

## FY20 Title I Schoolwide Plan - Turning Points Academy (0842) 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**

Our Parental Involvement mission at Turning Points Academy for the 2018 - 2019 school year is to ensure that all parents have equal access to pertinent information regarding the performance of their students and the school. It is our desire that all parents have access to resources and programs designed for parental use to empower them to more effectively assist their children to become successful and proficient at school. We strive to ensure that parents are involved in key decisions regarding how Title I funds are spent and jointly develop and revise plans for increased partnerships between parents, the school and local businesses for the purpose of increasing student achievement and parent involvement.

## 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?
Parent training - Literacy Parents will learn basic literacy skills/concepts that they can assist/support their child at home.	10	Time frame, atmosphere, and attitude of parents towards assisting their students at home.	Increasing time to work with parents and students	Parents were trained on "look fors" when assisting their students at home. Student impact on student achievement increased in FSA ELA 10%.

**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?
Parent training - Math/Science Parents will learn basic math/science skills/concepts that they can assist/support their child at home.	10	Time frame, atmosphere, and attitude of parents towards assisting their students at home.	Increasing time to work with parents and students	Parents were trained on "look fors" when assisting their students at home. Student impact on student achievement increased in math decreased 29%. In our opinion this decrease was due to the fact we only had one certified math teacher on staff. Science did well. Biology celebrated 61% scored at level 2 or higher.

## 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?
Effective communication with all stakeholders. Review effective communication strategies when dealing with challenging students, parents, and staff.	17	Teacher participation and the strategies that were implemented.	Monitoring the effectiveness of the implementation of strategies that were used when communicating to stake holders	Teachers were able to determine best practices when communicating with stakeholders. As a result we saw an increase with positive conversation between parents and teachers.

**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?
Parent engagement part 2 PDD on the purpose of meaningful parent conferences, and professional behaviors during interactions with parents.	17	Role playing excercises	Monitoring the effectiveness of the implementation of strategies that were used when communicating to stake holders	Teachers were able to determine best practices during parent/teacher conferences. As a result we saw an increase with positive conversations between parents and teachers.

## 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.
Dr. Kevin Gatlin - Principal Terence X. Hart - Assistant Principal Jennifer Jones - Guidance Counselor Curtis Mitchell - Student Diane McFarlane - Parent Cynthia Andrews - Guidance Counselor
What are the procedures for selecting members of the group?
Staff was selected due to their ability to work with students and parents. We met as an admin. team to come up with criteria for best possible stakeholders that would be pro-active in meeting our goal of increasing student achievement in reading and math. A meeting was held with selected stakeholders to get the buy-in and acceptance of our invitation to be a part of our team.
How will input from stakeholders be documented?
PFEP input meeting minutes, Parent meeting minutes. SAC minutes. Evaluations from parent trainings and the family involvement survey
How will stakeholders be involved in developing the plan?
Stakeholders will be invited to give their input and feedback on what they would like to see on the plan. We will also take the information from the surveys, parent meetings (including evaluations) to input in our plan.
How will Title I parent and family engagement funds be used?
According to our parent feedback, parents requested that the money be spent on parent trainings and take home items to help their child at home and communications.

## 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?
Effective communication with all stakeholders	Effective communication with all stakeholders. Review effective communication strategies when dealing with challenging students, parents, and staff.	September	Terence X. Hart	Teachers will be able to effectively communicate with all stakeholders. This will increase communication between teachers (staff) and parents, and have an effective impact on 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?
Parent Engagement	Parent engagement PDD on the purpose of meaningful parent conferences, and professional behaviors during interactions with parents.	October	Terence X. Hart	Staff members will be able to effectively communicate with parents during parent/teacher conferences. Staff members will have a better understanding of how to deal with irate/uncomfortable situations during conferences



## 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
<b>What is the date and time of the Annual Meeting?</b>
September 17, 2019 at 6:00 pm
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)</b>
Parent link, SIS Gateway, letters mailed and sent home with students, phone calls to parents via BIAs, flyers
<b>What resources do you plan to prepare for stakeholders?</b>
Parents right to know, School/Parent Compact, Title I Schoolwide Plan, PFEP Summary, Parent Engagement dates and topics discussed, agenda, sign in sheets, invitations, evaluations, PowerPoint. Interpreters will be present to translate for parents that needs it.
<b>What materials/supplies are needed for the Annual Meeting?</b>
paper and pencils, lap top, projector, audio enhancement, ink.
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
We will meet after the meeting to share input from all stakeholder and determine strengths and opportunities for growth when holding Annual Parent Meetings. We will send out (or have at the initial meeting) surveys that will identify strengths and areas of improvement.

## 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
Family Night - Literacy	Parent training - Literacy Parents will learn basic literacy skills/concepts that they can assist/support their child at home.	Parent training - Literacy Parents will learn basic literacy skills/concepts that they can assist/support their child at home. This will have a positive impact on increasing student achievement in Math.	November 12, 2019	Terence X. Hart	Pens, pencils, paper, powerpoint

**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
Family Night - Math	Parent training - Math Parents will learn basic math skills/concepts that they can assist/support their child at home.	Parent training - Math Parents will learn basic math skills/concepts that they can assist/support their child at home. This will have a positive impact on increasing student achievement in Math.	January 15, 2020	Terence X. Hart	Pens, pencils, paper, powerpoint

**Parent and Family Training #3 (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
Family Night - Science	Parent training - Science Parents will learn basic science skills/concepts that they can assist/support their child at home.	Parent training - Science Parents will learn basic science skills/concepts that they can assist/support their child at home. This will have a positive impact on increasing student achievement in Math.	February 18, 2020	Terence X. Hart	Pens, pencils, paper, powerpoint

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
Mosaic Group	Mentoring program for our female students and their parents. Young ladies were mentored in social skill, self esteem, life skills, etc. The Mosaic Group meets with students and their parents (together) twice during the mentoring program.	Partnership agreement letter Thank You letters.	Monthly

**Partnership 2**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Palm Beach County Government Steve White	Steve White funded a mentoring program for our male students and their families at TPA. This is a year long mentoring program in which students met once a week with mentors. The organization meets with parents throughout the program to keep them abreast of their child's progress. At the end of the program the students received \$300.	Partnership agreement letter. Thank You letters	Weekly

**Partnership 3**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
(Ambitious Young Women)		null	Monthly

## Communication

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

Key Points of Communication	
Describe how school will provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the information was shared?
Parent link, letter home, PA announcements, SIS Gateway, Annual Meeting and parent phone calls made by BIAs,	BIAs in each community will monitor and track the returning of letters from parents. They will make the necessary phone calls home to parents and document in SIS.
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?
Parent nights, open house/curriculum night, parent conferences (including via phones), IEP/504 meetings, student data chats, progress reports and report cards	BIAs in each community will monitor and track the returning of letters from parents. They will make the necessary phone calls home to parents and document in SIS.
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?
Parent link, letter home, PA announcements, SIS Gateway, and parent phone calls made by BIAs,	BIAs in each community will monitor and track the returning of letters from parents. They will make the necessary phone calls home to parents and document in SIS.
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?
We offer parent training, IEP/LEP meetings, and parent conferences before and after school, so that we can assist parents with their schedules.	BIAs in each community will monitor and track the returning of letters from parents. They will make the necessary phone calls home to parents and document in SIS.



## 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
<b>Accommodations for parents and families with limited English proficiency</b>
Turning Points Academy will provide full opportunities for participation in parental involvement activities by ensuring when possible that all correspondence from the school regarding Title 1 Programs are translated in their native language of each household and translators will be provided as needed for parents when they are on campus. Sign in sheets, agendas , and presentations will be collected in native language as evidence that it occurred.
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
Turning Points Academy will ensure that parents with disabilities feel welcome at our school. The school is ADA compliant and will work with parents with other disabilities to ensure that they feel welcome to participate in their child's education. Wheelchair accessible entrances and seating will be offered as requested. School will also provide hearing impairment audio equipment and any other support upon request. If necessary, school will contact the district office for support.
<b>Accommodations for families engaged in migratory work</b>
Turning Points Academy will provide full opportunities for participation in parental involvement activities by ensuring when possible that all correspondence from the school regarding Title I Programs are translated in their native language of each household. We also provide bus passes for parents that need assistance. Possibly changing some meetings to Saturdays may assist with families involving migratory work. We will also remove any other barriers as they arise. The school will coordinate with the Migrant Department and multicultural department as needed to provide additional support to our migratory working families. Sign in sheets, agendas , and presentations will be collected in native language as evidence that it occurred.
<b>Accommodations for families experiencing homelessness</b>
Turning Points Academy will ensure that homeless families feel welcome to participate in their child's education and remove barriers to achieve this. TPA has a member from safe school that works with all of our homeless students/families. We will seek to provide resources available to help homeless families with their child's education and and any other support as the need arises. We also supply bus passes for those with limited transportation. as we pull students district wide. School personnel will assist families in setting them up with the McKinney-Vento program if needed. Log in sheets will be completed for any student/family needing assistance. Emails documentation to McKinney-Vento personnel will also show as evidence.

## 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
Entrance and Exit Staffings	Title I will support the facilitation of TPA staff presentation of staffings to educate parents regarding the services offered at TPA. Parents can make informed decisions regarding whether or not the placement is suitable for their child.

### Activity 2

Name of Activity	Brief Description
Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by Title I will be discussed with parents, students, and specific staff during the development of student's IEPs

### Activity 3

Name of Activity	Brief Description
Intensive remediation program	Title I will support additional supplemental instructional and intensive remediation programs to assist students who are struggling academically.