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| Cara Hayden2017-2018 |
| School District of Palm Beach County |
| Title I Parent and Family Engagement Plan |
| Starlight Cove Elementary School - 0771**8.11.17 Plan has been given 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** |
| Starlight Cove Elementary School recognizes that parents and families play an integral role in their child's learning and should thus always feel welcomed and invited to participate to attend decision-making advisory committees, encouraged and connected with opportunities for volunteering, and provided with the tools to assist with learning at home.  |

# 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** |
| Academic Parent Teacher Teams (APTT) #1 | 350 | * Parents learned about where their child stands and what they can do at home to support.
 | * Some classrooms had better attendance than others.
 | Encouraged individual teachers to reach out to parents.  |

**Parent Capacity Training #2**

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| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Academic Parent Teacher Teams (APTT) #2 | 275 | * Parents learned about where their child stands and what they can do at home to support.
 | * Attendance good but not as good as 1st meeting.
 | Have teachers call home or send Remind messages before next meeting.  |

**Parent Capacity Training #3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Academic Parent Teacher Teams (APTT) #3 | 225 | * Parents learned about where their child stands and what they can do at home to support.
 | * Attendance good but not as good as 1st meeting.
 | Have teachers call home or send Remind messages before next meeting.  |

# 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** |
| Getting the most from parent-teacher conferences. Used Epstein’s Framework of the 6 Types of Involvement.  | 80 | * Teachers chose one of the 6 and ways to apply with their parents.
 | * More time to collaborate with each other on best practices.
 | Follow up with teachers on effectiveness.  |

**Staff Training #2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
|  Ongoing staff trainings for APTT to discuss best practices. for training parents to assist their children at home. Most done through PLC’s.  | 45 | * Best practices were discussed and tuned to individual teacher’s classroom needs.
* Time to reflect on what worked and what needed to be addressed.
 | * Follow through with parents to discuss the effectiveness of work done at home.
* Implement a method for teachers to follow up with ALL parent participants.
 | Follow up with teachers on effectiveness.  |

# 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.** |
| Matthew Payner, Assistant Principal and Title I Contact. Cara Hayden, Principal. Cassandra White, Math Coach. Jody Honaker, Reading Coach. Kelly Miranda, Parent and SAC Treasurer, Vicki Valentine, SAC Chair and Guidance Counselor, and Myra Moreno, Parent.  |
| **What are the procedures for selecting members of the group?**  |
| Interest, history of active involvement. Agenda and invitation was sent via student backpack to request attendance and input.  |
| **How will input from stakeholders be documented?** |
| Minutes taken at parent input meeting.  |
| **How will stakeholders be involved in developing the plan?**  |
| Input taken via feedback forms from May input meeting. It will be shared at August 2017 SAC Meeting and Annual Title I Meeting.  |
| **How will Title I parent and family engagement funds be used?** |
| Supplies to support communication with parents, parent-engagement support materials for training parents to engage and work with their students at home. PRT and benefits for teachers to provide academic parent trainings.  |

# 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)**  |
| How to have successful parent-teacher conferences. Teachers will be shown research to support the effectiveness of actively involved parents. Modeling best practices in engaging parents.  | August | Matthew Payner | Using Epstein’s Framework of Six Types of Involvement, teachers will identify ways parents can be engaged and what those results should look like.  |

**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)** |
| How to discuss data with parents. Teachers will be taught how to break down data (FSQs, Diagnostics, other standardized tests) in a parent-friendly vernacular.  | January | Matthew Payner | Parents will be able to understand where their child stands and have a better idea of how to assist them at home. Will include discussion of Winter Diagnostics and updated iReady data. Teacher follow up will take place in PLC’s |

# 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?** |
| Tentative: Wednesday, September 6th 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.).** |
| Backpack flyer, Call-out, Teacher Remind Messages.  |
| **What resources do you plan to prepare for stakeholders?** |
| Handouts/PowerPoint on “What it means to be a Title I School”, how we use the monies provided, opportunities for parents to serve. Prepare evaluations, sign in sheets and invitations. Copy of FY18 Compact and FY18 PFEP Summary. |
| **What materials/supplies are needed for the Annual Meeting?** |
| Handouts, (paper and ink)  |
| **How do you plan to reflect on the effectiveness of the Annual Meeting?** |
| Debrief with Leadership Team after meeting to gauge effectiveness of getting out message of Title I and how it impacts our school. Collect and reflect on parent feedback forms.  |
| 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** |
| APTT Meeting # 1 - Parents provided student data and activities to build and support foundational skills at home.  | * Parents learn about where their child stands and what they can do at home to support.
 | * September, 2017
 | Jody Honaker | * Paper, Ink, for handouts.
* Math manipulatives and literacy materials for parents to support home learning.
 |

**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** |
| APTT Meeting # 2 - Parents provided student data and activities to build and support foundational skills at home.  | * Parents learn about where their child stands and what they can do at home to support.
 | * January, 2018
 | Jody Honaker | Paper, Ink, for handouts. Math manipulatives and literacy materials for parents to support home learning. |

**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** |
| APTT Meeting #3 - Parents provided student data and activities to build and support foundational skills at home.  | * Parents learn about where their child stands and what they can do at home to support.
 | * May, 2018
 | Jody Honaker | Paper, Ink, for handouts. Math manipulatives and literacy materials for parents to support home learning. |

# 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** |
| Multicultural Department | Sends translators to assist with APTT nights.  | Visitor sign in | ◻ Quarterly |

**Partnership # 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Santaluces High School | Junior and Senior students assist with translation at APTT Nights.  | Visitor Sign ins | ◻ Quarterly |

**Partnership # 3**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Rotary Club | Provides free dictionaries to all 3rd Grade students.  | Photos, free dictionaries, social media tweets | ◻ One-time |

# 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?** |
| Backpack flyers, Remind App, Call outs. Title I Annual Meeting, SAC Meetings.  | Before every SAC meeting, and event. | Call out reports, copies of backpack flyers, Remind logs.  |
| **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?** |
| FSA Nights , Open House, Curriculum Nights and parent meetings. Report cards, FSA, FSQ and diagnostic test results.  | Various. September to review current FSA expectations and May to review next SY’s.  | Attendance. sign in sheets used at all events. Feedback forms collected from parents.  |
| **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?** |
| Backpack flyers, Remind APP, Call outs., Input at Meetings.  | Before every SAC meeting, and event. | Call out reports, copies of backpack flyers, Remind logs.  |

# 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**  |
| Continue the Parent University Educational Lingo Classes. Class teaches parents and guardians how to translate and read daily vernacular associated with schools, such as Individual Education Plan, school questionnaires, etc…. and assists parents in logging into district websites, etc…  |
| **Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)** |
| Meetings held on single-floor buildings. Other needs addressed on as-needed basis as expressed/requested by parents.  |
| **Parents and families engaged in migratory work** |
| ESOL Guidance Counselor works closely with district’s Migrant Contact to keep updated on students identified as Migrant. Reaches out to those families and provides support where/when needed. Translators available at parent meetings.  |
| **Parents and families experiencing homelessness** |
| Provide support via Guidance Counselors and Mckinney Vento. Counselors work closely with School Based Team to address needs. Data Processor assists families with necessary paperwork and documentation. Parents are offered free school-clothes via our uniform closet.  |

# 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** |
| Active Responsible Men for Youth (ARMY) Dads | Invite dads and other male role models to breakfast with their child. Work on projects together. Discuss ways to support learning.  | ◻ Annually |

**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