

## FY20 Title I Schoolwide Plan - Boca Raton Elementary (0951) 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**

Boca Raton Elementary School's Family Parent Engagement Plan promotes an ongoing relationship between the school and the community to ensure that every parent not only has the opportunity to utilize, but is made aware of the numerous programs and resources that are made available here at the school. Engaging all vehicles of communication, including texts, phone calls, flyers, email, social media. Boca Raton Elementary looks to continue a positive relationship that empowers our community, business partners, our families and children. Our parents are their child's first teacher, we must work together as a team to ensure success of every child. In short our mission is: All members of our school community will work together as a team to ensure our students are supported and 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?
Kindergarten Awareness Parents meet key staff they will be interacting with upon registration and on a daily basis. Meet and greet Kindergarten teachers for the following year. Find out about expectations for their child entering school in August. Meet PTA Officers Received materials in a Goodie Bag including sight words for K and information to help child be a better reader	25	Parents enjoyed the presentation, Eagle Chorus and tips on early literacy skills.	More hands-on activities for parents and students	Ask comprehension questions when reading to their child

**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?
Science Night- to give our parents strategies to boost science learning at home	75	This was a hands-on, fun event with lots of participation. Partnership with Science Museum was great.	Add STEM components to the night and tie the experiments to actual science test questions.	Conduct science experiments at home with their child to build science skills.

**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?
Literacy Night- to give our parents strategies to use with their children while reading at home. We included handouts with strategies for helping students read.	30	Training how to support literacy at home; Hands on materials (make and takes) and activities to do as families	More communication regarding the FUN that will be happening on literacy night!	Parents were able to better support their child's literacy skills at home. (Rhyming, using magnets to identify letters and sounds), comprehension questions, literacy games

## 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?
Staff Training: Improving Parental Communication using Technology	33	Teachers were excited about trying some new tools to support parent engagement.	Perhaps zero in on only one or two tools and learn them well.	Teachers were able to create online spaces to share what is happening in classrooms with parents.

**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?
Staff Training: Strategies for engaging diverse families using cultural competence.	33	Teachers were engaged in a hands-on experience.	We needed more time. There was a lot of discussion that had to be cut short because of our scheduling.	Teachers could begin to understand the different ways we need to communicate with diverse families.

## 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.
Renee Elfe, Principal; Monique Coyle, Assistant Principal; Laura Vidueira, ELL Contact/Teacher; Jobi Bailey, Math Coach and Resource Teacher; Melissa Maisano, ESE Contact; Marc Drautz, Choice Coordinator. Feedback from parents included: Victoria Wisot, Shauna Pariso, Alex Durette, and Mrs. Fernandez. Teachers giving input included Mrs. Bennett and Mrs. Braisted.
What are the procedures for selecting members of the group?
All members of the committees comprise the School Administrative Team. Feedback was sought as well from teachers and staff at a faculty and PLC Meetings. We sought as many opinions and ideas to help improve parental involvement as much as possible. The Administrative Team is responsible for the writing and editing of the plan.
How will input from stakeholders be documented?
Input from our stakeholders will always be documented through minutes of meetings or evaluations of parental events held, such as PTA Meetings, SAC, Literacy Nights, FSA Night, Donuts with Dads, Muffins with Moms etc. Input from meetings was documented in meeting minutes and SAC Minutes from April where the School-Parent Compact was reviewed. Reviewed Parent Meeting during our April 10th, 2019 SAC Meeting.
How will stakeholders be involved in developing the plan?
All stakeholders are involved in the development of the plan through their input. Input which was provided through a meeting held on 3/14/19. We discussed again at our final SAC Meeting of the year. All parent and teacher, all stakeholder input was synthesized in the writing of this plan. Parents that could not attend our meeting hopefully provided their input through the Title I Parental Survey that results of which helped us to see times of the day, and other parental concerns or feedback.
How will Title I parent and family engagement funds be used?
Parent and family engagement funds will be used for supplies, family trainings, and for a parent liaison to bridge community/school relations. Supplies may include paper for copying, pencils, pens, colored markers, chart paper, ink cartridges, contracts for certain events to draw more parents. Also for Kindergarten Round-up: bags, bookmarks, books, other supplies for give away bags. May include portfolios to go home which provide communication from school-home-school.

## 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 Practices in Parental Engagement and Building relationships with families.	Teachers and staff will learn to create systems to build positive relationships with parents and effectively share information with parents. (When to contact, how to contact, positive vrs negative ratios) Teacher will also know the steps involved in "active listening" and how to employ these steps when meeting with parents.	September	Monique Coyle and Jobi Bailey, all teacher, Renee Elfe	Teachers will create a system to connect with parents (ParentLink or ClassDojo) and be able to track the engagement of parents. Via Parent Link teachers can view: -Who received the information -Bad numbers/emails they need to follow up on -Time spent interacting with the message ClassDojo provides detailed reports of parental interaction and provides a two-way communication system. Both of these systems enable teachers to create positive communication channels between the school and the families and increase the number of productive home-school interactions.



**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?
Hard Conversations around behavior and academics	Teachers will learn how to reach out when you need help with a student and what to say that doesn't put the family on the defensive, but still having that honest conversation.	November	Monique Coyle and Jobi Bailey, Classroom Teachers, SAI teacher, Renee Elfe	Teachers will have the communication tools to have positive hard conversations with parents (using Verbal Judo Strategies). Teachers will be able to conduct critical, yet positive conversations regarding student conduct and academics using these Verbal Judo Strategies. Through the School-Based Team process, teachers will be able to have conversations with parents regarding their child's Tier level and garner parental support to ensure needed interventions work for their child. (Behavior or academic interventions measurable through the SBT graphs)

## 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 11, 2019 at 6:30 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>
We will send home flyers/invitations, have advertised on the marquee. We will do a call-out and send a text to parents. as well as put it on our website for the community. We will advertise this meeting at our Curriculum/Open House Night on August 28th, 2019.
<b>What resources do you plan to prepare for stakeholders?</b>
Agenda, sign-in sheets, handouts on Title I, PowerPoint presentation. Copies of Parent Family Engagement Plan (PFEP), School-Parent Compact. Survey for the end of meeting feedback.
<b>What materials/supplies are needed for the Annual Meeting?</b>
Copy Paper, pens, handouts, Powerpoint presentation, Smartboard
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
We will reflect on the turnout, the questions asked and the conversation that occurred after and during the presentation. Including the results of our survey and comments that are received from our parents and community members. We will analyze these results by looking at the feedback with our leadership team at our weekly meetings as well as presenting the feedback to our SAC committee and PTA membership. We will use this data to plan for future meetings and to put these ideas into action.

## 19-20 Parent Trainings

Describe the trainings you will offer families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that families can use to extend learning at home, support students in meeting challenging state standards, and monitor their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, presentations, handouts, evidence of parent and family interaction, evaluations, and analysis of parent feedback.

\*Be sure to indicate if refreshments will be purchased and list dollar amount. For example: Refreshments (\$175.00).

### Parent and Family Training #1 (First Trimester/Semester)

Name	Brief Description of Training (Include the Hands-On Component of the Training)	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials
Literacy Night; Read and Treat	Parents and students will walk from station to station being read a book at each. Also, the teacher at each station will provide a strategy that parents can use at home to support a skill or strategy. Parents will practice this with their child before going to the next station and a handout with the strategy will be given.	Parents will be able to: (Goal for each station) -Ask questions during a reread aloud -Use the "what makes sense here" strategy for decoding unknown words -Recognize and reinforce vowel patterns -Model fluent reading -Help students make evidence-based predictions in their reading	October 30, 2019	Monique Coyle Laura Viduiera Jobi Bailey	Books, and handouts sharing each strategy they can employ for each station. Treats! (We will provide)

**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 Family Night	Parents will attend a hands-on training to learn about their child's grade level expectations for the FSA. Teachers will place parents in the hot seat and have them complete examples of test items and then discuss with their child. In addition, they will learn how to help their child at home with test taking strategies through game-based learning and technology.	Parents will be able to identify and ensure students are using test-taking strategies. They will be able to help their child "Code a Question" and "Decipher what the questions is really asking." In addition the parent will be able to identify the standards that their child will need to master before the FSA.	October 16, 2019	Monique Coyle Jobi Baily Marc Drautz Renee Elfe	Copies of grade level standards, copies of test items, student writing samples, SMART board, Handouts with strategies listed

**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
STEM Night	In partnership with South Florida Science Museum we will train parents on how to create and engage in hands-on STEM activities with thier kids based on grade level science standards.	Parents will be able to identfy grade level standards in science and make hands-on activities to support their child's understanding of the science standards at home.	February 12, 2020	Jobi Bailey Monique Coyle	South Florida Science Museum brings 20 hands-on STEM experiments for parents and students.

## 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
Boca Helping Hands	Boca Raton Helping Hands provides food weekly in backpacks for those students that receive free/reduced lunch 77%. We were the first school in South Florida to begin the program about 11 years ago. Weekly, BHH delivers food that is packed into backpacks by school volunteers. Parents comment about how important this program is, as many students would go w/o meals over the weekend without this program.	Partnership Agreement End of year thank you cards End of year appreciation certificate	Weekly

**Partnership 2**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Boca Raton Police - Community Outreach	Officer Cornelius Riley, and the Boca Raton Police Community Outreach Program, have been both great business partner and volunteered at the school for over 18 years. Officer Riley has represented parents from the Pearl City Area on SAC who do to work schedules can't attend meetings or commit to the schedule. He is in the community to help the parents/families in many ways, and brings concerns that are major back to the school. He has been crucial in obtaining bicycles for needy students 20 per year over the past 17+ years. Officer Riley and the Boca Raton Police Services are true partners in education for Boca Elementary.	Sign-in Sheets from SAC Meetings Partnership Agreement Pictures from on-site events End of Year Thank you cards End of Year Appreciation Certificate	Monthly

**Partnership 3**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Literacy Coalition	Members of the Literacy Coalition have come to the school as volunteers on a weekly basis working with our K-2 students. Their work with the school is monitored through Mrs. Vidueira and Mr. Drautz. They work one to one with students to help improve reading skills. They have worked with the school for years, one member for over 20 years.	VIPS Sign-in Hours Partnership Agreement (would be new next year). Evidence from classrooms. End of Year Thank you cards. End of Year Appreciation Certificates.	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 Communications to Families based on feedback will include flyers, texts, emails, dojo, marquee advertising, school website, twitter, robo calls (however more families have been responding to texts than phone calls), Student Agendas. Also the Title I Meeting is a key factor in starting off the year, and parents understanding the rights and responsibilities of Title I, for the school, students and themselves. This meeting educates parents on the Title I law and how the program benefits our families and students.	We will document this information was shared by screen shots of our school website, social media posts, and robocall analytics. Also we will use pictures of our marquee and keep a copy of our translated flyers.
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?
Communications to Families based on feedback will include ensuring that teachers are utilizing texts, emails, Class Dojo along with notes and reminders in student agendas. As a school we will also use our marquee, and flyers. We will utilize avenues involving technology such as our school website, twitter, and robo calls. Report cards go home three times a year, and progress reports three times a year. Parent Conferences are a key way teachers communicate with parents about academic assessments used to measure student progress. Also, Curriculum Night is integral to our parent's understanding of assessments used at each grade level and proficiency levels students are expected to meet.	We will document this information was shared by screen shots of our school website, social media posts, and robocall analytics. Also we will use pictures of our marquee and keep a copy of our translated flyers.
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?
At the Meet and Greet (Open House) we advertise SAC and what it means to be a member of the School Advisory Committee. We encourage all parents through a blurb on the flyer, social media posts, and a school website blurb to attend a meeting even as a non-voting member if they can't attend all meetings and be a part of the school decision making. All Parents are invited to all SAC Meetings monthly through flyers and call outs. This year we are also implementing monthly parent newsletters through Parent Link and Smore that will solicit feedback on important school happenings that we can monitor and make needed changes as that feedback is shared with us.	We will document this information was shared by screen shots of our school website, social media posts, and robocall analytics. Also we will use pictures of our marquee and keep a copy of our translated flyers.
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?
Based on the information provided in our Title 1 survey, our parents prefer night events. Parents would like us to provide childcare for parent trainings. In addition we utilize our parent liaisons to go into the communities we serve and communicate about the events and find out what the parents need in order to attend. We have two communities that our liaisons focus on: Pearl City and Florence Fuller. The liaison meets with the Director at each community center and speaks with the children and families that attend these centers. Flyers are placed there, and home visits are also part of the outreach. In addition to our traditional night time events, we also have morning meetings for parents. Our ELL community meets no less than twice a year and these meetings have taken place in the morning before school, and at the local library right after school. Twice a year our PTA meets in the morning right after a special event in order to ensure as many parents as possible can attend.	We will document this information was shared by screen shots of our school website, social media posts, and robocall analytics. Also we will use pictures of our marquee and keep a copy of our translated flyers.

## 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>
For parents with Limited English proficiency, at all trainings we will have a staff member present that speaks the represented parental language. Our ELL Contact who is bi-lingual will be joining our SAC this year. At all morning functions our CLFs are on duty by 7:00am and they are willing to come to night events as well. All information that goes home in writing from the school is sent home in English/Spanish/Portuguese. Language line is also used to convey messages to parents that speak other languages (Russian). Supporting evidences will include: CLF schedules, translated documents (newsletters, agendas, flyers), photos of translations during meetings, SAC agenda
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
Parents or family members with a disability will be encouraged to notify the school through a blurb on the flyer. Once notified, we will ensure they receive the support they need (sign-language support, someone to sit with someone hearing impaired, etc). On all communications we will put a contact (Monique Coyle) that the parent can reach out to if they are in need of any accommodation. It will then be provided. School has handicapped parking in front of school and back. Front of school has a ramp type of edge of wheelchairs. All bathrooms on first floor are handicap accessible. Supporting evidences will include: Flyers/documents sent that make parents aware that they can contact a person at the school for needed accommodations, photos of support given during meetings, copies of documents that need to be filled out to request special services.
<b>Accommodations for families engaged in migratory work</b>
Currently we are prepared if such a family came to the school and was in need of assistance through supply donations, uniforms, Boca Helping Hands Backpack Program, free breakfast and lunch. We would immediately meet with the parents to assess their needs and then contact the correct district department for any other assistance they may let us know they need. Supporting evidences will include: Photos of supplies given, lists of supplies given, copies of forms to sign up for Blessings in a Backpack, copies of letters sent inquiring about what help they need and agencies we can put them in contact with to support them.
<b>Accommodations for families experiencing homelessness</b>
The last few years we have averaged one to two families that have entered our school that were homeless. We follow all district protocols. Students are given supplies they need (such as backpacks, notebooks, pens, pencils, pencil boxes, notebook paper) as well as uniforms from our closet. School staff assists the family with completing the Free and Reduced Lunch Form and the Guidance Counselor provides the family with community resources that are available to them. School Staff meets with the family to ascertain any way that the school can assist the family at this difficult time. Supporting evidences include: Photos of supplies given, lists of supplies given, conference notes between counselor and parents, examples of notes given to parents that list local agencies that can support them.

## 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
Soaring Eagles Awards	We will be instituting an awards assembly that will reward students for various achievements. (Good grade, effort, bringing up grades, Khan Academy, perfect attendance, etc.)