

FY21 Title I Schoolwide Plan - Diamond View Elementary (3261) 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
Diamond View's parent mission is to increase the level of parent engagement between the school and their families by creating effective and purposeful learning opportunities to help each student grow successfully.

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
Olicia Ott	SAC Chairperson
Carolyn Seal	Principal
Yanny Diaz	Assistant Principal
Rachel Roche	Single School Culture Coordinator
Kaitlyn Mauro	Primary Resource Teacher
Marisel Yambo Torres	Community Language facilitator
Bridges of Lake Worth	Business Partner

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.
Each individual selected represents the Diamond View community. Most are currently part of the school advisory committee and the others are teacher leaders and staff that represent the faculty and staff at our school. The selected members followed the SAC membership procedures where Parents, teachers, students and support employees will be elected by their respective groups through an election; Teachers shall be elected by teachers;. Education support employees shall be elected by education support employees; All parents were invited to attend . Parent members were approved by

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.
Feedback is documented in various forms (surveys, conversations, discussions, comments) Through SAC meetings discussions , parent training feedback forms, parent interviews , and leadership meetings held at school. During SAC meeting, we follow the SAC bylaws when conducting input . Members submit comments and suggestions, but final decisions will be made via consensus. Consensus will be the primary decision-making method to be used by the SAC. Consensus is reached when all members understand the decision, will support it, and are willing to implement the

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.
Plan is an ongoing document. Feedback , ideas have been shared and will continue to be shared and updated during SAC meetings and other stakeholder meetings. Ideas are presented and discussed. Time for feedback and reflection is provided. Plan will is written and shared via -google docs in order to provide input and comments for activities entered. A draft copy will be provided and sent to SAC committee, staff and parents for additional feedback before publishing

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

Name	Title
Yanny Diaz	Assistant Principal
Carolyn Seal	Principal
Rachel Roche	Single school Culture Coordinator
Olivia Ott	Teacher & SAC chairperson
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?

October 21 @ 5:30PM virtually 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.).

Teachers, parents and community will be notified via newsletter, call - out parent link , a flyer with invitation information and information will be posted on the school marquee

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

Title I PowerPoint, individualized by grade span School-Parent Compact, Parent and Family Engagement Plan, agendas, sign-in sheets, copy of Detailed Minutes Recording Sheet, evaluations.

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 2021	Strategies to support parents during distance learning , communicating effectively	Successful communication strategies to help build family , parent , student	- google meets samples , parent presentations	August 27 - 28	Yanny Diaz Rachel Roche

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 tools 2021	Technology tools (Class dojo, google tech tools, SIS , Raz kids	Use and learn technology tools effectively	-Lesson plans , reflection of how this training has supported our families &	September 8, 2020	Rachel Roche Yanny Diaz

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers 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	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result Of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the raining more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

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"/>
SEL 2021	Learn ways to support social emotional needs to support student and families be successful . Setting up learning environment at home (calm corners)	Participate & practice face to face communications via distance learning , listening and responding to each other .	Ongoing communication strategies to help build family , parent , student relationships .	Month of September	Yanny Diaz Rachel Roche	SEL resources , District SEL support	

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"/>
Technology tools 2021	Learn to use programs such as (Class Dojo, SIS , google tech tools) to help increase communication between family & school.	Practice using tools successfully (google classroom, google meets, dojo)	Increase communication between parent & teacher	Month of September	Yanny Diaz Rachel Roche	SEL resources , District SEL support	

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:
moving on Up	Providing an opportunity for parents and students to learn about next grade level expectations for Reading, Math or Writing. Technology websites and resources to use during the summer to enhance ELA & math skills .	Make and take materials to use at home with their students	This will give them an opportunity to hear what is expected and things they can do to over the summer to help students and families get ready for the upcoming year. -make and take home	June	Rachel Roche	SEL resources , District SEL support	<input checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="600"/>

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 Beach State College	Partnering with Palm Beach State is a win win partnership. They attend our monthly SAC meetings keeping us abreast with new ways they	Business Partner agreement , SAC agenda and sign in sheets of agreed events	Monthly / as scheduled

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
Bridges of Lake Worth West	Bridges of Lake Worth West supports DVE families throughout the year. They provide resources for the community that support student	Business Partner agreement , SAC agenda and sign in sheets of agreed events	Monthly / as scheduled

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
Tradewinds Middle school	Student from Tradewinds middle school participants serve as tutors/mentors. One specific program from Tradewinds was the Latinos in	VIPS sign in sheet, feedback from teachers	Monthly / as scheduled

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.
Information will be shared throughout the year for various events via parent links in all languages (Spanish , Creole & English) , during curriculum Parent night, and Title 1 Parent Night. Also, our School's quarterly newsletter Parent calls, texts , school website & handouts and through monthly PTO/SAC meetings.	parent notices, agendas, sign-ins , parent / teacher reflections ,
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.
Provide parents with quarterly newsletters to inform families of curriculum updates. Teachers are expected to make contact with parents each 12 week period focusing on data . School Information is communicated via parent-teacher meetings , progress reports and / or parent letters.	Parent - teacher conference logs, progress reports, parent letters (SBT, Data chats, CST meetings)
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.
Information will be shared via monthly SAC meetings - during each meeting we would focus on a different subject . On-going scheduled meetings for students with IEP's, intervention plans , 504 & ESOL academic plans. Information is communicated via parent phone calls, and parent-teacher meetings, and letters going home.	School based team notes , emails with meeting invitations, parent /teacher 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.
All parents are invited to Stakeholders meetings, School Advisory Council meeting focusing each month on a different subject matter; Title I Annual Meeting, and parent conferences, Parents are invited to share and participate in discussions.	Agendas and meeting minutes, sign in sheets
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.
Each grade level has the flexibility to set up individualized family trainings to best meet the needs of the parents. Parent - teacher conferences and other stakeholders meetings will be held virtually and during the evening, At the first PTO & SAC , parents are surveyed to find out what time is best to schedule the meeting. Flexible scheduled times for parents	Parent link reports , meeting schedule , parent sign ins and agendas

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
We will make sure parents have access to all information pertaining to their child in their native language. We can ensure this by all presentations, newsletters, and handouts in multiple languages as needed. We will have translators available for parents at all events and conferences. This will increase parent involvement and allow them to ask	copies of translated handouts or presentations	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
Regardless of whether or not parent and families have a disability, all parents need support to help them with their child's educational journey. The key factor is getting to know our students and their families. Building relationships with parents is important and an expectation for all. Prior to an upcoming meeting, teachers and staff are expected to	Emails, CST and/ or notes	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
At the initial contact of student registration or through any other form of district contact, the front office learns about our families and their needs. We work with the families and district support and agencies in order to provide any assistance that may be needed. The ESOL guidance counselor, ESOL coordinator and data processor work together with	Emails, registration information, new student family survey, home visit logs	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
At Diamond View, we work with the District Homeless Social Worker to provide resources (clothing, school supplies, social services referrals) for families identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The guidance counselor communicates with all teachers about any needs the teacher	McKinney-vento SBT meetings, guidance logs, and / or emails	

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