

FY20 Title I Schoolwide Plan - KE Cunningham-Canal Point Elem (1831) Parent Family Engagement Plan 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
KEC/Canal Point Elementary School's parent and family engagement mission is to create an environment where parents feel involved and supported in their child's academic success through a variety of programs promoting academic and social growth.

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?
Academic Parent Teacher Teams (APTT)- collaboration between teachers and parents to help student achievement	85	<p>*Teachers and Parents communicated with each other on the specific needs they had for their child. *Teachers felt that the APTT format fostered parent involvement and a deeper understanding of grade level expectations. * The process was used in many cases as one-on-one parent-teacher conferences built into the schedule when meeting with the parents and teachers during the APTT training.</p> <p>*The family engagement piece at our school has taken a strong academic turn that is student/parent centered. *The parents reacted positively to the small meetings where they felt they could interact with their child's teacher and learn specifically what their child needs. *The APTT format was a great addition to our family outreach plan.</p>	<p>*Teachers need extra time to plan, collect data and create Powerpoints</p> <p>*Teachers needed more time to present their PowerPoints to their audience. *Teachers need time to rehearse. *</p> <p>As a school, we reached out to parents in a variety of ways, but turn out was not as great as expected. Utilize innovative ways to improve parent attendance.</p>	<p>*Parents were able to see the data (bar graphs) of their child's performance in * Baseline data that was shared as a class to show parents how their student compared to others in the class.</p> <p>*Parents were provided time to practice this strategy and use this information with their child at home for continued practice.</p> <p>*Student data indicated positive growth in both reading and math according to I-Ready learning gains.</p>

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?
Academic Parent Teacher Teams (APTT)- collaboration between teachers and parents to help student achievement	90	*Parents became more engaged with practicing the strategy they learned in APTT #1 *Parents felt confident with the strategies that were taught. They had fun and were highly engaged. *Parents who practiced with their child regularly saw great progress. *Various data sources were used as measures. The measures indicated positive student growth.(I-Ready, K-5 Literacy Assessment, FSQs, and USAs)	*Continue to plan innovative ways to recruit parents. * Small Group setting *Varied presentation times *Activities to promote parent attendance such as music presentation, art show and game night	*Parents were able to analyze their child's data. Many saw great growth from the beginning of the year to the mid year meeting. *Parents were very pleased with their child's learning gains and realized their value as teaching partners. *Parents planned to continue strategies. *Various data sources were used as measures. The measures indicated positive student growth.(I-Ready, K-5 Literacy Assessment, FSQs, and USAs) *Students were proud to have their parents attend and this emphasized the parent-school connection.

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?
Academic Parent Teacher Teams (APTT)- collaboration between teachers and parents to help student achievement		Due to bad and stormy weather, our last session was cancelled. We had no more time to reschedule due to this last session was at the end of the school year.	Due to bad and stormy weather, our last session was cancelled. We had no more time to reschedule due to this last session was at the end of the school year.	Due to bad and stormy weather, our last session was cancelled. We had no more time to reschedule due to this last session was at the end of the school year.

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?
APTT #1	32	Teachers developed their individual and/or grade level power points to show specific data of thier students to parents on their specific child's data (bar graphs show high to low strengths & weaknesses of student performace assigning a number to each student in place of their names).	Provide more specific practice for parents to dig deeper in their child's overall class performance.	Teachers were able to reveal their overall class data to the parents. Also, teachers were able to let each parent see where their child fits into the class academically by comparing their child's number to other student numbers in the class. Several parents complimented the teachers for helping them see the class data and their child's specific data to use as comparison.

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?
APTT #2	32	Teachers developed their individual and/or grade level power points to show specific data of thier students to parents on their specific child's data (bar graphs show high to low strengths & weaknesses of student performace assigning a number to each student in place of their names).	Provide more specific practice for parents to dig deeper in their child's overall class performance.	Teachers were able to reveal their overall class data to the parents. Also, teachers were able to let each parent see where their child fits into the class academically by comparing their child's number to other student numbers in the class. Several parents complimented the teachers for helping them see the class data and their child's specific data to use as comparison.

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.
Alvina Ingram- SAC chair Herbert Crawford- School Behaviorial Health Professional Maria Maciel Melchor- CLF Chelsea Williams- AP Ms. Latoria Houston- parent Tiffany Crawford- parent Sharonda Crawford- parent
What are the procedures for selecting members of the group?
Officers for SAC will be voted in. Other members will be able to volunteer.
How will input from stakeholders be documented?
Through meetings and surveys
How will stakeholders be involved in developing the plan?
All stakeholders are invited to attend our monthly SAC meetings
How will Title I parent and family engagement funds be used?
Refreshments for academic nights (STEM, FSA, APTT, etc.)

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?
APTT #1	Teachers and staff will be given an overview of the APTT protocols.	September	Henley/Mawhinney/Buswell	Teachers will; 1) Set target goal for each student after analyzing I-Ready Reading/Math data 2) Determine parent outreach plan 3) Determine strategies that teacher will share with parent to reinforce student academic learning goal 4)Determine resources needed to provide take home activities-order 5) Create a clear and concise powerpoint that consists of-purpose, skills, data graph, and activity directions/practice 6) Discuss possible additions or strategies to enhance parent engagement The impact on family engagement is positive. Teachers and staff anticipate that students who have a parent attend will make positive gains as they utilize the strategies in both reading and math. Teachers and staff will work to promote parent attendance in a variety of ways which will include: call outs, fliers, wear home stickers, newspaper and social media. Classes with the most participation will also receive incentives such as a popsicle party.

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?
APTT #2 & #3	Teachers will be oriented to Student Led Parent/Teacher Conferences	January	Henley/Mawhinney/Buswell	Teachers will; 1) Learn:1) What are student led conferences? 2) Why implement student led conferences? 2) Determine data to share with parent (tracking sheets, work samples, student exit tickets, etc.) 3) Determine student talking points(form) 4) Determine teacher talking points (strategies to increase student achievement, positive behavior) 5) Determine student self evaluation and next steps (share with parent) 6) Express teacher input into timing of conferences 7) Determine snacks, childcare, and giveaways The anticipated outcome is very positive. The goal of our school is to hold students accountable for their own learning. This strategy will create empowered students and 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. Parent's Right to Know; and
6. Other opportunities for parents.

Brief Narrative
What is the date and time of the Annual Meeting?
September 25, 2019
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Through email, school wide activities calendar, call- out, class dojo, and school marquee
What resources do you plan to prepare for stakeholders?
Invitation, agenda, sign-in sheets, School- Family compact, Copy of Parent and Family Engagement Plan, PowerPoint presentation, evaluation
What materials/supplies are needed for the Annual Meeting?
paper, card stock, index cards, yarn, popsicle sticks, glue, color ink for printer
How do you plan to reflect on the effectiveness of the Annual Meeting?
Administration will discuss parent feedback and evaluations to detail the information to the staff during a faculty meeting.

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
APTT #1	Parents were presented with student data focusing on targeted student grade level skills. Parents were shown how to utilize innovative strategies to use with their child at home in order to increase proficiency in the targeted area.	Parents will be able to : 1) understand grade level expectations 2) become familiar with I-Ready expectations and usage 3) utilize strategies to reinforce targeted skill 4) partner with teacher to become a "learning team" Students will make positive learning gains as indicated through the (I-Ready platform) as parents implement various strategies.	9/25/19	Henley/Mawhinney/Buswell	card stock playing cards markers

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
APTT #2	Parents were presented with student data focusing on targeted student grade level skills. Parents were shown how to utilize innovative strategies to use with their child at home in order to increase proficiency in the targeted area.	Parents will be able to : 1)understand grade level expectations 2) become familiar with I-Ready expectations and usage 3) utilize strategies to reinforce targeted skill 4) partner with teacher to to become a "learning team" Students will make positive learning gains as indicated through the (I-Ready platform) as parents implement various strategies.	1/22/20	Henley/Mawhinney/Buswell	card stock playing cards markers

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
APTT #3	Parents were presented with student data focusing on targeted student grade level skills. Parents were shown how to utilize innovative strategies to use with their child at home in order to increase proficiency in the targeted area.	Parents will be able to : 1)understand grade level expectations 2) become familiar with I-Ready expectations and usage 3) utilize strategies to reinforce targeted skill 4) partner with teacher to to become a "learning team" Students will make positive learning gains as indicated through the (I-Ready platform) as parents implement various strategies.	3/18/20	Henley/Mawhinney/Buswell	card stock playing cards markers

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
Bridges	Provide parenting classes, connect services to the needs of the entire family or individuals within the community. Help parents obtain their GED.	Business Partnership contract Meeting agendas & sign in sheets Invitations to upcoming events	Monthly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
All Star Program	Helps students to make better decisions and think about their future. Helps them to seek adults to help them make responsible choices. Support school wide positive behavior initiatives.	Business Partnership contract Weekly meetings with a targeted groups of students Sign in log for students	Weekly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Harvest A.M.E. Church	Mentor students. Financial support through donations towards school activities.	Business Partnership contract Financial receipts	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?
The school will use flyers, school marquee, social media, class dojo, personal invitations and the parent link call out system to notify parents of all school activities.	Print out Callout Reports from Parentlink
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?
Through regular parent trainings, parent conferences, and SAC meetings	Print out Callout Reports from Parentlink
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 and APTT	Print out Callout Reports from Parentlink
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?
All parent meetings will be held during the school day, mostly done after SAC meetings to remove barriers for attendance that may affect childcare, transportation, etc.	Print out Callout Reports from Parentlink

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
The Community Language Facilitator (CLF) works closely with Administration and the Community Resource staff member to ensure school information being shared with parents is done so in their preferred language (eg. call outs, meeting invitations, flyers, meeting notes). Staff and Faculty are given access to a list of students whose preferred language of communication is not English. Teachers that are not bilingual work with the CLF to contact parents via phone calls or notes. Additionally, the CLF is available to translate flyers and letters that faculty and staff send home. The Community Language Facilitator is available for parents that require translation (eg. meetings, communicating with the cafeteria, nurse). For evidence, we will continue collecting copies of our minutes, flyers, and make copies of all telephone communications (Parent Link Reports) showing how this information was communicated to our parents.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
ESE contact, staff and faculty are given a list of students who receive ESE services. School will us district support for students with disabilities. All staff works closely with the Community Resource staff member to ensure school information is being shared with parents (eg. call outs, meeting invitations, flyers, meeting notes). For evidence, we will continue collecting copies of our minutes, flyers, photographs, and make copies of all telephone communications (Parent Link Reports) showing how this information was communicated to our parents.
Accommodations for families engaged in migratory work
ESE and ELL contact, CLF, staff and faculty are given a list of students who receive migrant services. All staff works closely with the Community Resource staff member to ensure school information is being shared with parents (eg. call outs, meeting invitations, flyers, meeting notes). School will use district support to assist with migrant families. Meetings will be held at times that are convenient for migrant families. For evidence, we will continue collecting copies of our minutes, emails to migrant department, flyers, and make copies of all telephone communications (Parent Link Reports) showing how this information was communicated to our parents.
Accommodations for families experiencing homelessness
ESE contact, CLF, staff and faculty are given a list of students who receive homeless services. All staff works closely with the Community Resource staff member to ensure school information is being shared with parents (eg. call outs, meeting invitations, flyers, meeting notes). School will use district Homeless Department Liaison to assist with homeless students. For evidence, we will continue collecting copies of our minutes, flyers, and make copies of all telephone communications (Parent Link Reports) showing how this information was communicated to our parents.

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
STEM Night	Science, technology, engineering, and math night for students and parents to explore hands on activities presented by Palm Beach Science Museum

Activity 2

Name of Activity	Brief Description
FSA Night	Parents learn about the requirements for each grade level for state FSA testing. Parents, teachers and staff have a question and answer period.

Activity 3

Name of Activity	Brief Description
Award Ceremony	Recognize student's academic achievements throughout the trimester.