

FY20 Title I Schoolwide Plan - Crossroads Academy (3101) 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	
Crossroads Academy will establish and maintain an environment that encourages family engagement by embracing all families and accommodating their needs to help all students be successful.	

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?
Navigating Study Island to Help Improve Your Child's FSA/EOC Test Scores	6	Parents enjoyed having "a student experience" Allowed parents to interact with resources used by the teachers with their child daily. Parents were willing to learn how to use an Ipad to navigate the Study Island software	We need to offer basic computer literacy classes for parents at different times during the year so they will feel more comfortable with technology. Increase the amount of time for the training because the parents didn't want to leave at the end of the training. We can incorporate collaborative learning by grouping parents. Call parents individually to help increase attendance. Maybe use the Community Bulletin Board on the local radio station-Sugar 900 Maybe have extra credit for students if parents attend.	The parents were able to become more computer literate and navigate Study Island to check to see if their child assignments. The parents also stated that they had learned how to help their child because an explanation was given for the correct solution in the program. The students became more serious about working diligently on Study Island because they knew their parents could see their results or missed assignments; as a result students made learning gains on the FSA.

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?
The First Step in Finding Financial Help for College or Trade School	18	Attendance was larger than the previous training. Parents trusted the process and took notes on how to complete the FAFSA for their younger children. Some of the parents requested help so that they come attend college or trade school. Attendants were authentically engaged.	We need two labs- One for the parents who have already created a FAFSA ID and email address. The other lab for the parents who have all of the prerequisites. We should also have the training earlier- in November since parents only need tax information from the previous year and the FAFSA opens for the upcoming year November 1st. Also with the IRS retrieval system parents can complete the FAFSA without paperwork if they have filed. We need to schedule more time for the training.	The parents were able to create a FAFSA ID, create an email address and navigate the FAFSA system to help their child (and themselves in two instances secure money to attend college or vocation school). Students were more driven to be successful in their academics once they became aware of the possibility to attend college/vocational school. There was also an increase in the graduation rate.

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?
Promoting Positive Relationships With Parents	13	Teachers enjoyed the interactive training. Teachers benefited from the examples and non examples included in the training. Teachers expressed understanding the importance of building positive relationships with parents.	Increased time for training during a PDD. More role plays with real situations from referrals or SOSs so that staff can practice and be trained on dealing with authentic situations. Have staff share situations and play "What Would You Do?" scenarios	Increased communication with parents regarding absences, missing assignments, poor grades or for other reasons. There has been an increase in parent-teacher conferences. Parents are no longer reluctant to ask for additional help for their child. Because of the training increase family engagement is evident at intake and dismissal- parents are asking to volunteer and for updates from their child's teachers in a friendly and comfortable manner.

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?
Digging Deeper Into Data to Communicate Deficiencies and Learning Gains to Parents	17	Teachers stated that they grasped the importance of sharing data with parents. Teachers were able to understand and are willing to present data to parents to help establish a rapport about their child. Variety of data/goal sheets available for teachers.	Role plays and a data game so that the training will be more engaging and teachers will be able to explain data to parents using every day language. Additional time and further exploration of data/goal sheets	Teachers are able to navigate Unify to dig deeper for data based on standards and to communicate to parents in a way that they understand about their child's data results. Because of the Digging Deeper Training teachers were able to engage parents to support their child's commitment to obtaining their FSA goals.

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.
Diane Howard, Principal Mary Ford, Assistant Principal Angela Baltazar, SAC Chair Collis Ware- Parent Anita Moore- Community Member Olnesha Nelson-Parent Ockesda Pierre- Parent Norma Venegas- Parent Gerald Fields- Parent Laquetia Hamilton-Parent Glenda Hooker- Parent Angel Hernandez- Teacher Eric Bibeau- Teacher Cheryl Phillips- Teacher Elizabeth Thornton- Teacher Steve Wilson- Community Leader Mary Evans- Community Leader Michael LeStrange- Business Partner
What are the procedures for selecting members of the group?
Parents and community members were invited by sending flyers home with students, placing flyers in visible places in the community and personal phone calls home to parents encouraging them to attend.
How will input from stakeholders be documented?
Templates provide by Title I - Braining Storming and T Charts
How will stakeholders be involved in developing the plan?
Based on District Title I feedback , parents concerns, meetings with stakeholders during SAC, School Based Team, Open House, parent conferences, SWP Stakeholders meeting entrance and exit meetings input will be solicited from all stakeholders in the planning, review and implementation of the Title I programs.
How will Title I parent and family engagement funds be used?
Funds will be used to support Parent and Family Engagement Trainings and supplies for meetings: paper, and ink for printing invitations

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?
Implementing the Resolution to Promote Welcoming and Inclusive Schools for All Students and Families	Teachers will learn how to welcome and include all students and families based on the District's Resolution to Promote Welcoming and Inclusive Schools for All Students and Families	Oct 2019	Diane Howard Mary Ford Eric Bibeau Janice James Elizabeth Thornton Angela Baltazar Angel Hernandez	Teachers will understand the rights of English Language Learners and the importance of supporting the needs of immigrant students and families. Recognize the unique needs of immigrant students and their families, particularly those with limited English proficiency. Offer all students and their families counseling and support, as well as bullying prevention programs for all students, especially those affected by increased immigration enforcement. Keep information readily available for students regarding opportunities to access college, In-State tuition, Out-of-State fee waivers, financial aid, and career opportunities available to all students regardless of immigration status. The will also work together to create a plan on the implementation of the resolution to Promote Welcoming and Inclusive Schools for All Students and Families.

Staff Training 2

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?
Follow -Up Training Executing the Implementation of the School Developed Plan on Implementing the Resolution to Promote Welcoming and Inclusive Schools for All Students and Families	Teachers will learn how to execute the school developed Immigration Plan including safety protocols with fidelity and to document implementation.	Nov 2019	Diane Howard Mary Ford Eric Bibeau Janice James Elizabeth Thornton Angela Baltazar Angel Hernandez	Teachers will be able to execute the school developed plan to implement the Resolution to Promote Welcoming and Inclusive School for All Students and Families.

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 17, 2019 6:30 pm	
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)	
Marquee, flyer, call-out, invitation	
What resources do you plan to prepare for stakeholders?	
PowerPoint, Handouts, sign-in sheets, evaluations, agenda, copy of FY20 compact, copy of FY20 Parent and Family Engagement Plan	
What materials/supplies are needed for the Annual Meeting?	
Poster paper, pencils, pens, paper, ink/toner, computer, projector	
How do you plan to reflect on the effectiveness of the Annual Meeting?	
Evaluations, Parent input on Poster Paper available at meeting, Will meet with staff during staff meeting and debrief. Will meet with parents during SAC meeting and discuss the feedback from the Annual 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/Semsefer)

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
Exploring Opportunities Beyond High School FAFSA and Scholarship Search Training	Parents will be trained how to create a FAFSA ID and how to complete the FAFSA for their child and themselves. Parents will also be trained on how to search for scholarships and to identify scholarships to help their child pay for college/vocation school.	Parents will be able to create a FAFSA ID and Conduct Scholarship searches. Graduation rate will be increased because parents and students will become more motivated to graduate from high school because they have the finances to attend college/vocation school and the knowledge to search for additional money.	November 2019	Diane Howard Mary Ford Angela Baltazar Angel Hernandez Eric Bibeau Janice James Elizabeth Thornton	Ink for flyers Dry Erase Makers Board Cleaner Pens Journals Folders Computers/Chrome Books

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
Exploring IXL to Build a Foundation for Success for Your Child on FSA and EOC	Parents will learn through an interactive training how they can help their child at home using IXL	Parents will be able to assist their children with homework and view the assignments assigned so that they can help their child prepare for success on the FSA and EOC assessments..	February 2020	Diane Howard Mary Ford Angela Baltazar Angel Hernandez Eric Bibeau Janice James Elizabeth Thornton	Ink for flyers Dry Erase Makers Board Cleaner Pens Journals Folders Computers/Chrome 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
Migrant Department	Help the school identify and communicate with migrant population, supply school supplies, clothing and resources available in the community.	Log of referrals with students/parents who need assistance.	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Seagull Mental Health Jerome Golden Mental Health Center	Mentor, empower, inspire and motivate students with different activities and events throughout the school year.	Counselor on campus at least twice a week and as needed. Contact notes from counselor.	As Needed

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Data Inter Mental Health Counseling D.A.T.A. Community Connections District Mental Health Boys Town, USA.	Work with school to help students and families with mental health issues, homelessness, budgeting, health, clothing, family and individual counseling.	Referral forms	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?
Parents will receive information about the Title I programs(i.e tutorials, parent training, parent conferences, Annual Meeting, Stakeholder Input Meeting, and Sac Meetings via flyers sent home with students, flyers distributed in the community, marquee, Parentlink, mail, school Facebook and web pages,home visits and daily announcements during school so that students will remind parents of meetings/event.	School will document date that information was sent home or when training and conferences were held with announcements of event(i.e. flyer, log, sign in, Parentlink transcript/report, Facebook page picture, school web page picture, copy of daily announcement and picture of marquee announcing event.
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?
Parents will receive information about testing and student graduation plan, curriculum, student progress, and assessments during parent meetings, School Based Team Meetings, parent conferences, open house, SAC,exit and entrance meetings via phone calls, letters mailed home, letters sent home with students, home visits, flyers, school's web and Facebook page, Parentlink.	School will document date that information was sent home or when training, programs, events and conferences were held with announcements of event(i.e. flyer, log, sign in, Parentlink transcript/report, Facebook page picture, school web page picture and picture of marquee announcing event.)
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?
Parents will be informed about opportunities to participate in decision making in relation to their children during Open House, Title I Annual Meeting, Curriculum Nights, School Based Team Meetings, SAC Meetings, Parent Conferences, IEP Meetings, and Entrance Meetings	School will document date that information was sent home or when training, programs, events and conferences were held with announcements of event(i.e. flyer, log, sign in, Parentlink transcript/report, Facebook page picture, school web page picture and picture of marquee announcing event.
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?
Parents will be informed in person via phone and flyers that school staff is available to meet with them and meetings will be held at different times during the year to accommodate the parents' schedule. Parents will also be informed that they can request a one on one meeting if they missed a meeting and we will provide them with all of the relevant information. Input from the surveys taken the prior year will help determine the time of scheduled meetings, events, parent conferences, etc. The previous year survey indicates that parents are interested in meeting during the morning after school starts however, we will schedule meetings, events at various times to reach the parents who didn't participate in the survey. Childcare will also be provided at all meetings/events and a safe place will be provided with books, crayons, paper, etc to engage the children.	Phone log, Parentlink transcript, sign-in and flyers,Facebook page picture, school web page picture and picture of marquee announcing event.

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	Translators will be made available for all parents with limited English proficiency. Based on the Title I Family Engagement survey parents will participate in parent trainings or meetings if accommodations are made for language. To make parents feel welcome, understand their child's progress, and to support learning at home: compacts, academic reports, invitations, flyers, letters, Parentlink messages will be translated in home language. Interpreters will be available for all meetings. Document Photos will be taken of the interpreters with parents.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)	Families and parents with disabilities are supported through accommodation by having meetings closer to the entrance of the building, making sure that handicap parking spaces are available or additional parking spots are reserved when necessary. Parent who are visually impaired will be provided with large print sign in sheets, flyers, letters and conference notes. Interpreters and sign language specialists will be contacted prior to meetings being scheduled if accommodations are needed by parents and families. Documentation of Accommodations: Large Print Materials, Photos of handicap parking and seating.
Accommodations for families engaged in migratory work	Migrant families are accommodated according to their work schedules(our migrant families don't work when it is rainy or if the weather is too cold). We will also schedule meetings later in the afternoon to accommodate their work schedule during the season. Home visits notes, meeting notes, and flyer of services offered from the Migrant department and school(in home language), staff referrals to the Migrant department will document the accommodations for families engaged in migratory work.
Accommodations for families experiencing homelessness	Parents will be informed about McKinney -Vento during SAC, Open House, parent conferences, School Base Team, entrance and exit meetings. McKinney-Vento Program flyers in home language will be distributed during School base Team Meetings, parent conferences, entrance and exit meetings and parent conferences. Flyers detailing services and support provided through McKinney-Vento program will be available in the front office and the guidance department. Documentation of accommodations: copy of completed needs survey, notes on services/support provided, copy of referral email/Student Housing Questionnaire(SHQ 2479) to McKinney-Vento program and flyer of services offered in home language.

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.