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| Ms. Cathy Reynolds2017-2018 |
| School District of Palm Beach County |
| Title I Parent and Family Engagement Plan |
| Plumosa School of the Arts- 0871**9.1.17 Plan has been give final 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.

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| **Mission Statement** |
| Plumosa School of the Arts unique learning environment provides students and parents with the opportunity to imagine, explore, create, and reach their potential in academics, dual language, the arts, and S.T.A.R. citizenship. With excellence and equity we empower each family to reach his or her highest potential with the most effective staff to foster the knowledge, skills and ethics required for responsible citizenship and productive careers. Our parent Involvement program will include parent trainings, family activity nights, afterschool and Saturday tutorials to provide parents and students with tools and strategies to expand learning beyond the school day. |

# 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** |
| Fall Parent Academy - share specific grade level math standards and strategies to build skills | 175 | * Specific Strategies provided to parents in Math and ELA K-5
* Make and take projects to enable parents to replicate instruction and support at home.
* Explanation of Grade level expectations
 | * Include more staff members
* More specific instruction for differentiated student achievement levels
* Having two sessions accomodated parent schedules.
 | Positive parental feedback. Improved parent /teacher relationship and communication.Parents were better able to understand the specific grade level math standards as they are taught in the classroom and therefore able to help students at home.  |

**Parent Capacity Training #2**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Winter Parent Academy - understand District FSQ’s and USA assessments and how to better help children for the upcoming FSA through the use of strategies taught in the Fall Academy | 150 | * FSA expectations
* District Assessments shared
 | Continue to add more staff membersStrategically target underrepresented population. | Hugely positive parent feedback. Parents were able to understand District FSQ’s and USA assessments and how to better help their children for the upcoming FSA through the use of strategies taught in the Fall Academy. Third graders had 76% gains in both reading and math on the FSA. |

**Parent Capacity Training #3**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Spring Parent Academy - shareVertical grade level academic expectations for upcoming school year so that they could help support their children throughout the summer and beginning of next school year. | 187 | * Vertical grade level academic expectations for upcoming school year.
 | * Include showcase of skills along with academic expectations.
 | Great positive response from parents and teachers. Improved parent / teacher relationship in that they were able to familiarize themselves with the upcoming grade level teachers as well as the academic expectation. Parents were better able to understand the academic skills and standards so that they could help support their children throughout the summer and beginning of next school 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**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
|  Fall -Setting Parental Involvement goals for the upcoming school year. | 60 | * Teachers gave great input on how individual grade levels can get their parents involved.
 | * Set universal parent involvement goals for next school year based on teacher feedback.
* Be more targeted with goals
 |  Teachers were more strategic in their communication with parents. All teachers incorporated a new strategy in their classrooms to communicate and build parent capacity. |

**Staff Training #2**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Spring - Reflection on Parental Involvement goals; set goals to increase parent involvement and participation | 60 | * Teachers shared best practices that were successful throughout the year.
* Continue to set goals to increase parent involvement and participation.
 | * Goals / Reflections were a bit general and need to be more specific
* Use more available school resources
 | Teachers feel more comfortable communicating with parents leading to more parent involvement in daily instruction in a variety of events. |

# 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.** |
| Daria R. - SAC Chair , Nancy E. - Magnet Coordinator, Brian H. - Teacher/SAC member, Marie C. - Guidance Counselor, Parent, SAC member, Carolina W. - PTA President, Parent, Anastasia C.- Parent Community member, Melissa C. PTA member, Parent, Amie D. - Parent, Ron G.- Community member |
| **What are the procedures for selecting members of the group?**  |
| Parents were invited to a number of meetings to provide input, suggestions and feedback. Representation of our school’s demographics were included in the parent participation group. School Administration and SAC members are automatically included while other members are specifically invited and encouraged to become members in order to ensure equity and access representative of our school demographics. |
| **How will input from stakeholders be documented?** |
| The school held the PFEP Input meeting to elicit feedback from all stakeholders. The school used the input recording forms to document suggestions and changes. Parent feedback will be recorded in the input recording form and then distributed as minutes. New Parent Compact was created based on feedback and will be distributed to all families at the beginning of the school year. Copies are also made available at all parent /teacher meetings and in the front office. |
| **How will stakeholders be involved in developing the plan?**  |
| Sub groups were formed to utilize parents strengths and opportunities. These sub groups provide input through SAC meetings, surveys and regular communications. The school then takes all the feedback and creates a draft for parents to review. When final draft is approved, a compact of responsibilities is created and sent out to all members of the school community. This plan is reviewed regularly. |
| **How will Title I parent and family engagement funds be used?** |
| Parent trainings: part time pay for teachers to conduct grade level trainings on FL standards, supplies for trainings, child care for trainingsSubstitutes for parent conferencesK round up suppliesSummer reading books |

# 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)**  |
| Fall Parent Involvement Training- Remind app and use of other tech savvy ways to communication | Aug 28 2017 | Cynthia Lawson |  Parent feedback has indicated that they would like to be more informed of classroom events in order to be more supportive of their students at home. Staff becomes more attuned to the needs of our parents and the impact that parents can have on student progress. |

**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)** |
| Mid-year Parent Involvement Training/ Mid-year and opportunities for growth reflection | February 5, 2018 | Daria Rubin | Based on administrative and staff reflections to increase avenues and opportunities for home/school communication, teachers will share best practices. Reflections on the fall parental involvement training will be discussed and opportunities for growth acted on. |

# 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 27, 2017 at 5:00 pm |
| **How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).** |
| One voice, flyers, labels, Marquee, Twitter, Monthly Events Calendar |
| **What resources do you plan to prepare for stakeholders?** |
| School improvement plan, compact, parent and family engagement plan, PowerPoint, handouts, agendas, sign-in sheets, invitations, translated documents |
| **What materials/supplies are needed for the Annual Meeting?** |
| Sign-ins, data, Pens, chart paper, markers |
| **How do you plan to reflect on the effectiveness of the Annual Meeting?** |
| Parent and teacher evaluations will be solicited after the annual meeting. Evaluations will be reviewed by the Leadership Team during the first leadership meeting held after the Title 1 Annual meeting. The focus of the leadership team will be to analyze the glows and grows.  |
| 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** |
| Fall Showcase of Skills Each grade level will select a grade level specific skill, in both reading and math, to share with parents. To support learning at home.  | Parents will be able to use the strategies and resources at home to support the specific skill given to improve student outcomes.  | October 25, 2017 | Daria Rubin | * Ipads, Sticky notes, journals, markers, chart paper, pens
 |

**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** |
| Mid year Showcase of SkillsEach grade level will select a grade level specific skill, in both reading and math, to share with parents. These skills will support learning preparation for FSA. | * Preparation for FSA. Parents will be able to support their children in the skills needed to improve learning gains in reading and math.
 | February 21, 2018 | Daria Rubin | \*Item Specs\*EDW/Performance Matters Data\*Ipads, Sticky notes, journals, markers, chart paper , pen |

**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** |
| Spring Showcase of SkillsVertical grade level academic expectations for upcoming school year. | * Parents will be able to work with students over the summer to prepare for incoming grade level.
 | April 25, 2018 | Daria Rubin | \*Ipads, Sticky notes, journals, markers, chart paper , pen\*Progression of Standards |

# 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** |
| Chrysalis Center Mental Health | Chrysalis Center provides individual and family counseling to families in need of mental health, grief and family support | Counselors visit with students at school and home Counselors work with school guidance to coordinate services | ◻ One-time Weekly◻ Monthly◻ Quarterly◻ AnnuallyAs Needed |

**Partnership # 2**

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| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Literacy Coalition | Provides 12 volunteers who work two days a week with individual students grade k-2 to build literacy skills. This Coalition provides donations of books to individual students as well as general school population to help support literacy. Students will take books home to begin to create their at home libraries that can be shared with and read by family members. | Targeted students showed increase reading levels as well as building self-efficacy | ◻ One-time Weekly◻ Monthly◻ Quarterly◻ Annually◻As needed |

**Partnership # 3**

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| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| One Love /One Community | This non-profit organization provides donations to students and families in need. Donations include, backpacks, school supplies, furniture, holiday gift cards and gifts. | Families receive needed resources | ◻ One-time◻ Weekly◻ Monthly◻ Quarterly◻ Annually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?** |
| Parents will be notified of all Title 1 related meetings like the Annual Meeting and programs in the following manner: social media; letters/invitations sent home in English, Spanish and Creole; Parentlink, Remind app and the school Marquee,  | Weekly | Remind Parent response rates, Increase parent involvement to programs, Parent link transmission reports, copies of handouts , invitations, permission forms |
| **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?** |
| Meet and Greet, Curriculum Night, Parent Academies, Dual Language Night, Parent /Teacher Conferences, Parent Newsletters, Diagnostic Reports, Report Cards, Progress Reports and I-ready Reports | Weekly | Letters, Invitations, Sign-ins, minutes, evaluations, parent feedback, attendance at parent events, Diagnostic reports, Parent Compacts, parent link transmissions |
| **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?** |
| Parents will be notified of this meeting as well as all others in the following manner: social media; letters sent home in English, Spanish and Creole; Parentlink, Remind app and the school Marquee, personal phone calls from teachers | Monthly | Letters, Invitations, Sign-ins, minutes, evaluations, parent feedback, attendance at parent events, Diagnostic reports, Parent Compacts, parent link transmission |

# 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**  |
| CLF’s will invite and encourage parents to attend PLL meetings. They will translate all documents into different languages to meet school population needs. CLF’s will also record parentlink messages into various languages. CLF’s will attend meetings to facilitate communication. |
| **Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)** |
| ESE Coordinator and teachers will invite and follow up with all ESE families. ESE specific training will be offered by the ESE department to address unique needs of families of students with disabilities. ESE Coordinator will be invited to attend all parent meetings to help support their needs. |
| **Parents and families engaged in migratory work** |
| CLF’s will invite and encourage parents to attend PLL and other meetings. They will translate all documents into different languages to meet school population needs. CLF’s will also record parentlink messages into various languages. CLF’s will serve as liaisons in order to address any barriers that these families may have. Through feedback meeting times and dates will be flexible to accommodate parents work schedule. |
| **Parents and families experiencing homelessness** |
| School based team will meet to review and update student needs. Guidance counselor will monitor needs and work alongside families to support academic and social/emotional needs. Guidance counselor will work with these families to address any possible barriers to participation and try to find ways to overcome them.  |

# Other Activities (Optional)

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

**Activity # 1**

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

**Activity # 2**

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| --- | --- | --- |
| **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