

FY18 Title I Schoolwide Plan - Forest Park Elementary (0831) 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**

Forest Park's mission is to continue 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.

## 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?
<p><b>3rd Grade Parent Night</b> 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.</p>	24	Parents were pleased with being able to hear specifics about their child, and to know the expectations for FSA. Child care brought in more parents.	Offer incentives for the students if parents attend.	Parents were able to discuss progress and results with their child; they were able to ask clarifying questions of the teachers.

### 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?
<p><b>Math and Science Night</b> 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.</p>	81	The students and parents were excited to play the games not realizing that they were learning.	More teacher volunteers so that there are more stations.	Students and parents learned simple math games that they can now play at home together. They learned how science ties into everyday life.

### 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?
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<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>	33	<p>The parents that attended were able to ask lots of questions regarding standards and they were empowered with knowledge of what their children needed to know.</p>	<p>Each grade level should have their own night.. to gear it toward those parents.</p>	<p>Parents were able to get an understanding of each grade level's standards and FSA expectations. They were given many resources to work with their children at home.</p>
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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?
<p>Parent Engagement</p> <p>School Counselors presented effective ways to the staff to communicate with parents and increase participation. They used a game as an icebreaker.</p>	48	<p>Teachers were engaged and participated actively in the session</p>	<p>More time and follow up; start at the beginning of the year and go throughout the year.</p>	<p>Speak to parents more consistently and more often about student progress and or behavior.</p>

### 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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Title I - Summary Panel

<b>Cultural Sensitivity</b> School Counselors and ESOL Coordinator presented a training on cultural sensitivity by using a video	<b>48</b>	Teachers were engaged and felt it was eye opening.	More time to monitor the teacher sand ask questions along the way; start earlier in the year.	Speak to parents with more understanding and compassion. They were more willing to accommodate parents schedules for meetings.
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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.
SAC Members, Rose Jeaninoble, Nancy Robinson, Toni McMillian, , Barbara Callahan, April Kinloch, Amanda Franz, David Katz, Noelle Smallman, Chrystal Stubbs
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. PFEIP Meeting was held May 10, 2018 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.

**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.

(0831) Forest Park 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
Parent Engagement 101	School counselors will present effective ways of communicating with parents to	Monthly	Jessy Canton	Teachers will be better equipped to deal with difficult parents and have more effective communication.	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

Getting to know our Families	School Counselors will train staff on various cultural differences that effect our	October	Jessy Canton	Teachers will be able to relate to our diverse student population and have more cultural sensitivity.	N/A

## 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 5, 2018 5:30	
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (Via EdLine, marquee, call-out, newsletter, invitation, etc.)</b>	
All stakeholders will be notified of the Annual meeting via Marquee, newsletter, callout, flyers	
<b>What resources do you plan to prepare for stakeholders?</b>	
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.	
<b>What materials/supplies are needed for the Annual Meeting?</b>	
District Title I PowerPoint or Vodcast, school documents, sign-in sheets, evaluation forms, projector, computer, microphone, copies of handouts	
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>	
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.	



## 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).

11

### 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
3rd Grade Parent Night	Parents invited to discuss standards; 3rd grade expectations. Each teacher will meet with the parents to	3rd Grade Parents will be able to get specific skills that their child is lacking and get resources to help them. Parents will learn test requirements and expectations so they can help their child at home with the resources provided by the school. 3rd Grade parents will be informed of the testing procedures and requirements.	2/6/18	Toni McMillan	Agenda; handouts; invitation	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
FSA Night 4th and 5th	4th and 5th grade parents will be given specifics on the standards and requirements of testing.	4th & 5th Grade Parents will be able to get specific skills that their child is lacking and get resources to help them. Parents will learn test requirements and expectations so they can help their child at home with the resources provided by the school.	2/20/18	Toni McMillan	Agenda; handouts; invitation	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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Math and Science Night	Parents and students are able to go to various stations to learn various math and science concepts through games.	Parents will be able to support practice at home to master these skills. We anticipate an overall increase in our students achievement on FSA Math and SSA Science Assessments.	10/10/18	Rebecca Blucher	Invitation; agenda; science lab manipulatives; materials	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
Title I	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 abox	As Needed

**Partnership 2**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
VPK	M/PK 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	As Needed

**Partnership 3**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Chrysalis	Referrals of parents/students by School counselor Case by case basis	Counseling logs	As Needed

## 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?	keeping records of information, meeting evaluations, parent
Title I information will be shared via multi-lingual flyers in the backpacks; marquees; newsletters; callouts.		
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?	
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	Conference notes; sign ins; evaluations, ongoing discussion	
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?	
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	conference notes meeting notes, sign-in sheets, agendas, parent link reports,	
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?	
We will be offering our meetings at 5pm or later to ensure that we accommodate the majority of our parents. We will have a childcare options by utilizing some of our teachers to help in that capacity during meetings.	meeting notes, sign-in sheets, agendas	

## 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>	
Community Language facilitators will translate at every meeting/conference. All communication will be done in 3 languages	
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>	
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..)	
<b>Accommodations for families engaged in migratory work</b>	
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.	
<b>Accommodations for families experiencing homelessness</b>	
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.	

**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