

Ana Arce-Gonzalez
2017-2018

School District of Palm Beach County

Title I Parent and Family Engagement Plan

South Grade Elementary - 2431

8.22.17 - your plan has been given approval. TM

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.

Mission Statement
South Grade Elementary Title I Parent and Family Engagement mission is to ensure the educational success of all students by having high expectations by aligning our vision with the district strategic theme two, building a positive and supportive school climate. Our commitment to the strategic theme is to secure parents and community partnerships to support the academic and social/emotional development of all students.

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

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Kindergarten Connection Parents of incoming Kindergarten are invited to work alongside their children and teacher to learn early academic behaviors. June/July 2016-2017	10-15	<ul style="list-style-type: none"> Hands On Parent/Child Participation Word work Strategies on getting their children Kindergarten ready 	<ul style="list-style-type: none"> More parent involvement better balanced framework with instruction Build awareness with Kindergarten's learning expectations 	<ul style="list-style-type: none"> Parents received information and resources needed to support students at home. Parents practiced the strategies alongside the teacher and student.

Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Parent Cafe All parents are invited to participate in academic trainings throughout the school year. January 27, 2017	27	<ul style="list-style-type: none"> Hands-on Modeling of proper use of Reading strategies Demonstration of a Read aloud with a focus on voice 	<ul style="list-style-type: none"> Need more active engagement activities for parents to practice. 	Parents practice using the resources that are provided.

Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Parent Cafe All parents are invited to participate in academic trainings throughout the school year. May 12, 2017	32	<ul style="list-style-type: none"> Hands on use of visual cue cards to encourage parents to get their children to talk about what they are reading 	<ul style="list-style-type: none"> Provide parents with more practice using the strategies implemented in the trainings 	Parents completed a training evaluation and felt that the training was helpful and they stated they would be using the strategies at home and would like to continue more training throughout the year.

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

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Parent Engagement Meeting Teachers are invited to participate by working on ways to effectively communicate with parents and find ways to involve parents in their child's learning. October 10, 2016	38	<ul style="list-style-type: none"> Teacher's input on how to engage parents in their child's learning Teacher's active participation 	<p>Provide more parent communication using different modalities such as texting and robo calls.</p> <p>Teachers expressed concerns about the language barrier and how it poses a challenge when trying to communicate with parents.</p>	<p>Will improve on communication next year by using texting and robo calls.</p> <p>Working towards recruitment of Language facilitator for Kanjebel speaking parents</p>

Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
PLC meetings by grade levels across multiple days: Full PLC rotation from 1/15/17-2/10/17	40	<ul style="list-style-type: none"> Student's showed growth as evident in their ILPs. 	<ul style="list-style-type: none"> Consistency and improvements with follow up conferences to keep parents informed of academic progress. 	<ul style="list-style-type: none"> Include parent communication strategies as part of a data chat between teacher and parent. Consider an action plan for each student and call log referencing communication with parents

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.

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.	
Xiomara Lopez- ESOL Guidance Counselor Celia Clark-Single School Culture Coordinator Anna Garcia- ESOL Coordinator Loris Barr- Assistant Principal Ana Arce-Gonzalez, Principal Margo Nubelo- Instructional Specialist Department of Early Childhood Education Regina Tamayo- Bridges of Lake Worth (Partnership between community, parents and schools in the Lake Worth) Pam Bergsma Pineapple Beach Neighborhood Association PBSO Palm Beach County Sheriff's office- Various Officers	
What are the procedures for selecting members of the group?	
Emails and flyers will be sent to the staff and parents and community members for volunteers. Principal appointed considering their current role and responsibilities at the school. For example, the ESOL guidance counselor works directly with parents on a regular basis will be selected as she is a direct link to the parents. The ESOL coordinator will also be appointed to support involvement with the Parent engagement plan as she consistently contacts parents to review the academic progress of their students based on their LEP plan. These two group members will work cohesively to obtain the main objective which would be to link the Parent training to the individual needs of the students to continue academic growth. Bridges of Lake Worth have had a partnership agreement with South Grade since their establishment in the community. Bridges, Regina Tamayo attends all SAC, parent trainings, and monthly neighborhood association meetings at the school. Pam Bergsma holds her monthly neighborhood association meetings at the school and also attends SAC meetings to support the school and the community. Margo Nubelo supports the Parent Cafe trainings to assist parents with behavior and academic strategies with a focus on early learning.	
How will input from stakeholders be documented?	
Input from the meetings related to Family engagement will be documented in the form of minutes attached to agendas, sign in sheets and any additional handouts/resources. Minutes to meetings are recorded on the school's recording forms. Parent conferences are held frequently. Minutes from parent conferences are recorded on the district's form 1051. Surveys are collected at the conclusion of each parent training. The results of the surveys are used to determine future trainings.	

How will stakeholders be involved in developing the plan?
Stakeholders will be invited via text, robo call and flyers. Components of the family engagement plan will be reviewed and the parents and other attendees will be encouraged to provide feedback and recommendations on what to include or edit. Discussions and surveys will be recorded during each meeting or session and reviewed with group members to plan for improvements based on the discussions and feedback. Developing an additional component or revising current plan will be noted as improvement for following year.
How will Title I parent and family engagement funds be used?
Parental training sessions will be scheduled monthly to include topics such as homework, standards, the use of reading and math strategies. In addition parents will receive training on how to appropriately use resources in the home to help their children and create a home/school connection and student learning. Funds will be used to cover the cost of food for the parents that attend as well the cost for materials used during the parent engagement activity. This could include cardstock, scissors, glue, markers, books (literature), highlighters, magnetic letters, etc.

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)

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)
Faculty training on how to effectively promote parental communication and involvement <i>continues to be an ongoing need at this school as it should be noted that South Grade has 23 new staff members with little to no Title I experience.</i>	September	Xiomara Lopez, Loris Barr & Celia Clark	In order to promote family involvement faculty needs to learn how to effectively communicate with parents.

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Staff Training #2 (Second Semester)

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)
Faculty training on how to conduct data chat with parents <i>continues to be an ongoing need at this school as it should be noted that South Grade has 23 new staff members with little to no Title I experience.</i>	January	Xiomara Lopez, Loris Barr and Celia Clark	Faculty will learn how to use parent friendly language when sharing student data and information. teachers will be encouraged to use Individual Learning Plans (ILP) as a way to provide parents with a visual of student progress.

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.

Brief Narrative
What is the date and time of the Annual Meeting?
August 23, 2017 at 9:30am
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).
Marquee, newsletter, flyer, agenda, invitation robo call, texting
What resources do you plan to prepare for stakeholders?
Powerpoint Title I overview, evaluations, sign-in sheets, invitations, copy of our FY18 Compact in three languages, and a summary of the Parent and Family Engagement Plan.
What materials/supplies are needed for the Annual Meeting?
Computer doc station, projector, projector screen, pens, markers, handouts, and snacks for parents.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Using the feedback from the evaluations the PFEP developing stakeholders will review and discuss any outliers. This process and any information gathered from the evaluations will shared at next Leader facilitator, faculty and SAC meetings.
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)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
<i>Bring Oral Language to life at HOME.</i> Parent involvement trainings on development stages of oral language. Support from the Early childhood education department instructional specialist will provide strategies on how to develop conversations at home with their children.	<ul style="list-style-type: none"> Parents will learn how parent and child conversations will support their oral development. 	September 22, 2017	Xiomara Lopez, Anna Garcia, Margo Nubelo, Linda Marshall	<ul style="list-style-type: none"> Brochures Take home book activity cards

Parent Capacity Training # 2 (Second Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
<i>Building Strong Readers.</i> Parent involvement trainings on how to use reading strategies to improve fluency and comprehension. Parents will practice using the strategies during the training and shown how they can incorporate the reading strategies at home.	<ul style="list-style-type: none"> Provide parents with academic knowledge/strategies to positively promote student growth. 	November 10, 2017	Xiomara Lopez, Anna Garcia, Margo Nubelo, Linda Marshall	<ul style="list-style-type: none"> Handouts Take home books Bookmark with strategies activity cards

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

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
<i>World of Numbers.</i> Parent involvement trainings on learning and understanding number sense. Parents will use their understanding of number sense to help their children with their development of math fluency at home.	<ul style="list-style-type: none"> Parents will learn the value in understanding number sense and apply their understanding by demonstrating sample problems with manipulatives 	February 23, 2017	Xiomara Lopez, Anna Garcia, Margo Nubelo, Valerie Valcourt	<ul style="list-style-type: none"> playing cards math manipulatives math task cards handouts games

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

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Church United	Donate time reading to students to increase oral language development.	<ul style="list-style-type: none"> volunteer sign in thank you letters photos 	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As Needed

Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Escuelita Maya	Guatemalan Mayan Center Program provides child care an VPK program off campus at a nearby church. South Grade organizes the groups for dismissal and pick up. They assist, advocate, and provide services to Mayan refugees and others as appropriate in the areas including, but not limited to, education, health immigration, cultural continuity, and family preservation and empowerment consistent with the Mayan culture.	<ul style="list-style-type: none"> Rosters partnership agreement 	<input checked="" type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

Partnership # 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Bridges of Lake Worth	Local agency provides services and Parenting training for families empowering families with positive parenting skills	<ul style="list-style-type: none"> ● Partnership agreement ● thank you letters ● photos 	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> 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.

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?
The school will provide parents with marquee display of meetings, text, use flyers to invite, robo calls, text messages and student agendas, Annual Meeting, parent conferences, parent trainings	ongoing	Morning announcements invitations letters to parents parent conference notes photos of marquee
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?
The school will invite parents and families to school meetings on standards and expectations during SAC meetings, Curriculum nights, Open House, report card parent teacher conferences. Parents are also invited to discuss the progress of their children through IEP, LEP, , school based team and teacher/parent meetings.	ongoing	Morning announcements invitations letters to parents parent conference notes School based team minutes

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?
School will inform parents about future meetings via newsletter, agenda, marquee, robo call, and text	ongoing	newsletters robo call log with message photo of marquee parent conference notes

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.

Brief Narrative
Parents and families with limited English proficiency
Meetings, trainings and development will be led in parent's native language. Meetings will occur in a small group collaborative setting.
Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)
Parents are accommodated when needed. For example, translators are offered for all parents trainings or meetings when there is a known language barrier. Teachers, ESOL guidance counselor, administration and single school culture coordinator will do home visits at any time in order to ensure parents are supported. If needed, phone conferences are also an alternate to having parents come to meetings as sometimes their schedules conflict with school hours.

Parents and families engaged in migratory work

Meetings, trainings and development will be led in parents native language. Meetings will occur in small group collaborative setting. Times of meeting will also be considered. A list of migrant students have been identified by the Migrant Department and work closely with our ESOL Coordinator to development additional support for these students. The representative from the Migrant Department is developing a schedule of support for these identified students. She will work alongside our ESOL team and Reading coach to develop small push in instructional support.

Parents and families experiencing homelessness

South Grade has several points of contact to support homeless families. Once the family has been identified as in need the school ensures the family has applied for free or reduced lunch. The school also ensures the children have clothing for school and supplies. These items are available in our Surfer Closet provided to use by several private donations and community partners. The student is referred to the school based team and addressed immediately for academics, behavior and emotional support. The McKinney Vento representative from Safe Schools is contacted and invited to participate in the child's SBT meeting and meets with the parents. The representative works closely with our school's single school culture coordinator to find temporary housing and transportation to and from their current school. The ESOL guidance counselor works in conjunction with the team to provide additional support systems outside of school.

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
		<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

Activity # 2

Name of Activity	Brief Description	Frequency
		<div><input type="checkbox"/> One-time</div> <div><input type="checkbox"/> Weekly</div> <div><input type="checkbox"/> Monthly</div> <div><input type="checkbox"/> Quarterly</div> <div><input type="checkbox"/> Annually</div> <div><input type="checkbox"/> As needed</div>

Activity # 3

Name of Activity	Brief Description	Frequency
		<div><input type="checkbox"/> One-time</div> <div><input type="checkbox"/> Weekly</div> <div><input type="checkbox"/> Monthly</div> <div><input type="checkbox"/> Quarterly</div> <div><input type="checkbox"/> Annually</div> <div><input type="checkbox"/> As needed</div>

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