

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
Diamond View's parent mission is to increase the level of parent engagement between the school and their families by creating effective and purposeful learning opportunities to help each student grow successfully.

## 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?
Moving on Up PreK - 5 Experience your child's next grade level and obtain tools to help them success during the summer months	160	Parent survey comments included " I liked receiving parent tools to use" , " teacher's energy and knowledge Training was well organized, families were able to visit and experience the next grade level corresponding to their students. Teachers were ready with hands on activities to help students keep working during the summer.	We had over 250 RSVP, but only 150 showed up to the event. Possibly have student's perform or other type of student engagement performance to encourage more parents to attend.	Each parent that participated went home with activities they were able to do and support their student during the summer months, Each child will also be able to bring home books at their level and be invited back to school at leas 2x to exchange their books for new ones to read. We hope to prevent summer slide in Reading when students return for the new school year.

**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?
STEM - Math / Science family training - Learn how to help child with Science Fair project & Learn about Fun ways to practice Math/ Science skills	172	The hands on math games is always a huge success. Having students showcase their projects builds student's self esteem.	For the Science portion of the training - Survey responses indicated there were a few Hispanic families who requested additional support on how to help their child with the science project. A more step by step approach will be considered for next year .	Learn fun ways to do / practice math skills at home. Alternatives to electronics. Helping students to do a Science project. Mathematics/ Science based projects were explained. Science projects turned in this year reflected a better awareness of the quality of science projects being turned in .

**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?
WIN - What I need to know - to help my child succeed Pre-k-5	98	suggestions from last year's surveys were implemented. Having a separate room for Spanish speaking parents was positive also one classroom was designated to take care of the students while their parents learned. Parents appreciated the resources given,	Additional reminders and encouragements for more parents to attend. Possibly have students perform would encourage parents to attend. Incorporating a parent university based on parent WIN nights feedback and areas of need.	The WIN night was scheduled prior to the FSA testing with the purpose of having parents aware of what their students will be tested on in grades 3-5. Parents were provided with tools and resources on how to help their child. Also, ( in all grades ) assessment reports were provided for parents to know where and how their students was performing in the area of Reading and Math.

## 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 conferences / Communicate with parents more effectively	67	Teachers shared a variety of other ways they communicated with parents. Getting teachers feedback of what they needed to learn was helpful.	Teacher surveys indicated teachers wanted to learn more about the SIS platform and EDW - We learned teachers need more support with interpreting data. Possibly to share more data throughout the year and having teachers analyze together.	Teachers were given a clear picture of what was expected for this year's Parent engagement opportunities. Sharing vision - to increase communication and provide parents with tools to communicate more effectively during the year. Survey was presented to find out what internet platforms / programs teachers wanted to learn more of. Follow up support were scheduled to assist teachers.

**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?
Trauma training	67	Teachers learned about different trauma students and families may be experiencing and ways we can support students at school	Follow up training on possible strategies and interventions needed to support our students	Learn about Trauma sensitive practices. The more teachers know about what students are experiencing and how they may help it makes a great impact on the lives and academic success.

## 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.
Rochelle Swartz - SAC chairperson Donna Remon - ESOL Coordinator Kaitlyn Mauro - Reading Resource Teacher Rachel Roche- Single School Culture Coordinator Elizabeth Sheppard, Math/ Science resource teacher Yanny Diaz- Assistant Principal Carolyn Seal-Principal Jennie Carter - Business Partner , Bridges of Lake Worth Ibis Campos, parent & staff Marisel Yambo, non -instructional staff & community leader Brenda Gibbs, parent and SAC member Carolle Souffrant, Parent and SAC member community business partner - Palm Beach State College Staci Precanico, parent and PTO treasurer VanVulkenburg, Kindergarten Teacher Carrie Czark , ASD/Prek Teacher Tara Bott, 1st grade teacher Crouse & Perez, 2nd grade teachers Elizabeth Lustig, 3rd grade teacher Christine D'Andrea, 4th grade teacher and PTO president Laura Thyng, 5th grade teacher
What are the procedures for selecting members of the group?
Each individual selected represents the Diamond View community. Most are currently part of the school advisory committee and the others are teacher leaders and staff that represent the faculty and staff at our school. The selected members followed the SAC membership procedures where Parents, teachers, students and support employees will be elected by their respective groups through an election; Teachers shall be elected by teachers;. Education support employees shall be elected by education support employees; All parents were invited to attend . Parent members were approved by voting members. Business and community members will be selected based on the new procedures, appointed by principal, adopted by the School Board. The principal is automatically a member by legal mandate.
How will input from stakeholders be documented?
Feedback is documented in various forms ( surveys, conversations, comments) Through SAC meetings, monthly principal chats, parent training feedback forms, parent interviews , and leadership meetings held at school. During SAC meeting, we follow the SAC bylaws when conducting input . Members submit comments and suggestions, but final decisions will be made via consensus. Consensus will be the primary decision-making method to be used by the SAC. Consensus is reached when all members understand the decision, will support it, and are willing to implement the decision.
How will stakeholders be involved in developing the plan?
Plan will be presented and discussed. Time for feedback and reflection will be provided. Plan will be written and shared via -google docs in order to provide input and comments for activities entered. A draft copy will be provided and sent to SAC committee, staff and parents for additional feedback before publishing.
How will Title I parent and family engagement funds be used?
Items purchased will focus on the activities and materials needed to fulfill the mission and vision of the parent engagement plan we have established. Materials and supplies that will be used to support family engagement trainings include ink for copies, post it, paper, chart paper, specific grade level materials and manipulatives, Postage will be purchase to mail items to parents for communication from the school, and refreshments for parent trainings. Also, scholastic new magazines will be purchased with SAC funds for each student K-5 to use at school and also for home extension activities.

## 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?
Effective Communication /tools to support learning and behavior	Kognito training- -Recognize warning signs that a student may be suffering from psychological stress, including anxiety, depression, substance abuse and suicidal ideation -Initiate a conversation with a student to build resiliency and help the student identify sources of support -Connect the student to appropriate support services - Learn motivational interviewing techniques and how to avoid common pitfalls, such as attempting to diagnose the problem or giving unwarranted advice	August 9	PD team , Mental Health professional	Learn effective ways to communicate with parents and students when they may be experiencing trauma or going thru a crisis . Establishing positive relationships. Providing interventions and tools to use at home. Staff will participate in a 45-50 minute follow-up group discussion Use Kognito strategies to assist their students as needed - become aware of additional resources - follow up survey , reflection of strategy being used - share how this training has impacted student behavior and or academics - PBS or SEL end of year survey indicating outcomes



**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?
Connecting with our community through SEL initiatives	Learn ways to build positive relationships with our community. Learn what our families need and get to know them . Extending Morning meetings to families and community.,	Sept. 18	PBS / PD team	Utilize our Emotional Learning experience to connect with parents. Share success stories of how families are being impacted by the use of Social Emotional strategies being used in the classroom. - monthly SEL to parents will be going home become aware of additional resources -provide opportunities for parents to visit rooms and participate in morning meetings throughout the year activities -follow up survey , reflection or samples of stories of how the relationship has been impacted due to what has been taught , - SEL survey at end of May to reflect SEL activities taking place

## 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>
October 17, 2019 @5:30 PM
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)</b>
Teachers, parents and community will be notified via newsletter, call - out parent link , a flyer with invitation information and information will be posted on the school marquee
<b>What resources do you plan to prepare for stakeholders?</b>
Use the district provided presentation to share what is a Title I School which will include Special programs such as Migrant Education and McKinney Vento; Parents' Right to Know; and other events Provide copies of our school created SIP on a Page/ Parent Plan detailing parent resources, events and trainings we will be planning this year. Provide copies of our individualized school created -Parent Compact ( Prek , K-1, 2-4 , 4-5 grade for parents to review . Other opportunities for parents .
<b>What materials/supplies are needed for the Annual Meeting?</b>
District Title 1 presentations ( in English, Spanish & Creole) -Computer to project video Copies of our school created SIP on a Page/ Parent Plan Copies of our individualized school created -Parent Compact ( Prek , K-1, 2-4 , 4-5 ) in English, spanish & Creole) Communities Language translators ( Spanish, Creole) Title 1 meeting surveys /evaluations for parents to complete
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
At the end of the annual meeting presentation, the administrative team along with teachers present, will collect and review the parent surveys obtained throughout the meeting. We will discuss and share strengths and opportunities for improvement. We will also discuss and share any recommendations or ways to improve our daily practice.

## 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/Semester)

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
Social Emotional Learning	Opportunity to hear from families of children who are not enrolled in the afterschool program. Sharing what they know about afterschool and the reasons your family chooses to enroll or not enroll. The session will be conducted in English, Creole and Spanish. - Parents will be provided with follow up Newsletters - Feedback will be given - Follow up survey will be provided.	Share openly about what they know about the DVE afterschool program and	Oct 10	SEL team , Yola Pinnette	paper, CLF, district support hands on materials,

**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
Science Family Workshop	Equip parents with tools to help their student with Science skills. Learn the steps to do a Science Fair project.	Learn ways to help their student with science skills to help increase science achievement . - Obtain tools to help their student make and explain a Science projects - Make and take a sample Science projects - try out the projects made by students	Dec . 5	PD team, District support science contact /team	materials, copy paper,paper, CLF, district support cardboard, hands on materials, poster boards, writing tools - hands on activities

**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
Moving On Up	Providing an opportunity for parents and students to learn about next grade level expectations	This will give them an opportunity to hear what is expected and things they can do to over the summer to help students and families get ready for the upcoming year. -make and take home practice materials to use over the summer - Teacher will demonstrate activities that may be used at home bring home a bag of books your child can read - learn ways/ strategies to help child read - opportunities to win sample materials	May 14	PD team	Refreshments \$600 , Materials, hands on supplies, writing tools - \$200

# 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
Palm Beach State College	Partnering with Palm Beach State is a win win partnership. They attend our monthly SAC meetings keeping us abreast with new ways they can support our school. We also have student teachers that come and observe and learn from our teachers. The department of education works closely with us and is available to lend us a helping hand to our students throughout the year. Some ways they help us is by providing books and school supplies to our students, food cans for our families in need during Nov /Dec months , being guest speakers to our students and volunteering their time during special events.	Business Partner agreement SAC sign in sheets Agenda and sign- in sheets of agreed events	Monthly

**Partnership 2**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Bridges of Lake Worth	BRIDGES is one our best partners. It is a program of the Children's Services Council of Palm Beach County, is a gathering place that connects our families to community resources, Bridges assists our students with homework help, after school and summer programs and assist our parents in many other areas.	Business Partner agreement SAC sign in sheets Agenda and sign-in sheets of agreed events	Monthly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Tradewinds Middle School	Student from Tradewinds middle school participants serve as tutors/mentors. One specific program from Tradewinds was the Latinos in Action - Middle school school students came in to our school to work with our students.. We hope to continue that. This entails them working with students in the primary elementary grades and support them in math and reading.	VIPS sign in sheet agenda feedback from teachers	Monthly



## 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?
Information will be shared throughout the year in various events such as : Obtains feedback from parents through monthly PTO/SAC meetings Provide a Parent Involvement Plan summary page indicating Title 1 information Provide information during Curriculum Parent night/Open House, and Title 1 Parent Night. Include Title 1 Information in our School's quarterly newsletter Parent calls, texts , school website , handouts and school newsletters will be used as part of communication throughout the year	through collection of sign in sheets, agendas, parent surveys , reflections
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?
Provide parents with quarterly newsletters to maintain school to family connection Teachers are expected to make contact with parents each 12 week period focusing on data Parents are invited to a data awareness night to ensure parents are aware of their student academic status ( WIN- What I need to Know - events) Information is communicated via parent phone calls, and parent-teacher meetings, parent links (text messages) monthly chats with the principal and leadership team will be provided	copies of newsletters, handouts, parent survey results
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?
Information will be shared via monthly SAC meetings - during each meeting we would focus on a different subject . monthly chats with the principal and leadership team will be provided to share curriculum information as needed Parents are invited to a data awareness night to ensure parents are aware of their student academic status ( WIN- What I need to Know - events) Information is communicated via parent phone calls, and parent-teacher meetings, parent links (text messages)	results of parent surveys, title 1 surveys
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?
-Each grade level will set up the best time available for their parents. provide flexible times for parents to meet with teachers during the year ( SBT, CST, parent conferences, guidance meetings, WIN training) - Diamond View will work with district to provide home visits as needed. - Utilize the SIS platform as a way to communicate assessment, behavior and attendance information with parents	handouts, copies of agendas, meeting notes, calendar notes, sign in sheets

## 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>
We will make sure parents have access to all information pertaining to their child in their native language. We can ensure this by all PowerPoints, newsletters, and handouts in multiple languages as needed. We will have translators available for parents at all events and conferences. This will increase parent involvement and allow them to ask questions pertaining to their child's learning.
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
Regardless of whether or not parent and families have a disability, all parents need support to help them with their child's educational journey. The key factor is getting to know our students and their families . Building relationships with parents is important and an expectation for all. Prior to an upcoming meeting, teachers and staff are expected to prepare for any needs that may be needed in order for meeting to be successful for all. We strive to create an environment where everyone feels welcome and provide families with disabilities and their families with the best opportunity to help their students succeed.
<b>Accommodations for families engaged in migratory work</b>
At the initial contact of student registration or through any other form of district contact, the front office learns about our families and their needs. We work with the families and district support and agencies in order to provide any assistance that may be needed. The ESOL guidance counselor, ESOL coordinator and data processor work together with administration and Title 1 program and other district support to ensure student needs are met . Services include home visits, transportation, any special programs available to them, school uniforms and /or supplies.
<b>Accommodations for families experiencing homelessness</b>
At Diamond View, we work with the District Homeless Social Worker to provide resources (clothing, school supplies, social services referrals) for families identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The guidance counselor communicates with all teachers about any needs the teacher or school may be aware in order to provide the families with the support their need. Also, once the school identifies these students through possible number of absences or tardies, we try to make contact with the families in order to provide them with any support that may be needed. We then work with community resources to ensure they have transportation, provide home visits to parents if they are unable to come to the school and offer any other services that may be available to them .

# 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
Cyber bullying /Bullying behaviors training	Educate parents on what Bullying / Cyber bullying is and ways to support our students.

## Activity 2

Name of Activity	Brief Description
WIN Nights	Provide opportunities for parents to learn "what they need to know" to help their child succeed . It may vary at each grade level . Focusing on improving school attendance, behavior , reading, math or science skills. WIN nights - Parents will meet with teachers to discuss what parents can do to assist their students with skills they need in order to succeed. The teachers also will share data about individual students with their parents for specific needs ( attendance , reading scores) - to look at child's assessment report ,ask questions - practice using some of the strategies shared - Make and take home practice materials - opportunities to win sample materials

## Activity 3

Name of Activity	Brief Description
Cardboard night	Showcase math science board game night - parents can participate and hear students explain their projects to other families