

FY20 Title I Schoolwide Plan - Northboro Elementary (0291) 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
Northboro Elementary strives to create a cooperative learning community which empowers parents to take an active role in their child's education.

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?
Literacy Workshop	120	Interactive stations focused on reading strategies and ELA standards.	This year we will address the writing component in Literacy Night.	Parents interacting with strategies to assist their child at home with reading.

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?
Math Workshop	160	interactive stations focused on math strategies and math standards.	An interactive station will be added to address multi-step word problems.	Parents interacting with strategies to assist their child at home with math.

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 Workshop	150	Interactive stations	include item spec. questions that relate to the science standard being covered.	Parents interacting with activities that make science more understandable enable them to assist their child at home.

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?
What is parent involvement? - reviewing the parent survey and developing methods to engage parents	75	Resources Q & A session Looking at barriers to parent involvement	More time	Staff engaged parents in a variety types of involvement to bring them into their child's education. The volunteer coordinator along with teachers have created alternative ways for families to engage in their child's learning- morning and evening educational events, additional technology to support learning.

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?
How does culture affect how parents engage in parent involvement? - staff develop an understanding on the impact of culture in parent involvement	75	Parent speakers	More time	Teachers understood the challenges of the school system as a second language speaker coming from a different culture. The teachers have developed some universal systems to help parents navigate their child's agenda and homework. These systems help non-English speaking parents understand what is expected from their child each day.

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.
Gayle W. Harper- Principal, Mary Beth Decker- Assistant Principal, Stephanie Gardiner- Reading Coach, Tiffany Greene-Whitaker- Math Coach Jennifer Lewanda- Science Coach, Lourdes Simon-Bower- ESOL Guidance Counselor, Carol Blake- Single School Culture Coordinator, Amy Gustafson- Magnet Coordinator, Andrea Boxill- K-2 Teacher Representative, Stacey Alexios- 3-5 Teacher Representative, and all parents in attendance at the June 1 meeting.
What are the procedures for selecting members of the group?
All parent are welcome to participate in school meetings and trainings. Parents are notified by school marquee, phone link, and multi-lingual flyers that the schools is looking for members to be part of a decision making group (SAC or PTO). Parents are selected to represent the community we serve. Business partners will be contacted to be a member of the school's SAC. Leadership team, teacher selected grade level representatives, and volunteers are also key stakeholders of this group.
How will input from stakeholders be documented?
Parents and Staff input was taken during the parent input meeting and documented in the Minutes from this meeting. During the year, input from stakeholders will be documented via meeting minutes. Title I Update will be a standing agenda item in our SAC agenda and minutes.
How will stakeholders be involved in developing the plan?
At every monthly SAC meeting there will be time to give feedback on items discussed. Stakeholders will be involved in the development of the PFEP plan by providing input at SAC, Parent input meeting, parent trainings, and participating in District surveys and discussion. Stakeholder's input is ongoing throughout the year.
How will Title I parent and family engagement funds be used?
Title I parent and family engagement funds will be used to implement trainings as outlined in the PFEP plan (training materials; food for trainings, etc). 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?
What is meaningful parent engagement?	Reviewing the parent survey and developing methods to engage parents. Develop vocabulary cards with pictures to support parent understanding of educational term-literacy block, math terms,- thereby increasing understanding of the tools used for instruction and learning.	October	MB Decker	Teachers will develop a teaching vocabulary dictionary to share with parents. The dictionary will include manipulative pictures and labels, term definitions and exemplars/samples of work and projects. The strategy will empower parents to work along side their child and support their learning therefore increasing student achievement.

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?
How do frequent tardies/absences negatively impact student achievement?	Staff will develop and practice using a common language to articulate to parents the need for students to come to school and arrive on time daily to ensure student growth and academic success.	November	Aristtide	Staff will be able to speak with parents about how absences and tardies negatively impact students achievement as well as peer relationships. As a result, parents will send their child to school on time daily.

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 18, 2019 8:30 AM and 5:00 PM at the Media Center
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)	Stakeholders will be notified of the Annual meeting via invitation, school newsletter, and flyers. Additionally, parents will receive a call out reminding them of the meeting. Title I Annual meeting will be in the school's marquee.
What resources do you plan to prepare for stakeholders?	We will prepare by setting up room, interpreters, child care, sign-in sheets, copies of handouts in all languages, evaluations, agenda, invitation, copy of PFEPP summary, Compact, PowerPoint Presentation.
What materials/supplies are needed for the Annual Meeting?	We will use the PowerPoint provided by Title I Office, adding school specific information, sign-in sheets, paper, pens, 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 and reflect on event. Leadership will take the suggestions provided by the parents and implement their ideas into our PFEPP and Compact.

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
Literacy Training	ELA Achievement: Parents will interact with literacy strategies to assist their student at home.	Parents will be able to work with their student at home to strengthen their reading/writing strategies. This will assist students increase their reading and writing proficiency.	October 2019	Gustave	paper sticky notes markers file folders card stock books lap tops media equipment magnetic letters cookie trays shaving cream trays

Parent and Family Training #2 (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
Math Training	Match Achievement: Parents will interact with math facts/fluency strategies to assist their student at home.	Parents will be able to work with their student at home to strengthen their math strategies. This will assist students increase their math proficiency.	November 2019	Whitaker	paper sticky notes markers file folders card stock books lap tops counters dice magnets magnetic numbers cookie sheets

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
Science Training	Science Achievement: Parents will interact with science benchmark strategies to assist their student at home.	Parents will be able to work with their student at home to strengthen their science strategies. This will assist students increase their science proficiency.	January 2020	Decker	science boards materials for experiment card stock manipulatives

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 at Village Shops	Publix Grocery store donates food items to families in need. They also donates for student, parent and teacher incentives.	Business Partner Agreement Thank you letters	Monthly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Multicultural Department	The SDPBC Multicultural Dept. supports parent meetings by providing staff to translate and present information to parents regarding services that are available in the community.	Meeting agendas Volunteer sign-in log	Quarterly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Rybovich Marina	Donation of a Ben Carson Library. Literacy books collection.	Library development	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 and services (Annual meeting, tutorial programs, parent training, parent conferences, etc.) will be shared via multi-lingual flyers in the backpacks; marquee; flyers; Newsletters; call-outs. We also discussed Title I initiatives during the CNA and PFEIP input meetings.	Agenda, minutes, reflection, invitation, handouts, sign-in sheets & photos
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; Curriculum Night; Student agendas/parent signatures on assessments; report cards; progress reports; Diagnostic Reports; PMP, iReady proficiency reports; Parent Conference Fair and individual parent conferences.	Sign-in sheets, call-out log, event reflection, grade level expectations, students progress, assessment data, & proficiency levels.
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, and IEP meetings to be part of the decision making process as it relates to their child's education. All will be given opportunities to provide feedback through Title I survey and evaluations.	Sign-in sheets, invitation, parent-teacher conference logs, report cards, IEP or LEP meeting notes, & call-out log
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?
Parent meetings, workshops and training are offered at a morning and evening time. For the evening workshops, we make the strategies and activities interactive so both the child and parent participate. During SAC and PTO meetings, we offer childcare because the meeting take place in the evening.	Meeting notices, agenda, minutes, reflection, sign-in sheet, and evaluations, & reflections

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	
Northboro has a growing Hispanic population (51%). We strive to have all of our communication in Spanish as well as English. School has staff that speaks parent's native language are available for parent meetings and conferences to ensure proper communication. Letters and communication going home are translated. Furthermore, we've reached out to a local high school Spanish club to support our school-wide events to ensure we have enough translators.	
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)	
We are an ADA approved facility that allows easy access for disabled individuals to navigate the school. Parents are surveyed on their needs and depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families. In the event that a family is in need of additional support, Northboro will contact the appropriate department.	
Accommodations for families engaged in migratory work	
Parents of migrant students are invited to all meetings. CLFs and teachers invite them to all the meeting/trainings and interpreters are available for the meetings. Migrant parents are surveyed on their needs when their child enters our school, so that the school staff (ELL Coordinator, CLFs, and Migrant Liaison, etc.) provide the resources and information needed. Northboro will continue to work with the Multicultural Department as needed. We will reach out to the Mayan Cultural Center for additional support.	
Accommodations for families experiencing homelessness	
Parents are surveyed on their needs so that the school provide support, information, and resources needed. School staff will also assist families experiencing homelessness by making connections with District staff (MVP - McKinney Vento Program) for additional and appropriate resources as needed.	

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

Activity 2

Name of Activity	Brief Description
N/A	N/A

Activity 3

Name of Activity	Brief Description
N/A	N/A

