |

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering 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.

Describe the accommodations the school will provide for each subgroup of parents listed below.

| 1. Parents and families with limited English proficiency | List evidence that you will upload based on your description. | File Attachments |
|---|---|------------------|
| The school provides translations for all outgoing documents and advertises that translators will be present at all meetings, conferences, and trainings. Child care is provided for APTT meetings (K-3) and are scheduled for times most convenient for parents (as provided through parent feedback). As a Dual Language school virtually | Conference Notes, APTT evidence (invitations, agendas, handouts, sign-in sheets), newsletters | |
| 2. Parents and families with disabilities | List evidence that you will upload based on your description. | File Attachments |
| We work closely with ESE coordinator to make sure that parents and families with disabilities have the proper venue for communication during all events. Parents are provided interpreters, translators, and community support for meetings to ensure they understand the needs of their students and what the school in doing to support them. | Home visit documents; Migrant Office addition services resources | |
| 3. Families engaged in migratory work | List evidence that you will upload based on your description. | File Attachments |
| We monitor migrant families to ensure they have the information they need to support their children Students identified as migrant are monitored for additional tutorial and academic and social/emotional support. Parents are contacted for training and support. All meeting are held at flexible times to try to accommodate our large population | Migrant Meeting Minutes/Notes Resources from the district | |
| 4. Families experiencing homelessness | List evidence that you will upload based on your description. | File Attachments |
| We monitor families identified as homeless and provide outreach for them: For example food boxes over the summer and school supplies and uniforms in August and throughout the year. Our guidance counselor reaches out to the families that have been identified as homeless and offers to help them make connections with agencies | Guidance counselor notes, notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento | |

Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

| Name of Activity | Brief Description |
|------------------|-------------------|
| n/a | N/A |

Activity #2

| Name of Activity | Brief Description |
|------------------|-------------------|
| N/A | N/A |

Activity #3

| Name of Activity | Brief Description |
|------------------|-------------------|
| N/A | N/A |