

FY20 Title I Schoolwide Plan - Glades Academy, Inc (3382) Parent Family Engagement Plan Summary

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 NIGHT | 26 | After reviewing the evaluations submitted following the program the items below were identified as strengths: 1. The time and location of program 2. Daycare/ Classroom with supervision was provided for parents with kids. 3. Food was provided. 4. The content covered was clear and materials were provided. | After reviewing surveys from parents/attendees, the following items were identified as needing improvements: 1. More food 2. Extend the time of the program 3. Childcare rooms based on age/grade. 4. More Take Home Resources | As a result of this training parents were able to receive tips/information needed to implement reading at home, making it a family activity. Parents were able to understand the importance of reading outside of the school environment. Parents and students were also provided with reading books to take home. |

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? |
|----------------------------|------------------------|--|--|---|
| FSA NIGHT (ELA/MATH) | 41 | The following items were identified by parents/visitors that attended Glades Academy's FSA Night: 1. Many useful and detailed resources/Take-Home Activities. 2. Good Food 3. The topic of discussions/Activity Rooms 4. Activities for students and parents to participate in while at FSA Night. | There were no areas of concerns indicated by parents/visitors. On behalf of the principal and staff the following improvements could be made: 1. More signage to assist parents with activity and information rooms. | As a result of FSA Night (ELA/MATH) parents were able to learn about the standards students would be tested on when completing the Florida State Assessments. Parents were also provided with tips of healthy breakfast meals/snacks to feed students during testing. Parents were able to learn of all testing dates for the FSA to ensure their child's attendance at school. |

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 FAIR NIGHT | 35 | The following items were identified by parents/visitors that attended Glades Academy's Science Fair Night: 1. LIVE Experiments conducted by students. 2. Awards presentation of science fair winners. 3. Amount of attendees 4. Student participation and knowledge of content being presented. | There was one item listed as needing improvement as the result of the Science Fair Night: 1. The program has to be held in a larger room. There was not enough space for all attendees. | As a result of the training, parents were able to understand the content of science for students in grades K-8. Parents were also able to work with students while completing science fair projects and presentations. |

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? |
|---|------------------------|--|--|---|
| How to Make Parent Communication Effective Part 2 | 16 | The following items went well as a result of conducting Staff Training #1: 1. Teachers were able to conduct effective parent conferences with students by providing parents with data-driven information as well as behavior. 2. Teachers were able to understand the importance of identifying the positive characteristics of the student at the beginning of each conference. 3. Teachers were able to understand the importance of allowing the parent to speak without being interrupted. | The following items were identified as needing improvement: 1. Increasing the amount of parent conferences per trimester/nine weeks. 2. Documenting all parent conferences (by phone and in-person). | As a result of the training teachers were able to do the following: 1. Teachers were able to conduct effective parent conferences with students by providing parents with data-driven information as well as behavior. 2. Teachers were able to understand the importance of identifying the positive characteristics of the student at the beginning of each conference. 3. Teachers were able to understand the importance of allowing the parent to speak without being interrupted. 4. Teachers were able to communicate more effectively using the platform Classroom Dojo for grades K-5 and REMIND for students in grades 6-8. |

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? |
|---------------------------------------|------------------------|---|--|---|
| Building Parent-Teacher Relationships | 16 | The following items listed below went well as a result of Staff Training #2: 1. Teacher Participation 2. Scenarios conducted during the training. Teachers played the role of the teacher and the parent in order to identify the most effective way of communicating with parents and building an effective relationships. 3. Teachers practiced the DO's and DON'Ts when communicating and building relationships with parents. | The following items was identified as needing improvement to make the training more effective: 1. Glades Academy has to reach out and identify a professional(s) certified or specializing in building teacher capacity for the following topic. This professional will provide the staff/teachers at Glades Academy with the skills/training needed in order to build EFFECTIVE parent-teacher long-term relationships. | 2. Scenarios conducted during the training. Teachers played the role of the teacher and the parent in order to identify the most effective way of communicating with parents and building an effective relationships. 3. Teachers practiced the DO's and DON'Ts when communicating and building relationships with parents. |

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

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| List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact. |
| Vinnisha Jones - Principal Shamika Bryant - Parent Liaison Melissa Larson - ESE Teacher Chrishae Roye- Lead Teacher1 Breanna Collins - Lead Teacher2 Delma Bryant - Parent Board of Directors - E. Fanjul; G. Rivera; Ft. Raul, L. Azquata, T. Sutterfield, C. McDermott Parents - D. Seabrook, D. Jones, T. Hardwick, J. Harper |
| What are the procedures for selecting members of the group? |
| Each parent is invited to a meeting. Flyers are sent home with all students to ask for volunteers to be part of the committee. Board members are contacted via phone and email. The group is open to anyone that wishes to participate. Teachers and other support staff are also invited to the meeting by memo and via email. |
| How will input from stakeholders be documented? |
| Detailed notes or minutes were taken during the meeting. The minutes are drafted by hand and then typed and presented. Parent training surveys and evaluations will also be used to document input from stakeholders. |
| How will stakeholders be involved in developing the plan? |
| During the meetings stakeholders including board members, parents, and staff have the opportunity to share ideas and assist with the develop of the plan. Meetings will be held to discuss the School Parent Compact and The Parent and Family Engagement Plan plan and its development. |
| How will Title I parent and family engagement funds be used? |
| Funds will be used to provide parents with the resources and other items needed to assist with the development of students while at home. Funds will also be used to provide supplies at trainings for parents and students. |

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? |
|--|--|-------------------|---|--|
| Building Positive Parent-Teacher Relationships and Improving Communication Skills with Parents | Positive parent-school communications benefit parents. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. Effective communication is essential for building school-family partnerships. It constitutes the foundation for all other forms of family involvement in education. -Continue to use new parent conference form. -Reinforce effective communication methods used to communicate with parents. | Dec. 2019 | Principal Jones - Continue to use new parent conference form. - Reinforce effective communication methods used to communicate with parents (i.e apps, Friday Folders, Phone calls). | -Maintain positive communication skills with parents during conferences, emails, phone calls. - Create friendly relationships between teachers and parents. -Build trust between school, students and parents.-Improve and continue positive communication skills with parents during parent conferences, email communication, phone calls, and communication via apps (i.e classroom Dojo and REMIND). Continue to build and maintain friendly and effective relationships. |

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? |
|---|---|-------------------|-----------------------|--|
| Building Social and Emotional Learning Skills in Students | Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. | October 20 | -Principal | Teachers will be able to use a systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities. |

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 |
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| What is the date and time of the Annual Meeting? |
| Thursday, September 12, 2019 @ 5:30PM |
| How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.) |
| Flyers will be sent home with students. Parents will also be notified on classroom dojo. The date and time of the event will be advertised on the school's website. A meeting will be held with the teachers and they will also receive information via email. |
| What resources do you plan to prepare for stakeholders? |
| Invitation, agenda, sign-in sheets, copy of PowerPoint Presentation, copy of FY20 Parent and Family Engagement Plan, copy of FY20 School-Parent Compact, evaluation |
| What materials/supplies are needed for the Annual Meeting? |
| Chart paper, markers, pens, post-its, laptops, informational pamphlets |
| How do you plan to reflect on the effectiveness of the Annual Meeting? |
| Surveys will be distributed immediately following the meeting and the information provided on the surveys will be reviewed by administration and findings will be shared with staff during 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/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 |
|----------------|--|--|------------------|---|---|
| Literacy Night | Parents, students, and teachers will engage in fun activities that encourages communication literacy. Parents and children will practice reading skills (i.e fluency, main idea and comprehension). Parents will also have the opportunity to share ideas with experienced teachers. | -Parents will review skills and strategies that can be implemented while assisting students at home. -Parents will be provided with resources to work with students at home (i.e reading, math, science activities). Parent knowledge of content area skills and involvement in student education will increase/improve student academic achievement in reading, math, and science. Parents will be able to implement reading practices at home with students to improve student reading skills. | December 2019 | -Principal - Parent Liaison - Lead Teachers | -Reading books -Markers -Highlighters -Copy Paper -Construction Paper - Pens/Pencils |

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 |
|-------------------------------|--|--|------------------|---|--|
| FSA NIGHT ELA/MATH/SCIENCE | Parents and students will participate in a variety of activities (practice of sample questions and strategies) that inform students and parents of what to expect and how they are expected to perform on the FSA. Parents and students will also be provided with resources to assist in preparing students for state exams. Parent and students will learn and understand the purpose of the Florida State Assessment. | -Parents will receive resources that can be used at home to assist students with reading, math, and science. -Parents will gain knowledge of state standards students are expected to meet on the FSA. -Parents will gain/learn a variety to test taking strategies/skills to assist students with at home in preparation to The FSA. Parent knowledge of state standards and expectations of students will increase/improve student performance on state assessments. Parents will be able to understand the expectations and requirements of their child for The Florida State Assessments. Parents will learn and understand the importance of supporting their child and working with the school to ensure that his/her child performs to the best of his/her ability on the Florida State Assessment. | MARCH 2020 | -Principal - Parent Liaison - Lead Teachers - Teachers | -FSA Practice Books - Reading Books -Supplies (i.e pencils, 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 |
|--------------------|--|--|------------------|--|---|
| SCIENCE FAIR NIGHT | Parents and student will learn about the components needed in order to complete a successful science project. Parents and students will demonstrate understanding of the scientific method and procedures necessary to complete a successful science fair project. Parents will use an example display science board to identify components needed to complete a science fair project. | -Parents will be able to assist students with science activities at home in an effort to motivate students in science studies. -Parents and students will receive resources/materials to assist students at home with science activities/projects. - Parents will become familiar with science standards students are expected to meet in an effort to improve student achievement. Parents and student will learn about the components needed in order to complete a successful science project. Parents and students will demonstrate understanding of the scientific method and procedures necessary to complete a successful science fair project. Parents will use an example display science board to identify components needed to complete a science fair project. | APRIL 2020 | -Principal - Parent Liasion - Lead Teachers - Science Teachers | -Science Rubrics - Science Fair Boards - School Supplies -Science books |

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 | Bridges partners with GA to offer services in counseling, therapy, food, shelter, education, scholarships for after-school programs and other resources for both students and parents. GA is able to refer parents that qualify for these services. | emails referrals visits | As Needed |

Partnership 2

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|------------------------|--|--|-----------|
| Take Stock in Children | Provides students of low income families with mentor support and financial support/scholarships for college. | referrals monthly meetings emails parent communication meeting log | Monthly |

Partnership 3

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|------------------|--|------------------------------|-----------|
| Florida Crystals | Provides students and parents with resources and supplies for school programs and other functions. | Donations Field Trips emails | Quarterly |

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? |
| Notices will be sent home in Friday Folders with students Messages will be sent to parents on CLASSROOM DOJO (TECHNOLOGY) Information will be listed on the school's webpage Parents will be contacted via telephone by the parent liaison | Parent Attendance Parent responses Call logs Parent 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? |
| Progress reports will be sent home each quarter/nine-weeks (middle school) Report cards will be sent home Parent conferences will be held Open House will be held | Parent Attendance Parent responses Call logs Parent Conference Notes Agendas 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? |
| Annual Meeting Stakeholder Meeting, SAC Notices will be sent home in Friday Folders with students Messages will be sent to parents on CLASSROOM DOJO (TECHNOLOGY) Information will be listed on the school's webpage Parents will be contacted via telephone by the parent liaison | Parent Attendance Parent responses Call logs Parent Conference Notes Minutes Agendas |
| 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? |
| Glades Academy will host meetings in the evening and not before 5PM. Meetings/training and/or activities will last at least an hour or longer. Childcare will be provided during these activities. Staggered meetings will be held for teachers in both the morning and afternoon. | -Flyers -Agendas |

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 |
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| Accommodations for parents and families with limited English proficiency |
| GA has hired employees that speak more than one language (ex. Spanish and Creole). These staff members will be present at events held at the school and will be able to translate for any parents who do not speak the english language fluently. Documents and resources will also be provided in a variety of different languages. |
| Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations) |
| Any parent/students with disabilities will be accommodated at each meeting once the requests for these accommodations are made to the staff at GA. For example, if sign language is needed GA will acquire the proper resources to meet the needs of these parents or students. Handicapped parking and ramps are also provided. |
| Accommodations for families engaged in migratory work |
| The times for parent meeting and trainings will be flexible and meet the needs of families and parents engaged in migratory work. Glades Academy works closely with the Migrant Department to ensure that migrant families receive the assistance and resources they need. Home visits are also made by the school. |
| Accommodations for families experiencing homelessness |
| The proper referrals and/or resources will be made available for any family experiencing homelessness. Clothing and school supplies are also available at GA for any family experiencing homelessness. Included in this is also student transportation to and from school on a daily basis. |

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 |
|---------------------------------|--|
| Honor Roll and Award Ceremonies | Each quarter a report card is distributed, a breakfast or lunch will be held for parents and students to celebrate the accomplishment. |

Activity 2

| Name of Activity | Brief Description |
|-------------------------|--|
| Thanksgiving Food Drive | Each family will receive a box of food for Thanksgiving. The food will be donated by Palm Beach Day Academy. |

Activity 3

| Name of Activity | Brief Description |
|----------------------|--|
| Jump Rope for Hearts | Parents will be invited to GA to participate in jump roping activities and competitions to assist in raising money for jump rope for hearts. |