

FY20 Title I Schoolwide Plan - Pine Jog Elementary (0051) 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
Pine Jog Elementary understands the importance of collaborating and building a strong rapport with parents and community members in order to provide the best holistically for our students. We encourage parents to attend important meetings and functions in order to provide feedback and jointly make decisions as equal partners in their children's educational future.

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?
AVID Parent Night	18	Collaboration with the Choice Program. Exposure to Parent Resource Room. Parent Resources to help parents at home. Classroom Tours.	Increasing Attendance.	Parents were able to bring WICOR strategies at home and also plan for choice options for their student. In result we gained 2 percent increase in ELA Achievement.

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?
ESOL Parent Night	13	List of resources such as: Access to district portal and the free digital resources, contact information from Mrs. Dahil Monroy (Parent Liaison), College Career Fair, Choice Options,	Increasing Attendance	Bring home literacy resources to support children. Use AVID resources for home support in WICOR and also plan for choice planning. Using the portal for digital resources for students at home. ESSA subgroup grade achieved an overall grade of a B.

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?

Science Project Night	10	Resources and guidance in producing Science Fair Project	Increasing attendance	Parents were able to work with the Science Resource Teacher and begin planning with their student to prepare for county science project contest. The impact was noticed on our 5th Grade Proficiency Score of 56%. 5 percent above the district and 2 percent above the state.
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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?
Class Dojo	6	Strategies to help support engagement including but not limited to support in families home language as well as increasing family involvement.	Increasing School Wide Use and consistency across school.	Teacher were able to communicate directly with parents using positive reinforcements. Messages could also be translated for families who do not use English as their main language. Currently over 50 percent of our faculty members to communicate and engage parents using resources to translate and inform 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?

Remind.com	40	Safe way to communicate with parents.	Increasing School wide use.	Safe way to communicate with parents directly to their SMS text message system.
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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.
Galo Christian Moreira - Assistant Principal Cindy Vega - SAC Chair/ Teacher Vanessa Gary, Parent
What are the procedures for selecting members of the group?
The school asked for volunteers from staff,SAC and the community. A stakeholders meeting was held and open to all personnel.
How will input from stakeholders be documented?
Input was documented through meetings minutes, PTA meetings, Parent Involvement Feedback, Parent Training Evaluations, SEQ surveys, Title 1 Surveys, PFEP input meeting minutes . Parent Input will be documented throughout the year through SAC/PTO Meetings. Title I updated will be led by Mr. Moreira, the assistant Principal, and added to monthly meetings.
How will stakeholders be involved in developing the plan?
Stakeholders were involved in developing the plan during Parent and Family Engagement Feedback Meeting, SAC Meetings, PTA meetings and Parent Teacher conferences.
How will Title I parent and family engagement funds be used?
Title I funds will be used to supply the salary of the parent liaison, parent training supplies, student Agendas, home visit - mileage.

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?
Using Class Dojo to Reach Parents	Teacher will set up Class Dojo Accounts, to open lines of communication. Teacher will be able to establish accounts, invite parents, use translation methods as well as how to engage parents for training.	August	Galo Christian Moreira - Assistant Principals	Teacher will be able to set up accounts that can directly communicate with parents as well as help parents with translations to effectively communicate with parents with language barriers. As result faculty will be able to enage parents and increase engagement in our ESOL and low SES families.

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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Effecting Conversation in Parent Conferences	Effective tools in productive conversations. The skill on having positive and supportive tone during PTC will be enhanced.	October	Galo Christian Moreira - Assistant Principal	Teacher will be given effective tools to communicate with parents from diverse cultures as it relates to parent conferences. As a result parents will be able to give input and feedback and become a collaborative member of their child's education.
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Annual Meeting

Families are invited to attend the Title I Annual Meeting to learn about the school's Title I programs and requirements. Describe the tasks the school will take to conduct an effective Annual Meeting. The meeting should be designed to inform parents about:

1. What it means to be a Title I School;
2. The school's Title I School-wide Plan;
3. Parent and Family Engagement (plan), including the School-Parent Compact;
4. Special Programs such as Migrant Education and McKinney Vento;
5. Parent's Right to Know; and
6. Other opportunities for parents.

Brief Narrative

What is the date and time of the Annual Meeting?

September 11th, 2019 September 12th, 2019 at 6:00 pm in the school's Dining Hall.

How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.)

Parents will be notified through call outs (translated in Spanish and Creole), social media (Facebook and Twitter), Remind.com, Marquee, Invitation and Class Dojo.

What resources do you plan to prepare for stakeholders?

We will provide online resources, ensure they have access to our school parent liaison and parent resource center, as well as provide resources that align with our literacy focus. Sign-in sheets, PPT handouts, evaluations, and agendas. a copy of the compact, FY20 SWP, and the PFEP summary

What materials/supplies are needed for the Annual Meeting?

Paper for printout of resources and strategies they can apply outside the school. Pens chart paper, notebooks technology

How do you plan to reflect on the effectiveness of the Annual Meeting?

An evaluation form will be given to parents as well as post reflective conference with Admin, SAC Chair, and Parent Liaison. A review of the number of participants. The team will review and discuss the parent evaluations and determine strengths and opportunities for growth when holding Annual Parent Meetings. The school will make any necessary changes based on parent feedback.

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
ESE Night	Assist families of ESE students who will gain and practice resources to support students in the classroom and at home with standards based instruction. A focus on literacy and math will help support families and their students.	Parents will get hand on activities to support their students in standards based curriculum. Specifically in assisting their specific needs. Parents will have reading comprehension prompts to use with students, Strategies to support their writing as well as what foundation skills they can practice in Math.	October	Danielle Ross (ESE Coordinator)	Handouts Digital Resources Translators Classroom Teachers

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
ESOL Night	Asst families of ESOL Parents in resources and curriculum support at home. Parents will be able to use the districts resources for translators, choice options, curriculum support as well as meeting critical members of our engagement team, including ESOL Coordinator, Parent Liaison, CLFs, Teachers, and Administration.	Training to help parents navigate all free resources to parents (digital, parent resource room, accessibility to the school and district for parent engagement, parent liason.	November	Cecilia Wolf (ESOL Cordinator)	Computer Resources, CLFs, Reading and Math Coach, Prompting guides, repurces for Homework help. Choice Resources, Translated materials.

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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<p>AVID NIGHT</p>	<p>Introduce and reinforce the AVID for Elementary. Parents will be introduced to Wicor Strategies as well as post graduate opportunities.</p>	<p>Support Families with WICOR Strategies, growth mindset and resources for college readiness. The anticipated impact is that families begin planning for post graduate success as well as support students in Writing, Inquiry, Collaboration, Organization and Reading.</p>	<p>January</p>	<p>Teasha Fuller (AVID Coordinator)</p>	<p>AVID Site Team, CLFs, Digital resources, resources to create an organized environment at home, resources for post graduate options and choice, partnership with feeder middle school. Overview on the WICOR strategies and</p>
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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
Publix	Working with Publix Tools for Schools, we will receive supplies for our students. Families will benefit from this partnership since they will not have to purchase needed school supplies for their students.	Pictures and sign up for event.	One-time

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
All Pro Dads	Increased Involvement with Parents, especially fathers, to develop mentorship skills and support for students.	Meetings, events, sign in sheets, emails, thank you notes, pictures, agendas.	Monthly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Stem night collaboration with Science Museum	Collaboration in our Stem Night to increase hands family engagement at home and in our community.	Sign in sheets, Partnership Agreement, Invitations, handouts, pictures	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, 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?
Our school will inform parents about timely information about the Title I programs by use of Remind.com, handouts, call outs, marquee, Facebook, SIS, school messenger, Parent link, twitter, annual meeting SAC and Class Dojo.	Screenshots of Technology use, handouts, overall data reports from social media platforms, pictures of marquee, invitation, flyer, agenda, newsletter, report cards, and conference notes.
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?
Our school will inform parents about curriculum at the school, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet by use of Remind.com, handouts, Open House/Curriculum Night, Parent link, school messenger, marquee, Facebook, SIS, twitter, SAC, Parent conferences, progress reports, and report cards.	Parent Conference Notes, Parent Engagement meetings (Agendas, Sign In Sheets, Evaluations, Handouts) Technology resources (Screenshots)
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?
Our school will inform parents about opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through the use of Remind.com, handouts, Parent Link, marquee, Facebook, school messenger, twitter SAC, Open House/Curriculum Night, Parent Conferences, Progress Reports, and parent training.	Screenshots of Technology Invites (Classdojo, Twitter, Facebook, Website) Paper Invites, and Marquee Invites.
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?
Our School will offer parent training after 5:00pm to ensure our parents can attend. Our school will create a way to provide childcare if needed.	Evidence of Time Options on Invites from handouts, social media, and Marquee.

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
<p>Accommodations for parents and families with limited English proficiency</p>
<p>In order to provide accommodations for parents with limited English proficiency the CLF facilitators will attend meetings and conferences as needed. All school communication is translated in the appropriate languages for families. Parents will be involved through translated call outs, availability of language facilities, identification of families with languages other than English to ensure appropriate translations are made,</p>
<p>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</p>
<p>Ensure we have identified families with special needs and ensure we coordinate with resources available from the school district, if unavailable at school. Ensure appropriate communication is sent based on needs of the families. We will coordinate with Parent Liason and ESE District office to ensure we can accommodate for all families, including those with vision, hearing, languages and wheel chair limitations.</p>
<p>Accommodations for families engaged in migratory work</p>
<p>Coordinate with Parent Liaison and administration to make home visits and record visits in log to provide relevant information concerning the school. Coordinate with Parent Liaison to identify families who need services provided outside of the school campus. The school will coordinate with the Migrant Office and Multicultural Department as needed to provide additional support to our migratory working families. The school will provide home visits as needed to share information and connect families with the migrant program and the multicultural department.</p>
<p>Accommodations for families experiencing homelessness</p>
<p>Identify families who are homeless and ensure students are given proper resources as well as provide opportunities to create a safe environment for families to get resources and provide transportation if needed by school faculty. Ensure parents are aware of our free breakfast, lunch, and dinner provided by the school for students. Guidance counselors have initiatives such as the Angel Project, that allows teachers to select students who are in need. Have more Language support in our events. Increase home visits and communication from parent liaison to ensure that</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
FSA Night 3rd Grade	Parents will be given overview and resources to support students in FSA testing.

Activity 2

Name of Activity	Brief Description
STEM Night	Collaboration with the Science Museum to engage students and parents in STEM activities.

Activity 3

Name of Activity	Brief Description
Bingo Book Night	Opportunity to bring literacy standards to parents.