

FY20 Title I Schoolwide Plan - Washington Elementary (0191) 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
Washington Elementary's staff and administrators strive to empower parents and families to support their children's academic and social-emotional development by strengthening school, family, and community partnerships through communication, trainings, and resource support.

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?
Level Up/Third Grade Parent Meeting: parent meeting discussing grade 3 FSA/Good Cause Portfolio as well as grades 4 and 5 FSA and strategies to assist Low 25 students.	11	The parents of the third grade students and 25th Quartile students were informed on their children's academic performance as well as given resources to support them at home.	Having more parents to attend	Parents were aware of the requirements for earning a satisfactory score on FSA as well as provided with resources to use at home with the children to provide academic support. Resources provided for students included practice problems for each tested subject area and sharing of students' individual data reports.

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?
Curriculum Night: meeting with parents/guardians discussing the requirements of the reading, math, and science, grades K - 5.	11	Parents FSA information was shared with parents - testing dates, achievement, and	Having more parents to participate in the training.	Parents were taught strategies that they can implement at home with students to improve their academic performance. For example, parents of primary students were taught how to reinforce sight words at home using bingo cards.

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?
APPT #3: This was the third meeting of a series of meetings with parents that addressed how parents can support students' foundational skills for both reading and math, grades K -2.	6	Teachers and parents collaborated on foundational skills to target at home. The kindergarten and first grade teams focused on sight words while the second grade team focused on vocabulary.	More parent attendance.	Parents were provided with activities to use at home in order to increase student achievement and prevent summer slide. Parents were provided with students' iReady progress from the beginning of the year to the end the year for both reading and math. Resources such as students' current RRR level was provided as well as the discussion of visiting libraries during the summer to prevent summer slide.

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?
K -2 Teachers Academic Parent Teacher Training - teachers were taught the format of the APTT meeting and how to build partnerships with parents for student success.	9	Teachers were provided with the opportunity to collaborate with each other on the PowerPoint presentation as well as the activities that they would share with parents.	Teachers took the time to thoroughly plan for the meeting; however, there was a lack of attendance by parents.	Teachers were prepared and fully equipped to execute the agenda and lead parents in the night's activities. The impact on family engagement was that parents were taught how to implement activities at home that would further support students' understanding of foundational skills (sight words, vocabulary, and math fluency) at home.

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?
V. Gaddy from the Department of Safe School discussed with staff ways in which to positively reinforce good behaviors with students allowing them to reach their full potential.	21	Teachers were provided with tools and tricks that they could incorporate in their morning meetings as well as discuss with parents during parent conferences/parent trainings on how to positively motivate students to do their best in school.	Invite Ms. Gaddy to train teachers periodically throughout the school year (beginning and middle of the school year) to provide reminders to teachers on how to support students' behavioral needs.	Use of additional behavioral techniques with students to reinforce positive behaviors. A packet of behavioral strategies was shared with each staff member in attendance; moreover, teachers were able to share such strategies with parents during parent conferences/trainings.

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.
Carissa Battles - Principal, Lascelia Dacres - Assistant Principal, Chevette Gadson- SAC Chair, Grace Talton - Parent, Danielle Robinson - Teacher, Ermucia Petion - Teacher, Shaniece Haywood - Teacher, Kimberly Allen - Teacher, and Irene Cooper -Teacher (Sign In from the PFEP meeting).
What are the procedures for selecting members of the group?
All parents are invited to attend, members will be selected to represent the diverse community. Our parent liaison will serve as the liaison between parents, school and community. School administrators and business partners are key stakeholders. School staff are an integral part of engaging families and increasing the home-school connections. Moreover, parents and community members were invited via Principal Battle's message through the PhoneLink system, flyers, and SAC meeting.
How will input from stakeholders be documented?
During the Parent Input Meeting, parents' feedback and input to the PFEP will be recorded in the minutes of the meeting. During the year, input from stakeholders will be documented via meeting minutes.
How will stakeholders be involved in developing the plan?
A meeting will be set up to discuss data/surveys shared from the previous years, current parent and family plan, and there will be an open forum to discuss strengths and weaknesses. During the school year, stakeholders will be involved in the discussion and development of the plan by providing input at SAC, parent input meetings, and participating in District surveys.
How will Title I parent and family engagement funds be used?
PFEP funds will be utilized for student agenda for daily communication from school to home and parent trainings. All stakeholders will have the opportunity to give input on the types of trainings and other items they would like to include in the plan and budget.

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?
Social Emotional Wellness in Children	Staff will be trained on the process through which children acquire and effectively manage emotions, set and achieve positive goals, feel and show empathy for others, and make responsible decisions.	10/18/2019	Dr. Dacres K. Bortniak	Teachers will be better equipped to assist students in managing their emotions and reinforce/teach such skills during morning meetings. This will positively impact family engagement because teachers will share effective techniques with parents during conferences/trainings for them to incorporate at home with students.

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?
Promoting Resiliency in Children	Staff members will be trained on how to promote a growth mindset (efficacy) in students.	11/11/2019	Dr. Dacres K. Bortniak	Teachers will assist students in persevering and embracing academic/behavioral challenges to promote growth mindset in students. This will positively impact family engagement by teachers sharing such techniques with parents during conferences/trainings for them to incorporate at home with students.

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?
October 2, 2019 at 5:30 PM
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
All stakeholder will be notified of our Annual Meeting via invitation, marquee, school website, call out and text message..
What resources do you plan to prepare for stakeholders?
We will prepare by setting up in the cafeteria, child care will be provided, agenda, PowerPoint presentation, handouts (PFEP and Parent Compact), sign in sheet and evaluation form.
What materials/supplies are needed for the Annual Meeting?
Invitation, Agenda, Sign In Sheet, pens, powerpoint, sticky notes on table to add to parking lot and school documents (survey, evaluation, sign in sheet), computer, projector, sound
How do you plan to reflect on the effectiveness of the Annual Meeting?
Review the parent evaluations, discussion and sticky notes on the parking sheet from the meeting. Leadership will review and discuss the parent evaluations and determine strengths and opportunities for growth when holding Annual Parent Meetings and make the necessary changes

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
Academic Teacher Team Trainings	K -2 Teachers Academic Parent Teacher Training - parents will be taught how to use various activities at home to support their children's learning. Research-based activities that target sight words and vocabulary will be modeled for parents to on how to use at home with students.	Parents will be able to reinforce basic skills in kindergarten, first, and second grades. Basic skills such as sight words and vocabulary will be targeted through the use of research based activities	October 16, 2019	L. Dacres A. Pugh K. Blair G. Perez	Cardstock, PowerPoint, Data

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
Curriculum Night (ELA, Science, and Math)	Parents will participate in training that discusses the FSA for math, reading, and science. Parents will participate in completing various activities that reflect the state's exams.	Parents will learn about information regarding the state's exam for reading, math, and science. Parents will be trained to on how to understand the requirements of the FSA as well as how to use of the varying DOK questioning techniques.	November 14, 2019	SSCCs Teachers	Cardstock, PowerPoint, Data

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
Curriculum Night (ELA, Science, and Math)	Parents will participate in training that discusses the FSA for math, reading, and science. Parents will participate in completing various activities that reflect the state's exams.	Parents will learn about information regarding the state's exam for reading, math, and science. Parents will be trained to on how to understand the requirements of the FSA as well as how to use of the varying DOK questioning techniques.	February 11, 2020	Science Center Math SSCC Teachers Dr. Dacres	Volunteers to facilitate STEM activities.

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	This agency educates parents on the value of educating their child, provides training for our 21st Century Parents, assist with student readiness, promotes attendance through providing incentive, and organizes a Spelling Bee to prevent summer slide.	Notes, gift card signature, invitation, agenda, sign in sheets	Monthly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Child Service Council, CSC	The center for Child Counseling has been able to assist Washington Elementary school families by providing them with psychoeducation on various topics that closely affect the families, teaching parenting skills, and providing opportunities for families to work on communication and empathy skills in order to grow closer and stronger.	Parent invitation, calendar, marquee, posters	Annually

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Lost Tree Foundation-Grant	This organization serves as a Parent Resource Center at JFK, promotes field trips to build background knowledge, provides a literacy specialists to support teachers, and purchases materials that targets effective instruction.	Sign in sheet, specialist schedule, purchase order, field trip slips	Weekly

Communication

After reflecting on your 2019-2020 Title I Family Engagement Survey results, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information. Evidences include agendas, sign-in sheets, minutes, evaluations, school websites screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

Key Points of Communication	
Describe how school will provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the information was shared?
Title I information will be shared via the Title I Annual meeting, SAC meetings. Parents will receive invitation, marquee, monthly newsletter, parent link, and meetings. Documents will be provided to families in appropriate languages.	Copies of invitation, phone link, call out, marquee
Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet.	How will the school document that the information was shared?
This will be communicated to families via Curriculum night, Open House, progress reports, Title I Annual meeting, Report Card Conference Night, Academic Parent Teacher Team meetings, Parent Engagement meeting. Documents will be provided to families in appropriate languages.	Agenda and sign-in sheets
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 training opportunities, parent-teacher conferences, and Title I Annual Meeting. Parents will be notified via invitations, Phone Link, Marquee, Flyers, Newsletters. Documents will be provided to families in appropriate languages.	Parents will be notified via invitations, phone link, marquee, flyers, surveys, and attendance records.
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?
Survey will be distributed to see what times work best. A calendar will be set up at the beginning of the school year to give advance notice and meetings will be held at different times to meet various parents schedule. All material will be shared with parent at their request. Child care will always be provided. Documents will be provided to families in appropriate languages.	By soliciting parents' preferences through surveys and by sharing a calendar with set dates and times for upcoming events.

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
Washington Elementary will request the assistance of the Multicultural Department for translation of all written parent communication in order to share such information with parents in their native language. As with other parents, ELL parents will be surveyed on their needs so that the school may provide the necessary resources. Sample evidences will include translated compact and letters.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
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 order to provide parents and families with disabilities accommodations the school building is ADA accessible. Wheelchair accessible entrances and seating will be offered as requested. If necessary, school will contact the district office for support. Sample evidence will include photograph of the use of the audio enhancer system for hearing impaired. Also, sign in sheets and notes when vision or hearing support was provided will be included in evidences.
Accommodations for families engaged in migratory work
Parents of migrant students are invited to all meetings. Teachers will invite parents to all the meeting/trainings and interpreters will be available for the meetings. Migrant parents will be surveyed on their needs when their child(ren) enters our school, so that the school staff/District staff may provide the resources and information needed. We will continue to work with the Multicultural Department as needed. Sample evidences include meeting notes and flyer of services offered.
Accommodations for families experiencing homelessness
Provide transportation as much as possible. Parents will be surveyed on their needs so that the school can 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. Sample evidence include copy of referral email or Student Housing Questionnaire (form 2479).

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