

Nancy Robinson
2017-2018

School District of Palm Beach County

Title I Parent and Family Engagement Plan

Forest Park Elementary 0831

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

Forest Park’s mission is to create a strong and effective parent engagement program that meets the needs of all of our parents to form a partnership to increase student achievement.

Through this partnership, we can develop active inquiring and knowledgeable lifelong learners who achieve high standards.

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
3rd Grade Parent Night Parents of 3rd grade students were invited in to discuss standards; third grade expectations and requirements; and they met with each teacher regarding their own child's academic and behavior profile.	27	<ul style="list-style-type: none"> * Informative and beneficial * Based on feedback, parents and students they were informed 	<ul style="list-style-type: none"> * more parents involved * provide refreshments to entice parents 	As a result, parents are aware of 3rd grade mandatory retention; what to expect of FSA and how to help their child at home with the expectations This year we saw a tremendous drop in level 1s in 3rd grade and had learning gains with our retained students.

Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Math and Science Night Students and parents were able to go from station to station in a "race car" type fashion to learn math and science skills and play games related to those skills to help both get more familiar with concepts for both math and science.	85	<ul style="list-style-type: none"> Exciting and Interactive 	<ul style="list-style-type: none"> 	Based on feedback, parents and students enjoyed it <ul style="list-style-type: none"> * 40% of our students made a level 3 or higher on FSA * 51% in Math

Name and Brief Description	Number of	Strengths	Opportunities for	Outcomes
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	Participants		Improvement	
<p>Literacy Night</p> <p>Families came out to McDonalds to enjoy dinner; learn about the importance of books; Ronald McDonald read them a story.</p>	64	<ul style="list-style-type: none"> Students enjoyed family time at McDonalds Students were excited; parents enjoyed the Ronald McDonald story time 	<ul style="list-style-type: none"> More interactive with book giveaways 	<p>23% of our 3rd grade was proficient in ELA</p> <p>4th and 5th Grade made more than a year's growth on FSA on ELA</p> <p>As a school we made more than 1 year's growth in ELA</p>

Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
<p>Chat and Chew</p> <p>Parents in 3rd, 4th, and 5th grade learned certain standards taught by teachers and were able to practice skills that they can use at home to help their child to be successful.</p>	27	<ul style="list-style-type: none"> Very personalized for the parents; small group interactive instruction Parents that attended felt well informed 	<ul style="list-style-type: none"> Change to evening training 	<p>3rd Grade</p> <p>23% proficient in ELA</p> <p>26% proficient in Math</p> <p>4th Grade 33% proficient in ELA</p> <p>4th Grade 49% proficient in Math</p> <p>5th Grade 32% proficient in ELA</p> <p>5th Grade 39% proficient in Math</p>

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 School Counselors presented effective ways to the staff to communicate with parents and increase participation. They used a game as an icebreaker.	60	<ul style="list-style-type: none"> All staff members participated in training via a BINGO game 	<ul style="list-style-type: none"> * More time for the training Provide more in depth training on a PDD. * Staff agreed to be mindful of communication with parents and ask for assistance if needed. I sat in on several conferences as requested by staff. 	<p>The staff was observed asking the counselors for more information and suggestions on difficult parents</p> <p>The counselors did home visits with teachers for parents that we weren't able to reach.</p> <p>We were able to reach out to more parents, we are putting more things in place for communication such as Class DOJO and REMIND</p>

Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Cultural Sensitivity School Counselors and ESOL Coordinator presented a training on cultural sensitivity by using a video	62	<ul style="list-style-type: none"> * All staff members were trained * Used Video and humor...but drove home a serious message 	<ul style="list-style-type: none"> * More time for the training * More interactive 	<p>Provide more in depth training on a PDD.</p> <p>Staff agreed to be mindful of cultural differences with parents and ask for help if they are unsure or uncomfortable.</p>

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.	
SAC Members Simone Green, Jessica Cornelle, Renette Civilma, Nancy Robinson, Toni McMillan, Rose Jeantnoble, Barbara Callahan, Elizabeth Castellanos, Amanda Franz, David Katz, Noele Smallman	
What are the procedures for selecting members of the group?	
Parents are notified by school marquee, phone link, and multi-lingual flyers. Parents are selected to represent the community we serve. Business partners will be contacted to be a member of the school's SAC. School administrators, Team Leaders and volunteers are also key stakeholders of this group.	
How will input from stakeholders be documented?	
Input from stakeholders during monthly SAC meeting will be documented via minutes. PFEF Meeting was held May 15, 2017 We will send home final copies once they are ready.	
How will stakeholders be involved in developing the plan?	
At every monthly SAC meeting there will be time to give feedback on the items discussed. Stakeholders will be involved in the development of the plan by providing input at SAC, Parent input meeting, parent trainings, and participating in District surveys and discussion.	
How will Title I parent and family engagement funds be used?	
Title I parent and family engagement funds will be used for Parent trainings; training materials; food for trainings. All stakeholders will have opportunity to give input on type of trainings, review parent feedback, and other items they would like to include in the plan and budget during the year.	

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)
Cultural Sensitivity Training - Meet the needs of diverse backgrounds . Share strategies to reach their parents and work with them to ensure their child's academic success. We will use scenarios and have discussions around the topics.	October 2017	Carla Davis Fusco; Jessy Canton; Cheri Vaniglia	Our school serves several different cultures; several new teachers. Teachers will be provided with strategies to meet the needs of parents. Each parent has different needs and challenges for their child to be academically successful.

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)
Parent Engagement Training - To reinforce the importance of school-parent relationship and communication. Reinforcing the importance of parent conferences and touching base with parents to ensure that they are aware of their child's progress.	February 2018	Jessy Canton; Cheri Vaniglia	Several new teachers; lacking parent involvement strategies. Staff will learn strategies to incorporate school-parent connections. Staff will then implement these strategies throughout the year.

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?	
September 7, 2017 at 5:30pm	
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via Edline, marquee, call-out, newsletter, invitation, etc.).	
All stakeholders will be notified of the Annual meeting via Marquee; newsletter; callout; flyers	
What resources do you plan to prepare for stakeholders?	
We will use District provided resources to inform parents as well as school documents including an overview of how funds will be spent, Parent Compact and the Parent and Family Engagement Plan. We will have handouts in 3 languages and also share tips for parent involvement handouts. We will prepare by setting up room, interpreters, child care, sign-in sheets, copies of handouts, evaluations.	
What materials/supplies are needed for the Annual Meeting?	
District Title I PowerPoint or Vodcast, school documents, sign-in sheets, evaluation forms, projector, computer, microphone, copies of handouts	
How do you plan to reflect on the effectiveness of the Annual Meeting?	
School leadership will determine effectiveness by reviewing parent evaluations , discussion. We will also meet with guidance and leadership to reflect on event and incorporate parent feedback as possible.	
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. Evidence 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
Parent University Trainings <ul style="list-style-type: none"> • *Teach Parents how to start the year right • *Parent/Teacher Communication <ul style="list-style-type: none"> o questions to ask during a conference • *Resources/Links to help Children at home <ul style="list-style-type: none"> o computer demos and hands on practice o APPs (REMIND and CLASS DOJO) • *How to effectively use the planners • *Activities to teach certain standards at home 	Parents will have successful communication with teachers and they will become better equipped to help their students at home Parents will participate in activities that will allow them to teach their students study skills at home.	October 26, 2017	-Assistant Principal - School Counselors -Title 1 Committee	<ul style="list-style-type: none"> • *Handouts • *Planners • *Computers • *\$100 - Refreshments for parents during training

Parent Capacity Training # 2 (Second Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
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Parent University Trainings <ul style="list-style-type: none"> • *Strengthening Homework and Study Skills <ul style="list-style-type: none"> ○ How to monitor your child's iready proficiency ○ how to check homework and monitor study skills • *FSA Parent Information • *Look fors; test layout; tips to help your child be successful 	Parents will learn what to expect with the FSA for their child at specific grade levels There will be breakout sessions for specific grade levels to give parents tools to help "make and take"	February 15, 2018	-Assistant Principal - School Counselors -Title 1 Committee	<ul style="list-style-type: none"> • Handouts • Computers • Projector • \$100 •
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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
Summer Learning Parents will be able to have weekly summer activities to do with their child to help prevent summer slide.	<ul style="list-style-type: none"> • Give parents information on how to prevent Summer Slide 	April 26 2018	-Assistant Principal - School Counselors -Title 1 Committee	<ul style="list-style-type: none"> • Summer Packets • paper • staples • ink

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
Title 1	Work with families in our school to engage them with strategies to help their child's academic success in both school and home	Uploads on ebox	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed

Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
VPK	VPK unit housed in the school - Work with families in our school to engage them with strategies to help their child's academic success in both school and home	Agenda, handouts, Annual surveys Enrollment	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As needed

Partnership # 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Chrysalis	Referrals of parents/students by School counselor Case by case basis	Counseling logs	XAs 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?	
Title I information will be shared via multi-lingual flyers in the backpacks; marquess; newsletters; callouts.	2 weeks before event	keeping records of information, meeting evaluations, parent participation/attendance, parent link reports	
Describe how school will inform parents about curriculum	List frequency and	How will school ensure	

at the school, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.	timeline	information was shared?
This will be communicated to families via Open house; 3rd grade parent night; report cards; progress reports; Diagnostic Reports; PMP, iReady proficiency reports; parent conferences	trimesters	Conference notes; sign ins; evaluations, ongoing discussion
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?
Families will be invited to attend SAC meetings; parent conferences; ELL Plans; IEP meetings. Parents will be notified via multi-lingual flyers, marquee, parent link, newsletters	monthly and as needed	conference notes meeting notes, sign-in sheets, agendas, parent link reports,

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	Community Language facilitators will translate at every meeting/conference. All communication will be done in 3 languages
Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)	Our schools is handicap accessible (ADA approved facility that allows easy access for disabled individuals to navigate the school). Once we are aware of the needs; we provide support (i.e. sign language; elevators; etc...)
Parents and families engaged in migratory work	Once we are aware of the needs; we provide support (i.e. Ready made packets for new parents, connect families to information, resources and services needed. School personnel (ESOL Guidance Counselor) provide support to families as needed.
Parents and families experiencing homelessness	Once we are aware of the needs; we provide support (i.e. Connect families to information, resources and services needed. School personnel (ESOL Guidance Counselor), assess the needs and connects them to District staff and provide outside services to assist families in need.