

FY20 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.

18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 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?

3rd Grade Parent Night	17	Parents were pleased with the information presented. The parents were able to meet one on one with their child's teacher regarding their progress to date. Parents received resources to help their child.	More parent attendance Offer it at multiple times of the day.	Parents were able to get specific progress reports on their child...behavior and academics. This will impact student achievement because the parents will be able to help using the resources provided.
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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?
FSA Night 4th and 5th	26	Parents were pleased with the information presented. The parents were able to meet one on one with their child's teacher regarding their progress to date. Parents received resources to help their child.	More parent attendance Offer it at multiple times of the day.	Parents were able to get specific progress reports on their child...behavior and academics. This will impact student achievement because the parents will be able to help using the resources provided.

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?
Math and Science Night	67	Lots of stations with different activities Lots of student and parent participation	Give out prizes for the most class participation to add to attendance.	Parents were able to see the use of common household items and games that can be used to teach math and science. This would help achievement by giving the parents inexpensive resources to help their students succeed in these subjects.

18-19 Staff Trainings

Using your staff training evaluations and feedback to teachers on implementation of strategies taught in staff trainings, evaluate how the staff trainings provided during the 2019-2020 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?
Parent Engagement 101	55	Staff was able to get important information for dealing with the families that we services for our school. They were able to ask questions about cultures and understand how to engage the parents to increase communication.	Give the training on a Professional Development day and require follow up homework.	They were able to see the importance communication with the parents on a regular basis. They were able to get tools on how to engage reluctant parents.

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?

Title I - Summary Panel

Getting to know our Families	10	Teachers were able to experience different scenarios that helped them to better understand the issues sometimes effecting our families.	This training was on a menu for professional development day...next time it will be mandatory.	It helped those teachers to see through a different lens. Gave them tools to deal with our diverse population.
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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 (teacher), Nancy Robinson (principal), Toni McMillan (assistant principal), Natalie Basore, Barbara Callahan (teacher), Elizabeth Castellanos (teacher), Veronica Knott (teacher), Nicole Vaz (teacher), Noelle Smallman (teacher), Chrystal Stubbs (teacher), Amanda Mendez (parent), Tracy Frazier (parent)
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. PFEP Meeting was held May 14, 2019 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.

19-20 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.

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?
Getting the most out of parent conferences	Teachers will be given pointers on what information to include in parent conferences; how to keep the conference productive	September	McMillian Beeler	Teachers will be able to have more productive parent conference and they will be more comprehensive for the parents.

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?
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Title I - Summary Panel

Who is in your class and what are their needs?	Teachers will get tips on how to identify students in their class and make sure they are aware of their needs.	October	Fusco Mitchell	ESE an ELL Coordinators will review class of students and what their accommodations are for new year. They will give teachers tips on how to communicate with parents.

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. Parents' Right to Know; and
6. Other opportunities for parents.

Brief Narrative	
What is the date and time of the Annual Meeting?	
September 4, 2019 5:00pm	
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, 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.	

19-20 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 monitor their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, presentations, 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 of Training (Include the Hands-On Component of the Training)	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
Math and Science Night	Parents and students are able to go to various stations to learn various math and science concepts through games. They will be able to participate in hands-on experiments and demonstrations of math and science skills that they can recreate at home.	Parents will be able to support practice at home to master these math and science skills. Students will show growth in the Winter diagnostics as well as on FSA's and USA assessments for FY20.	October 9, 2019	Rebecca Blucher Volunteer teachers K-5	Agenda Invitation handouts

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

Name	Brief Description of Training (Include the Hands-On Component of the Training)	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
FSA NIGHT	Parents will learn test requirements and expectations so they can help their child at home with the resources provided by the school. Parents and students will be able to look at sample test questions and work together to figure them out.	We anticipate an overall increase of 5% in our students achievement on FSA Math and SSA Science Assessments. 3rd, 4th and 5th grade parents will be given specifics on the standards and requirements of testing. th & 5th Grade Parents will be able to implement various hands-on resources to support their students' learning at home.	February 19, 2020	Toni McMillian Math and Reading Coaches	Agenda Invitation handouts

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

Name	Brief Description of Training (Include the Hands-On Component of the Training)	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
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Literacy Night	Students and Parents will be able to enjoy a night together learning to love books. Parents will learn the importance of reading with their child nightly; the will learn which types of questions are best to ask the students to help with comprehension; how to increase fluency.	After reading with their children nightly, parents will be able to ask meaningful comprehension and fluency questions that build mastery. Student performance on iReady assessments will increase by 10% from January to April across all grade levels.	January 22, 2020	Victoria Beeler Literacy Committee (Reading Coach and teachers)	Agenda Invitation handouts
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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, Public, Boynton Beach Fire Department).

Partnership 1

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	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	As Needed

Partnership 2

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

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
null	Brief Description	null	As Needed

Communication

After reflecting on your 2019-2020 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, school websites 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?
Title I information will be shared via multi-lingual flyers in the backpacks, marquees, newsletters, callouts.	A file is kept with all information shared with parents in the secretary's office as a physical file. This includes all flyers and newsletters, and a photo of the marquee.
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 by giving an over view of the school year and important information, FSA parent night by giving parents critical information and allowing them to be exposed to sample questioning, report cards by inviting parents to report card nights so that the teacher is able to explain the report cards and their individual progress, progress reports are given out 3x per year midway through the trimester to give the parent a glimpse of their child's progress halfway through, Diagnostic Reports include reading and math progress through out the year that include a predicted level for FSA, PMP which explains to the parents the areas	A file is kept with all information shared with parents, copies of conference notes are kept by the teachers and also shared with administration.
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 There is a section of the newsletter dedicated to what parents can do to get involved; parents are actively recruited during open house, Curriculum Nights, SAC meetings	Notes/minutes from these meetings are preserved in a physical file with the secretary. Brief mentions will be on the school website before each meeting
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 a morning time of 9:00am and evening time of 5:00pm 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.	A file is kept with all information shared with parents...through handouts -flyers -notes with the secretary.

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
<p>Community Language facilitators will translate at every meeting/conference. All communication will be done in 3 languages (English..Spanish..Creole)</p> <p>Phone calls are also translated by facilitators.</p> <p>Translators are able to translate in real time via audio enhancement headsets that provide different channels for different languages.</p>
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
<p>Our schools is handicap accessible (ADA approved facility that allows easy access for disabled individuals to navigate the school). Our school attempts to collect this information ahead of time, so as to be prepared should the need arise. Once we are aware of the needs, we provide support (i.e. sign language; elevators; etc...)</p>
Accommodations for families engaged in migratory work
<p>Once we are aware of the needs, we provide support (i.e. Ready made packets for new parents translated into the language needed, connect families to information, resources and services needed such as school policies and procedures; district pertinent information regarding school lunch and busing. School personnel (ESOL Guidance Counselor) provide support to families as needed to provide names and contacts of agencies hat can assist with housing; transportation; etc..</p>
Accommodations for families experiencing homelessness
<p>Our ESOL Guidance counselor reaches out to he identified family to provide support (i.e. Connect families to information regarding homeless services, agencies that can assist with food, shelter and transportation. School personnel (ESOL Guidance Counselor), assess the needs and connects them to District staff and provide outside service agencies to assist families in need.</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
N/A	N/A