

**FY18 Title I Schoolwide Plan - Indian Pines Elementary (1861) 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
<p>The Indian Pines Elementary family of students, teachers, staff and parents strives to create an academic environment that supports student achievement by enlisting parents and family members to participate in the learning process. The parent and family engagement plan consists of the participation of parents and families in a school and family partnership that helps students succeed. At Indian Pines Elementary this goal will be accomplished through the following:</p> <p>Teacher-parent conferences Parent Workshops Curriculum Nights Parent Volunteer Opportunities Parent-requested trainings and workshops</p>

## 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?
Open House/ Curriculum Night - Fall	425	IPES Curriculum Night?s were conducted on three different dates and times to accommodate the needs of our parents	In addition to giving parents an overview of what to expect for the upcoming school year, parents should also be provided with learning materials to assist their child at home with required skills.	As a result of the training, parents were able to come away with a sense of their child's academic expectations for the coming year. There did not appear to be a significant impact on student achievement. We strive to work on this area.

### 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?
Parent Conference	100	Parents were able to see a menu of conference-style offerings and choose the ones they were were interested in attending. Most of the offerings provided parents with primary and intermediate level hands-on learning experiences with make and take activities to	To make the training more effective we would offer additional sessions as parents expressed wanting to attend both primary and intermediate workshops. We might also consider having students present with parents to coach them along in the learning process would have provided students with reinforcement of learned skills and	As a result of the training parents were able to be exposed to grade level material for their child, how to support their child through testing in both SEL and academic support. While this may have had minimal impact on student achievement last year, it outlined for parents the high level of academic expectations for students and the importance of supporting their child at home as much as possible and strengthened the relationship between home and school.

### 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?

FSA Night - Spring	96	FSA night outlined assessment expectations for parents as well as how to access practice assessments to help their child work through what they will see on the FSA. Training was conducted in a round-robin fashion where students and their parents traveled to FSA	Having more students and families participate would have been more effective. The positive feedback received indicated that there was much to be gained from this academic experience.	As a result of the training parents were not only able to learn about the types of question stems their child would face on the FSA but they also got to see and possibly help their child work through the problems as well as where their child got stuck or needed additional support.
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## 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?
IPES 2nd Faculty Meeting to train all staff about effective communication with parents to ensure student success.	85	Faculty members were provided with clear directives on parent conference expectations including how to share grade level curriculum information with parents, coaching parents through basic content to help them support students at home and providing parents with learning tools to use at home that target specific student needs.	Teachers indicated that having more time as a team vs. as a faculty to plan for curriculum night would be helpful in focusing on grade level content and expectations.	Teachers were able to successfully meet with parents and share grade level curriculum as well as academic expectations for the school year. Teachers were also able to begin building school-home connections by providing parents access to DOJO for student and class communications.

### 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?
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Teacher training for Parent Workshop	15	Teachers were able to brainstorm and collectively determine content specific sessions to offer both parents and students at the parent workshop. With content sessions decided, a schedule of offerings was created to share with parents to select from.	To make the training more effective we would solicit additional teachers to be able to offer additional sessions to parents and include students by coaching them on how to help their parents be successful in their workshop classes. This may have resulted in an increase in parent participation as well.	Teachers were able to walk away from the training confident in knowing what to teach parents as well as how to teach them. This definitely had a positive impact on family engagement as parents expressed their appreciation throughout the workshop and requested more like it.
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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.	
Jill Robinson - Principal Madeliene Cox - Assistant Principal FY18 SAC members:	
What are the procedures for selecting members of the group?	
SAC members are selected via open invitation at the first SAC meeting of the year (9/11/18). The SAC meeting is advertised to parents via flyer invite, Dojo calendar, mini marquee and Parent link. SAC members were selected from the group of people who attended that represent the culture and population of the school.	
How will input from stakeholders be documented?	
SAC Meeting minutes PTO meetings Participant Surveys	Student agendas Parent-Teacher Conference notes
How will stakeholders be involved in developing the plan?	
Stakeholder input will be solicited through SAC meetings, Parent and Family Engagement input meetings, parent training evaluations, parent surveys and feedback.	
How will Title I parent and family engagement funds be used?	
PFEP funds will be used to support Parent Trainings,, Curriculum night activities, Literacy Day/Night activities, Multicultural activities and the materials that support these events. In addition funds have been set aside to pay teachers to conduct parent trainings and for CLFs to be available to provide translation services.	

## 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.

(1861) Indian Pines 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
IPES Mini Conference	In a conference style setting academic coaches and teachers will provide	August	Academic Coaches and teachers	Teachers will have learned how to define rigor and how to utilize the Depth of Knowledge to raise the bar, how to create collaborative	Attachment #1 (GetUpload? uploadID=716)

### 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

Teacher training for Parent engagement Conference with FSA Data chats	Teachers will be provided with professional development and support in hosting academic	January	Academic Coaches and teachers	Teachers will be able to expose parents to grade level curriculum as well as effectively communicate with each parent their child's	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	
<b>What is the date and time of the Annual Meeting?</b>	
September 24, 2018, 5:00 pm.	
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.)</b>	
Dojo Calendar, Parentlink, mini marquee, backpack invitation	
<b>What resources do you plan to prepare for stakeholders?</b>	
Title I vodcast or Powerpoint presentation Copies of School-Parent Compact in all languages Agenda	Copies of FY19 PFEP draft in all languages Sign-in sheets Evaluations
<b>What materials/supplies are needed for the Annual Meeting?</b>	
Title I vodcast or Powerpoint presentation Copies of School-Parent Compact in all languages Parents Right to Know Letters	Copies of FY19 PFEP in all languages Sign-in sheets Paper, LCD projector, computer, handouts, and pens.
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>	
Results of the Title I Annual parent survey/evaluation will be discussed at the following leadership and faculty meetings to share parent input/comments/suggestions regarding parent engagement, trainings and as well as the school-parent compact gathered at the meeting. The school will make any necessary changes based on parent feedback.	



## 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/Semseter)

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
Fall Curriculum Nights	Parents will be provided with an overview of academic curriculum and behavior expectations for the school year.	Parents will be aware of their child's grade level academic expectations, homework policy and behavior expectations. The anticipated impact on student achievement is more accountability by both students and parents in their child's success.	9/4 (K/3/5) and 9/24/18 (1/2/4)	Homeroom Teachers, coaches	null	N/A

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

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
Parent Engagement Conference	Parents will be provided with a number of learning offerings to choose from to support their child at home and	Parents will be exposed to specific grade level academic prompts and learn to work through them in order to support their child at home. The anticipated impact on student achievement is an increase in academic proficiency. The conference will also focus on building and reinforcing the relationship between home and school by providing parents with the tools to develop a positive relationship between teachers and parents during parent conferences.	11/10/18	Academic Coaches, classroom teachers	null	N/A

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

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

Parent Engaement Conference with FSA data chats	Parents will be provided with a number of learning offerings to choose from to support their child at home as well	Parents will have been exposed to specific grade level academic prompts and learn to work through them in order to support their child at home. The anticipated impact on student achievement is an increase in academic proficiency as well as a clear understanding of their child's individual academic standing with learning goals to help increase student achievement.	1/26/19	Academic coaches, teachers, admin.	null	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
Children Services Council	Provides books for students to build home libraries where students can read with their parents to build literacy skills.	Student books in all levels Planning/organizing communications Thank you letters	Annually

### Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Back to Basics	Donation of student uniforms to support students and families in need and the Angel program, which provides sneakers, socks and undergarments for identified students in need.	Thank you letters Business Partnership	Annually

### Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
*Teamwork USA	<p>*This organization provides band instruments to students participating in our band program. Parents are invited to come to holiday and spring concerts as well as school-wide events where the band plays to see them perform.</p> <p>*Provides student homework assistance through the Lowes Homework Club.</p>	<p>*Band instruments Band teacher Concert parent sign-in sheets Band schedules Planning/organizing communications Thank you letters *Student sign-in sheets</p>	Annually

## 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?	
Parents will be informed about Title I programs through multiple means: Title I Annual Meeting SAC Meetings Parent flyers Daily Class DOJO		Meeting sign-in sheets Meeting minutes Copies of Monthly calendar
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?	
SAC meetings Curriculum Nights Parent-Teacher conferences Parent Conferences Progress reports	Sign-in sheets Parent-teacher conference logs Minutes Copies of progress reports Copies of report cards	
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?	
SAC Meetings Title I Annual Meeting Curriculum Nights DOJO Monthly Calendars Parent Link	Sign-in sheets Meeting Minutes	
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?	
Indian Pines will offer meetings and workshops some evenings, days and some Saturdays to accommodate parent scheduling needs.	Sign-in sheets Family Engagement Survey	

## 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
<b>Accommodations for parents and families with limited English proficiency</b>
<p>CLF's will be available during school-wide parent meetings as well as teacher-parent conferences as requested. Meeting notifications, flyers, communication and call outs will be made in all languages.</p>
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
<p>Interpreters will be made available to parents in need of sign language support. Meetings are held on the first floor of the school. Our parking lot is equipped with handicapped parking places and ramps for easy access. All bathrooms are handicap accessible.</p>
<b>Accommodations for families engaged in migratory work</b>
<p>The school contact will work with migrant families to identify barriers to participation and provide services or referrals to ensure parents are afforded every opportunity to participate in the educational process with their student.</p>
<b>Accommodations for families experiencing homelessness</b>
<p>Parent meeting times are flexible based on parents needs. Arrangements will be made, if needed, to meet with families at a location convenient for them. We also provide student uniforms and schools supplies to support parents/students in need. Our Community Resource Person will also assist by building parent relationships and offering resources and support as needed.</p>

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
null	null