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| Sandra M. Jinks2017-2018 |
| School District of Palm Beach County |
| Title I Parent and Family Engagement Plan |
| Palm Springs Community Middle School |

# Parent and Family Engagement 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
* Be different from your school mission statement.

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| **Mission Statement** |
| Mission:Palm Springs Community Middle School will create an environment where students, educators and parents are continually encouraged to participate in the lifelong learning process. Our school values of respecting self and others, accountability for our actions and exemplary integrity in all we do will be championed on a daily basis |

# Evaluation of 2016-2017 Parent Capacity Building Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Involvement Survey results, evaluate the parent trainings provided during the 2016-2017 school year.

**Parent Capacity Training #1**

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| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Build A Backpack Night for 6th grade | 75 | * The previous year’s Backpack Nights were sold out. We were expecting a similar outcome. While parents loved the backpacks and the info, it was not as successful.
 | * We are going to re-vamp Parent Engagement for the 2018 school year to try and increase attendance.
 | We were disappointed by the low turnout indicating that something new needs to be offered. |

**Parent Capacity Training #2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Build A Backpack Night for 7th and 8th grade | 50 | * The previous year’s Backpack Nights were sold out. We were expecting a similar outcome. While parents loved the backpacks and the info, it was not as successful.
 | * We are going to re-vamp Parent Engagement for the 2018 school year to try and increase attendance.
 | We were disappointed by the low turnout indicating that something new needs to be offered. |

**Parent Capacity Training #3**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| FSA Breakfast  | 12 | * Parents who attended were very happy with the information that they received.
 | * Increase attendance
 | Parents were very happy with the information they received. |

# Evaluation of 2016-2017 Parent Engagement Staff Trainings

Using your staff training reflections, teacher evaluations, and feedback to teachers on implementation of strategies taught in staff trainings, evaluate the staff trainings provided during the 2016-2017 school year.

**Staff Training #1**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Parent Engagement Training on Preparing Parents for FSA and more | 100 | * Build learner capacity on resources such as Khan Academy as well as iReady to share with parents in trainings and conferences
 | More teachers were willing to do staff trainings but not enough parent participation. | Teachers applied the various technology into their own classrooms. |

**Staff Training #2**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Parent Conference Etiquette | 100 | * Teachers were made to understand that using positive language in conferencing with parents goes a long way in achieving success.
 | * Teachers were very enthusiastic about these strategies. Well received
 | More positive parent teacher conferences. |

# 2017-2018 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

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.

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| **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.** |
| **Sandy Jinks, Principal Yu Hong Zhang, Parent Glenn Bravo, Parent****Maribil Collin, AP, Title 1 Contact Ana Laura Chacon, Parent Tamiko Iansiti, Teacher and Parent****Alex Perez, TOSA, SAC Chair Humberto Guerra, Parent****Rossian Ramirez, Teacher, Latinos in Action Alexis Kennedy, Parent** |
| **What are the procedures for selecting members of the group?**  |
| At PFEP Meeting, we discussed the need to have a group that would help develop the plan. These selected individuals were willing to be a part of the group. |
| **How will input from stakeholders be documented?** |
| There were recorded on the Title I input form. Minutes from future meetings where the Parent and Family Engagement Plan and School-Compact are discussed and suggestions for improvement are made. |
| **How will stakeholders be involved in developing the plan?**  |
| Stakeholders will attend SAC meetings, Parent Conferences, volunteer meetings. There is also a suggestion box in the Main Office. |
| **How will Title I parent and family engagement funds be used?** |
| To pay for the Parent Engagement Trainings supplies as well as refreshments. |

# 2017-2018 Parent and Family Engagement Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively communicate and work with parents as equal partners in order to connect learning in the classroom to learning at home.

**Staff Training #1 (First Semester)**

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| --- | --- | --- | --- |
| **Name and Brief Description** | **Month training will be held** | **Responsible Person(s)**  | **Anticipated Impact of Staff Development****(Include explanation on why this training is needed)**  |
| Staff training on how to update parents on maximizing student achievement . This training will include how to explain to parents how to use EdLine and other resources (Remind, email) so they can keep current with child’s progress in that class. | October | M. Collin | This training is essential for teachers to be able to help build parent capacity as equal partners in helping their students succeed. |

**Staff Training #2 (Second Semester)**

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| --- | --- | --- | --- |
| **Name and Brief Description** | **Month training will be held** | **Responsible Person(s)**  | **Anticipated Impact of Staff Development****(Include explanation on why this training is needed)** |
| Building Cultural Competency for Teachers | January | M.Collin | Making teachers aware of the various cultures of the students that they are teaching and how those cultures emphasize diversity of people represented. |

# 2017-2018 Title I Annual Parent 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:

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

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| **Brief Narrative** |
| **What is the date and time of the Annual Meeting?** |
| September 14, 2017 at 5:30 PM |
| **How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).** |
| EdLine, Marquee, One Voice, Flyers, Invitations |
| **What resources do you plan to prepare for stakeholders?** |
| Parents and stakeholders will be given invitations, presentation handouts, agendas, sign in sheets, copy of Compact, PFEP Summary and evaluation. |
| **What materials/supplies are needed for the Annual Meeting?** |
| Paper, folders, pens, pencils, highlighters, light refreshments |
| **How do you plan to reflect on the effectiveness of the Annual Meeting?** |
| Information from parent evaluations will be compiled and addressed with administration and faculty to determine the effectiveness of the program and modifications made as needed at the first faculty meeting following the presentation. |
| Note: You must provide evidence of the implementation of the Annual Meeting. (Invitation, agenda, sign-in sheets, minutes and verification) |

# 2017-2018 Parent Capacity Building Trainings

Describe the trainings you will offer parents that will build their capacity to support learning at home to improve student academic achievement. Parent trainings must focus on specific teaching and learning strategies that parents and families can use at home to help their child. Evidences that will be submitted through eBox include the invitation, agenda, sign-in sheets, handouts, evidence of parent and family interaction, evaluations, and reflection.

**Parent Capacity Training # 1 (First Trimester/Semester)**

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| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of** **Training** | **Responsible** **Person(s)** | **Resources and Materials** |
| Helping My Child be Successful in Middle School and BeyondThis training, conducted in both Spanish and English, will focus on various ways to help parents, help their children to be successful. We will provide strategies, like designated HWK time, as well as the importance of checking students’ work and keeping communication open with the school. | * Various strategies and technologies for parents to access to engage children at home.
 | October 2017 | M. Collin | * School supplies, Approx. $500 for dinner, handouts for take home academic games
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**Parent Capacity Training # 2 (Second Trimester/Semester)**

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| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of** **Training** | **Responsible** **Person(s)** | **Resources and Materials** |
| AP Potential - Sharing the benefits of enrolling students in higher level more rigorous coursework. | * Having parents understand the importance of challenging their children to go beyond their comfort zone. Explain the benefits of Khan Academy.
 | January 2018 | M. Collin | * Handouts about AP and Khan
 |

**Parent Capacity Training # 3 (Third Trimester – required for elementary schools, optional for secondary schools)**

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| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of** **Training** | **Responsible** **Person(s)** | **Resources and Materials** |
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# 2017-2018 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**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| TRIO | (Talent Search, Upward Bound, Student Support Services and Educational Opportunity Center) provides community outreach county wide, with special focus on the Hispanic Serving Institution initiative, Veterans and non-traditional students. | Partnership agreement, pictures of TRIO Reps with students, student and faculty thank you letters. | ◻ One-time◻ Weekly◻ Monthly◻ Quarterly◻ Annuallyx As Needed |

**Partnership # 2**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| ASPIRA | The ASPIRA Association, a 501(C)(3) organization, is the only national Hispanic organization dedicated exclusively to developing the educational and leadership capacity of Hispanic youth. Since 1961, ASPIRA has been working at the grass-roots level to provide programs that encourage Hispanic students to stay in school, prepare them to succeed in the educational arena, develop their leadership skills, and to serve their community. It is organized in eight states and Puerto Rico and has extensive national presence through its partnerships with hundreds of regional, state and local education CBOs. It currently serves over 85,000 students each year through its ASPIRA Clubs in schools and its after-school education and guidance programs. ASPIRA is a very diverse organization working with substantial numbers of Puerto Ricans, Dominicans, Central Americans, Mexicans, and Cubans, as well as with African Americans, non-Hispanic whites, and Haitians, among others. | Partnership agreement, pictures of ASPIRA with students, thank you letters. | ◻ One-time◻ Weekly◻ Monthly◻ Quarterly◻ Annuallyx As needed |

**Partnership # 3**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Care Giving Youth | The American Association of Caregiving Youth (AACY) is the national resource for the support of children who care for family members who are ill, injured, elderly or disabled by increasing awareness about youth caregiving; fostering the replication of the Caregiving Youth Project; providing support services for student-caregivers and their families; and, establishing the Caregiving Youth Institute. | Partnership agreement, thank you from school and students, photos of events. | ◻ One-time◻ Weekly◻ Monthly◻ Quarterly◻ Annuallyx As needed |

# 2017-2018 Communication

After reflecting on your 2016-2017 Title I Family Involvement 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 that may be uploaded in eBox include agendas, sign-in sheets, minutes, evaluations, Edline screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

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| **Key Points of Communication** |
| **Describe how school will inform parents about** **timely information about the Title I programs.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| One Voice call outs, flyers, EdLine, Marquee, remind, twitter, Palm Springs TV, Palm Springs Newspaper. | As often as needed. | Logs and records of communications listed. |
| **Describe how school will inform parents about curriculum****at the school, forms of academic assessment used to measure****student progress, and proficiency levels students are expected to meet.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| One Voice call outs in all languages, flyers, EdLine, Marquee, remind, twitter, PSTV, Newspaper, Open House, Parent Conferences as well as invitations to FSA nights to provide information about FSA and the Florida Standards. | Three times during the school year before FSA testing | Logs and records of information and communication. |
| **Describe how school will inform parents about opportunities for****regular meetings to formulate suggestions and to participate, as****appropriate, in decisions relating to the education of their children.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| Through a variety of formats as listed above. We also pass out flyers as parents pick up their children. We offer Parent Teacher Conferences on a regular basis (daily) | As often as needed | Through the responses we receive as well as having parents sign information sent home. |

# 2017-2018 Accessibility

It is important to address barriers that hinder parents’ and families’ participation in activities. After considering your 2016-2017 Title I Family Involvement Survey results and information gathered at your parent input meetings, describe how your school will provide opportunities for participation in all activities. Evidences that may be uploaded in eBox include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

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| **Brief Narrative** |
| **Parents and families with limited English proficiency**  |
| Anything we send out, programs that we offer, are done in all 3 languages common to our school. They are English, Spanish and Creole. We offer classes in all three languages. |
| **Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)** |
| We have sign language interpreters at our school and everything is handicapped accessible.  |
| **Parents and families engaged in migratory work** |
| Translations are available in all languages. All families are included in all communications as well as child care provided and meals given. |
| **Parents and families experiencing homelessness** |
| We go above and beyond with families dealing with homelessness. From getting them connected with agencies, provide clothing, school supplies and anything else that is in our realm to help them get stable. These families are identified by the district staff and our school homeless liaison notifies the administration of the families who are homeless and the families and students are brought to SBT. |

# Other Activities (Optional)

List other activities that are planned to strengthen parent and family engagement at your school.

**Activity # 1**

|  |  |  |
| --- | --- | --- |
| **Name of Activity** | **Brief Description**  | **Frequency** |
|  |  | ◻ One-time◻ Weekly◻ Monthly◻ Quarterly◻ Annually◻ As needed |

**Activity # 2**

|  |  |  |
| --- | --- | --- |
| **Name of Activity** | **Brief Description**  | **Frequency** |
|  |  | ◻ One-time◻ Weekly◻ Monthly◻ Quarterly◻ Annually◻ As needed |

**Activity # 3**

|  |  |  |
| --- | --- | --- |
| **Name of Activity** | **Brief Description**  | **Frequency** |
|  |  | ◻ One-time◻ Weekly◻ Monthly◻ Quarterly◻ Annually◻ As needed |

# Uploads

Please prepare evidences below. Directions on how these documents will be collected is forthcoming.

* Evidence of Parent Involvement in the Development of the School Parent and Family Engagement Plan (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Parent-School Compact (Final in all languages)

# Resources

Support resources are available on the Title I SharePoint site under the Resource tile. Go to Annual Requirements/Parent and Family Engagement Plan. In this folder you will have access to editable documents to support the development of your school’s Parent and Family Engagement Plan.

* Parent Input Meeting Invitation
* Parent Input Meeting Agenda
* Parent Input Meeting Sign-in Sheets
* Parent Input Meeting Evaluation
* Parent Input Meeting PowerPoint
* Parent Input Meeting Recording Template
* Parent Input Meeting Minutes Checklist
* Parent and Family Engagement Plan Template
* Recording of Technical Assistance Chat held April 6th
* Principal Assurance of Compliance Item KIA-1