

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
The Mission of Pioneer Park Elementary's Parent and Family Engagement program is to provide training and resources to help parents learn ways to get involved in their children's education.

Evaluation of 2016-2017 Parent Capacity Building 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.

Parent Capacity Training 1

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Literacy Night-A night where families bring their students to learn about literacy strategies, how to help their students at home and preventing summer slide. Approximately 80 Parents loved the breakout sessions and the hands-on activities that occurred - They loved having make and takes so they could use with their children. - Conduct several literacy workshops by	80	Conduct several literacy workshops by grade level and present during School Advisory Council (SAC) meetings. Parents also wanted	Parents loved the breakout sessions and the hands-on activities that occurred They loved having make and takes so they could use with their children.	Great turn-out; used feedback from parents to include suggestions for Math/Science Night

Parent Capacity Training 2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
FSA Parent Night-Meeting that addressed expectations for the FSA third grade assessment as well as retention concerns.	25	Conduct FSA Parent Night at the beginning of the second trimester by January before testing starts.	Third grade parents learned about ways their students are promoted to fourth grade.	Third grade parents learned about FSA requirements, portfolios, good cause and SAT-10.

Parent Capacity Training 3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Math/Science Night-parents learned about resources available on the district website such as iReady as well as participated in hands-on break-out sessions practicing mathematics strategies based on their students' grade levels.	100	Adding a second math/science night at the beginning of the year or present information regarding math fluency during SAC meeting first semester	Great turn-out Parents learned about ways to help at home in the summer including using iReady and practicing fluency	Parents created make and takes and learned strategies they can use at home with their children.

Evaluation of 2016-2017 Parent Engagement Staff 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.

Staff Training 1

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Parent Conferences - Conducting Effective Parent Conferences- Teachers learned appropriate ways to conduct parent conferences.	All Staff	Require teachers to conduct a certain number of conferences per semester	Demonstration of non-example and an example of effective parent conferences	- Improved relationships with families-Parent Surveys were positive in relation to communication with the school.

Staff Training 2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Cultural Sensitivity and Awareness-Teachers learned strategies for working with ELLs and the role culture plays in the classroom.	All Staff	Follow up activity during faculty meeting reflecting on classroom accommodations or cultural awareness of students	Teachers provided great suggestions regarding accommodations for ELLs	Culminating Activity - Multicultural Assembly -All grades Pre-K-5 choose a country represented in the school

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.	
Sandra Moreau Oliver-Assistant Principal and Title I Contact Pamela Buckman-Principal Thomas Hrebin-SAC Chairperson	
What are the procedures for selecting members of the group?	
Members were appointed. They have previously contributed to ideas for parental involvement.	//
How will input from stakeholders be documented?	
We had a parent meeting where copies of the School Compact were provided for parent input. Minutes were documented and turned in.	//
How will stakeholders be involved in developing the plan?	
They will be provided opportunities for input whenever we have parent trainings and at staff meetings, the staff will provide input.	//
How will Title I parent and family engagement funds be used?	
Funds will be used to provide resources for parent trainings. Resources will include literacy and mathematics board games. Providing refreshments at parent trainings usually contribute to a larger turnout.	//

2017-2018 Parent and Family Engagement Staff Trainings

Describe the professional development trainings you will decide 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.

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Staff Training 1

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)	File Attachments
Efficacy-Staff and Student: Helping teachers believe in their abilities as well as students' abilities to succeed.	September	Administration	Have teachers develop self-efficacy and student efficacy	---

Staff Training 2

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)	File Attachments
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Learning to communicate with students through positive feedback and reinforcement. Teachers will learn positive ways to get students to follow instructions.	January	Administration	Improved student behavior	---
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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:

1. What is means to be a Title I School;
2. The school's Title I School-wide Plan;
3. Parent and Family Engagement (plan), including the School-Parent Compact;
4. Special Programs such as Migrant Education and McKinney Vento;
5. Parent's Right to Know; and
6. Other opportunities for parents.

Brief Narrative	
What is the date and time of the Annual Meeting?	
Meet with the leadership team to review surveys completed by parents.	#
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).	
Call-outs, flyers, newsletters, twitter and FaceBook, marquee	#
What resources do you plan to prepare for stakeholders?	
PowerPoint, agenda, summary of parent and family engagement plan, and FY18 Compact	#
What materials/supplies are needed for the Annual Meeting?	
PowerPoint, agendas, refreshments	#
How do you plan to reflect on the effectiveness of the Annual Meeting?	
Meet with the leadership team to review surveys completed by parents.	#

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	File Attachments
Literacy Night- Reading strategies at to help students at home. Word work and fluency strategies as well as reading comprehension break-out sessions.	Strategies to use at home to encourage a love of reading and an increase in reading proficiency	November 16, 2017	Sandra Moreau Oliver	Materials for make and take: Card stock, markers, chart paper, binders, rings	---

Parent Capacity Training #2 (First Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials	File Attachments
FSA Night-How to prepare students for the various assessments English Language Arts (ELA), Math and Science. Parents will see sample passages and interact with question stems and sample math problems.	Strategies that parents can use help their students to prepare for the FSA assessments	January 18, 2018	Grade Chairs	FSA Resources and practice tests	---

Parent Capacity Training #3 (First Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials	File Attachments
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Math/Science Night- Math and Science strategies to help students at home. Break-out hands-on sessions in Math and Science.	Hands-on Practice and make and takes to help students increase fluency with addition and subtraction in primary grades and multiplication and division in intermediate grades	March 15, 2018	Math Teachers/Administration/ Single School Culture	Math manipulatives and materials for make and takes	---
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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**

Partnership 1

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
A program housed at the school that works with students in grades 2-5	YEA Mentoring Program	pictures, attendance by Pioneer Park staff	As Needed

Partnership 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Migrant Pre-K; also tutoring for migrant students	Migrant Department	Lesson plans for Migrant student tutoring; migrant pre-k program including field trips; communication between the migrant department and school leadership	As Needed

Partnership 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Attend school based team meetings; provide feedback regarding single school	ESE Department	Weekly school based team meeting agendas and sign-ins	Weekly

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, Edline 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?	
Parents will be informed about Title I Meetings during the Annual Meeting, School Advisory Council (SAC) meetings and through newsletters	once a month-8 meetings per year	Minutes from meetings; copies of newsletters	✓
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?	
Parents will be informed through parent-teacher conferences, newsletters, SAC meetings	At least once a month	Parent surveys from trainings and minutes from meetings	✓
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?	
Open House, Curriculum Nights, Newsletters, marquees, call-outs, flyers sent home	Monthly	Keep copies of call-outs and flyers	✓

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
We utilize language facilitators and teachers who are bilingual at meetings to translate. All information is sent home in English, Spanish and Haitian Creole.
Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)
Parents and families with disabilities are encouraged to participate in their children's learning. Depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, sign language interpreters, ramps, etc are some of the students that we can put in place to assist parents and families.
Parents and families engaged in migratory work
We maintain contact with parents and monitor when they will be leaving school or withdrawing their students. We provided information to parents about assessments and provide calendars so that they are aware of what their children will need to complete for the grade level. We meet with parents and discuss what student expectations are when they register. We maintain communication with parents and are informed when they will leave. We provide books and resources for students to continue studying at home to
Parents and families experiencing homelessness
Our guidance counselor works closely with the homelessness department that supports Glades schools. We accommodate our students by providing transportation as needed. Parents are provided with uniforms, backpacks, and school supplies. Students who are homeless are included and attend all school events.

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
Summer Slide	Reading Parent Night to inform parents about Summer Slide weekly program; parents get to learn about district summer reading programs as well	Annually

Activity 2

Name of Activity	Brief Description	Frequency
Dads Bring Your Child to School	Annual event where dads and father figures come to school to eat breakfast with their child(ren) and play games.	Annually

Activity 3

Name of Activity	Brief Description	Frequency
Family Game Night	Night where families engage in fun learning games with their children	Annually