

FY18 Title I Schoolwide Plan - Coral Sunset Elementary (1811) Parent Family Engagement Piece Summary

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

Mission Statement
The Coral Sunset Elementary's stakeholders will empower students to reach their highest potential by providing rigorously challenging experiences in an environment built on respect, trust, honesty and responsibility.

17-18 Parent Trainings

NaN-2019 school year built the capacity of families to help their children learn at home.

Parent Capacity Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Calling all Superheroes Develop Parent Partnerships through rotational learning experience including teacher and student demonstrations, technology, and interactive make and take.	50	Parent participation and interaction. Materials were user friendly and interactive. Parents were actively involved throughout.	Advertising for event/training can always be better, including more call-outs.	Parents were able to assist their children with homework, help with iReady at home, know where to locate and access help through use of technology and to effectively communicate with all school staff as a result of this training.

Parent Capacity Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
"Super Parents CAN Conquer the Standards" Develop the parent's ability to work with and engage their children with the current ELA, Math, Writing, and Science Standards through parent and child interactive activities.	23	Parents and students were engaged together with hands-on activities. Parents left with a tool box that could be utilized to help with homework and skill building at home.	Advertising for event/training can always be better, including more call-outs. Check community calendars as there was a conflicting event that evening that involved many of our families.	Parents were able to better utilize question stems to ensure comprehension of reading materials their children had at home and they were able help with math homework and basic skills automaticity. Parents also were able to help with the integration of science concepts such as drawing the moon phases on a calendar, plants.

Parent Capacity Training 3

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
"ALL Children Can Be Superheroes" Develop parent's understanding of the grade level expectations and the importance of building the basic building blocks for success	53	Parents were given detailed information about upcoming test expectations. Websites and other information was provided to help families assist the school with preparing their students.	Advertising for event/training can always be better, including more call-outs. The training needs to be more interactive and engaging.	Parents were able to understand what the grade level expectations are for ELA. ELA (phonics, sight word, answering who, what, when where, why, choral reading, echo reading, fluency etc.. Parents were also able to understand what the grade level expectations are for Math. MATH (numeracy, counting, skip counting, one to one correspondence, fact fluency, simple games and hands-on math interaction)

17-18 Staff Trainings

NaN-2019 school year educated faculty and staff on the value of engaging families and on strategies designed to equip families to support learning at home.

Staff Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
ESOL sensitivity and cultural competence for ELL Learners	66	Teachers were interested in material presented. They enjoyed the presenter as well as the presentation set up.	Ideally we would like more time, like on a PD day.	Teachers learned about how to be culturally sensitive with our ELL students and families. How to be all inclusive with all students.

Staff Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?

Parent Communication *How to communicate effectively with parents and families. *What is family engagement? How do we increase it within our school?	66	Great information. Good videos and examples and demonstrations of parent communication and family engagement. They asked for more ways to help with parent and family engagement.	More time.	Teachers learned more ways to get families involved in their children's education. They learned about how to communicate more effectively with parents and families as well.
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Involvement of Stakeholders

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.
Mike Vietro, Danielle Garcia, Melissa DiPasquale, Teresa Girolmetti, Sue Hannan, Cindy Robertson, Malenka Vietro, Shari Farenga and Frank Cirillo and Members of our SAC
What are the procedures for selecting members of the group?
We held a CNA and PFEPP parent input meetings and we also discussed it at SAC. We sent invite to all parents and SAC members received a google doc to include their input.
How will input from stakeholders be documented?
We constructed minutes/completed recording template of the event.
How will stakeholders be involved in developing the plan?
They went through the plan as a team utilizing the presentation provided by the county. We worked directly into the presentation and recorded parent input on large post it notes. We did a carousel activity and had rich discussions about each part of the plan. The plan was also shared at SAC. A google doc spreadsheet was shared for members to view and give input on a separate date.
How will Title I parent and family engagement funds be used?
The funds will be used to offer more parent training, resources to help their children at home with homework, reading and math skills. There will be a checkout system so that parents can check out materials needed to help students at home. Parents would like to have games, educational videos, flash cards, etc. available to check out.

18-19 Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively reach out to, communicate with, and work with families as equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administration's analysis of teacher feedback.

(1811) Coral Sunset Elementary

Staff Training 1

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?	File Attachments
Superheroes United - The Power of WE	Training to consist of developing a unified positive engagement method with families	October	DiPasquale	Teachers will be able to positively engage families to master the standards.	N/A

Staff Training 2

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?	File Attachments

Soaring Superheroes	Training to consist of developing effective data chats for both students and families.	January	DiPasquale	Teachers will be able to effectively communicate data to both students and their families to assist with academic planning.	N/A
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Annual 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 it 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?	
October 3, 2018 at 5:30 - 7:00 pm	
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.)	
Emails, parent link robo calls, marquee, invitation, newsletter, car line sign, flyers sent home and displayed in office	
What resources do you plan to prepare for stakeholders?	
Invitation, Title I PowerPoint, agenda, sign-in sheets and evaluations, School-Parent Compact and the Parent and Family Engagement Plan summary	
What materials/supplies are needed for the Annual Meeting?	
Pen, paper, chart paper, markers, raffle tickets, pencils, the PP presentation, handouts will include agenda, copy of compact and PFEP summary. Sign in sheets, and invites. Notice on marquee and car line signs, raffle prizes	
How do you plan to reflect on the effectiveness of the Annual Meeting?	
The leadership team will meet to debrief on the glows and grows of the evening. We will also review the parent evaluation feedback and see how we can improve our technique for the following year.	

18-19 Parent Trainings

Describe the trainings you will offer families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that families can use to extend learning at home, support students in meeting challenging state standards, and monitoring their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, handouts, evidence of parent and family interaction, evaluations, and analysis of parent feedback.

*Be sure to indicate if refreshments will be purchased and list dollar amount. For example: Refreshments (\$175.00).

Parent and Family Training #1 (First Trimester/Semester)

Name	Brief Description	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	File Attachments
Becoming VIPs	Back to the Basics	Parents will be able to help students build foundational skills.	September	Garcia	Paper, flashcards, card stock, index cards, rings, binder clips	N/A

Parent and Family Training #2 (First Trimester/Semester)

Name	Brief Description	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	File Attachments
The Power of Practice	Standards Based Activity Night	Parents will make and take standards based activities	November	Girolmetti	Paper, Cardstock, Index Cards, Binder Clips,	N/A

Parent and Family Training #3 (First Trimester/Semester)

Name	Brief Description	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	File Attachments
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Data Power	Data Conference with Parents and Students	Parents and students K-5 will have data conferences with leadership and staff. Break out sessions will be provided to assist parents with sites and information to assist with FSA test prep.	February	DiPasquale	Paper, Computers	N/A
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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 how Agency/Organization Supports Families	Documentation	Frequency
Barnes and Noble	This organization donates books and host annual book fairs for our school. Our school receives a percentage of the store proceeds for the evening to be used for parent related activities.	Partnership Agreement Form, Thank you notes.	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
First United Methodist Church	The organization donates food to our neediest population. It is called the The Backpack Program. Each weekend students receive food to take home/families. They also provide Volunteers to stuff backpacks weekly. A tutoring program is also provided in the Spring called "The United Scholars Program" where retired professionals come once a week for a day tutorial program. They service our lowest 25% students school-wide.	Business partnership agreements form, Vips sign in sheets.	Weekly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
AXA Financial	Serve as member on our School Advisory Committee Donate items to our school as needed for staff/family appreciation.	SAC attendance sheet and business partner agreements	Monthly

Communication

NaN-2019 Title I Family Engagement 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 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 provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the information was shared?	School will have a timestamp of when fliers are sent and also phone calls are
We will ensure that the turnaround time for information about Title I is distributed and translated within 48 hours. Fliers will be printed and sent home in backpacks. Parent links will be sent at least twice to inform/remind parents of information the day of and prior to expected event date. We will also utilize social media next year. Email blasts will be sent from Gateway. Information are also shared in SAC.		
Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet.	How will the school document that the information was shared?	
The school will send progress reports home 3x a year. Parents will be notified via letter, parent link and school Marquee that assessments are taking place. Teachers will include assessments in their weekly communication with their parents. Parent-Teacher conferences are also held. We will also utilize social media next year. Email blasts will be sent from Gateway.	School will a timestamp of when fliers are sent and also phone calls are made.	
Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children.	How will the school document that the information was shared?	
The school will use social media to advertise our SAC meetings and dates, School Marquee, car line signs, and a list of dates will be sent to the community in the beginning of the year. We also had CNA and PFEF input meetings. Email blasts about parent training opportunities will be sent from Gateway.	Attendance sheets and timestamps of when information was sent	
Describe how the school will offer flexible time for meetings, training, activities, and events to remove barriers for attendance (i.e. childcare, transportation, home visits, etc).	How will the school document that the information was shared?	
Child care will be offered whenever possible. In addition, activities and events are scheduled at different times of the day throughout the year to ensure all parents can attend some of the activities.	Agendas, Invitations, Sign-ins	

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering your 2017-2018 Title I Family Engagement Survey results and information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities, and events. Evidences may include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

*Keep in mind, this section describes **support provided to families** so they may participate in family engagement activities.

Brief Narrative
Accommodations for parents and families with limited English proficiency
We provide translated letters, agendas, sign-in sheets, flyers and parent evaluations. We also provide child care and CLF language facilitator support during meeting and training.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
As a school we would make accommodation for parents with disabilities. In the past we completed a district request form for interpreters to be present at every event and also made adjustments to where they will be seated so that the family is comfortable as well as the interpreter throughout the event.
Accommodations for families engaged in migratory work
At this time we do not have migrant students. We will work with the Migrant Families department to provide services and resources if ever we do gain families.
Accommodations for families experiencing homelessness
Our guidance counselor works closely with our homeless families. They receive priority in regards to our clothing pantry and backpack program. We ensure that all homeless families have the opportunity to be educated and take advantage of the McKinney Vento Act. We hold meetings with families to see how we can help as a school meet their needs. Our school works with Safe Schools to also assist as needed to provide information on shelters, etc. In addition to utilizing Title 1 funds we work with local business partners to assist in covering certain needs of our homeless families (for example First United Methodist

Other Activities

List other activities that are planned to strengthen parent and family engagement at your school. You may list additional parent and family trainings here. If you plan to offer refreshments, please indicate that in the description field along with the dollar amount.

Activity 1

Name of Activity	Brief Description
"Unleashing Your Hidden Super Powers"	Getting parents to understand and engage in their role as a parent and advocate for their child at Coral Sunset and beyond.

Activity 2

Name of Activity	Brief Description
"I AM a Superhero at Coral Sunset"	Monthly Academic SAC Awards that will celebrate successes in ELA, Math and SW-PBS