

FY20 Title I Schoolwide Plan - Carver Middle School (2041) 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  |
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| Carver Middle School believes that all students can obtain skills that enable them to be successful now and in the future. Our mission is to encourage involvement of parents and families in the educational process in order to produce an overall increase in academic achievement of our students. This goal is achieved by creating an inviting and informative environment for parents where they will understand and embrace the importance of assisting their child with educational and social goals at home. |

## 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?   |
|--|------------------------|---|--|---|
| STEM Night We held 2 STEM parent nights (Oct and April)<br>These events were designed to show parents and give them the opportunity to work with and learn how to conduct various STEM-centered activities at home, helping them to find educational ways to interact with their children and support extended learning outside of school hours. Activities parents interacted with included, a variety of robots, virtual reality programs, tessellation and brain teaser puzzles, experiments with light and sound, and observation/collection strategies for insects. | 33                     | Parents had hands-on training with a 20-30 different activities ranging from low-mid-high cost. There was a great variety of things for participants to see and do. | We could have used more faculty and community member volunteers to man each of the interactive stations. We had some stations that were not manned, so some parents were not sure what to do with some of the activities. Also should consider linking the different activities to the specific Science and Math standards to better help parents and students see the connection of such interactive activities and their direct impact on student achievement. | Parents learned how to work with their children rather than just giving it to their child to do. By having parents a concrete view of how their children are 21st Century Learners, parents can better understand what must take place in the home to better support student achievement. |

**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 Parent Night (April) To teach parents about the various tests their students will take under the FSA umbrella. Provide parents with resources for reference as well as helping prepare their students at home. Parents are also taught about the different types of questions their students will encounter and how to attack each one. | 16                     | Parents were pleased with the information and found it to be helpful. | This training could be offered twice a year: one in the fall, on in the spring. | Parents knew where to navigate on the internet to access resources for them and for their students. They learned about available practice question/tests their students can use to prepare at home for the FSA. |

**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?  |
|--|------------------------|--|--|--|
| Carver Family Matters (January) Parents were invited to participate in a variety of brief, 5-minute demonstrations focusing on a wide range of topics. | 25                     | The families that attended were fully engaged in the activities offered. The community organizations that participated were interesting and engaging for participants. | Advertising for the event needed to be more wide-spread in the community and with the students on campus. Perhaps we could have offered transportation from the local community center to the library to encourage more participation. | Parents are able to better understand and/or access the following: test taking/study skills, Math and Reading strategies, access to Reading Plus, checking grades on SIS, reading an IEP and 504 plan, local community organizations available as supplemental educational and developmental resources for their children. By increasing parent involvement in the learning process, we increase student achievement in the classroom. |

## 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?   |
|--|------------------------|---|--|--|
| Facilitating Effective Parent Communications (via grade level meetings) Provide teachers with suggestions on how to positively initiate communications with parents whether it be through email, phone, or face-to-face. | 58                     | Teachers received practical take-aways that they can use when reaching out to parents. They were reminded to establish if a translator is needed and to request assistance when necessary. They were also encouraged to never meet with a parent alone. Team parent conferences were established. | Poll teachers ahead of time to get a list of specific needs. Role-play 1 or 2 scenarios. | Teachers are reminded to keep a positive approach no matter how difficult the situation; parents are to be seen as partners in their children's educational experience, not as enemies or someone working against the school. By doing this, parents tend to be more amicable and receptive to teachers and administrators when communications happen. |

**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?  |
|--|------------------------|--|---|---|
| Equity and Access Faculty and staff were trained on opening self awareness on their own personal "blockers" they bring to the classroom that prevents them from allowing equal opportunities for all students. | 58                     | The presenter was very well received, easy to talk to, and open to any and all points of view. | More time built into the training so the presenter could conduct classroom visits and meet with individual teachers to discuss her observations and teachers' perspectives. | Teachers were able to identify their personal prejudices and begin the process of becoming more mindful of their actions and reactions to students. This training is impactful on family engagement because by creating a more inclusive environment in the classroom, teachers and students build better relationships and consequently better parent/teacher/student relations. |

# 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.   |
| Ms. S. Edwards (Principal) Ms. J. Brown (Assistant Principal) Ms. J. Boileau (Assistant Principal) Mr. J. Harryton (Assistant Principal) Nadia Stewart (IB/Magnet Coordinator) Ms. G. Britt (Parent Liaison) SAC Members School Volunteers   |
| What are the procedures for selecting members of the group?  |
| The members for the Leadership Team are selected by the Principal. SAC and Volunteer members are invited to participate. Invitation to participate is sent via flyers, school-wide call-out system, social media outlets, SIS, and school marquis.   |
| How will input from stakeholders be documented?  |
| Input from stakeholders will documented via written feedback they provide when reviewing the previous year's PFEP, email communications, and minutes taken from each meeting. Once the meetings are conducted, we will gather the information, compile it into one document, and keep original notes from participants. Stakeholders are provided a draft copy on which they can provide their individual input.   |
| How will stakeholders be involved in developing the plan?  |
| Stakeholders will meet to discuss strategies on how to get more parental involvement on campus, both during the day and at after-school functions. The annual PFEP input meeting is incorporated into the 1st SAC meeting of the year. The annual Title 1 meeting is conducted 1 hour before the school's Open House. All other opportunities for input are included in our monthly SAC meetings. At these meetings, each stakeholder will be asked to review and provide comments or suggestions on the PFEP, as well as how we present information to parents in any of our meetings. Parents are surveyed, and that information is also used to develop the plan. |
| How will Title I parent and family engagement funds be used?   |
| Title 1 funds will be used to purchase supplies to promote and conduct parent engagement activities, to provide training opportunities for parents and staff, and for printing documents of research based strategies. Suggestions have been made to provide transportation and refreshments for families, so they can more readily attend meetings and functions.   |

## 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?   |
|---|---|-------------------|---|--|
| Equity and Access: Building a partnership with parents and families | Presenter will continue her work from the previous year. However, her focus will now be on helping teachers, who now have a better awareness of their own prejudices and attitudes, to reach out and better communicate with parents and families in a more open and tolerant manner. | August            | Dr. Donna Elam (presenter)<br>Nadia Stewart<br>Jackie Boileau | Teachers will be more sensitive to the array of issues and concerns parents and families bring with them to the discussion. Teachers will learn strategies to be self-aware of their own attitudes and how their personal delivery is conveyed to parents. They will also develop interpersonal strategies they can use when interacting with parents that will make our parents and families feel like they are partners with the school. The anticipated impact is that improved relationships with parents and families will consequently improve relationships with students and help to increase 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?  |
|---|--|-------------------|---|---|
| Involving Parents in the Learning Process | Teachers will explore a variety of topics: -parent/teacher communications (email, phone, face-to-face) -how to lead a parent conference -interactive homework to involve parents - keeping communications open both directions -using communication technologies | August            | IT support<br>Guidance<br>Counselors<br>Jackie<br>Boileau | Teachers will be able to effectively communicate with and involve parents in the learning process. As teachers build stronger and more positive relationships with parents and students, parental attendance at after-hours school functions will increase by 10% from SY19. Additionally, teachers will play a more active role of informing parents and families about student progress and receive a more positive and supportive response from those parties. By helping parents become more involved in school processes, student achievement will continue to increase. |

# 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.

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| Brief Narrative  |
| <b>What is the date and time of the Annual Meeting?</b>  |
| Thursday, September 12th at 6:00pm (1 hour before the Open House/Curriculum Night)   |
| <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>   |
| Invitation flyer sent home with students School-wide call-out system School Website Social Media, i.e. Facebook, Twitter School Advisory Council Meetings (SAC) Newsletter School Marquee Portable Marquee   |
| <b>What resources do you plan to prepare for stakeholders?</b>   |
| Information on Title 1 School-wide Plan Parent and Family Engagement Plan School-Parent Compact Parents' Right to Know Information about Parent Liaison and Parent Resource Center Translators for Spanish and Creole  |
| <b>What materials/supplies are needed for the Annual Meeting?</b>  |
| Projector Microphone Large space to hold meeting (Media Center) Informative handouts Paper Pens Tables & Chairs Greeters Camera Water, coffee and snacks   |
| <b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>  |
| Survey participants at the end of the meeting. Parents will have an opportunity to provide ideas and suggestions to help us become more effective. Meet with team members to discuss parent surveys. Provide parent survey results in Parent Resource Center. Post photos of event (Parent Participation) on social media outlets. |

## 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  |
|------------|---|--|------------------|-----------------------|--|
| STEM Night | Hands-on learning experience for parents and students to give them the opportunity to work with and learn how to conduct various STEM-centered activities at home, helping them to find educational ways to interact with their children and support extended learning outside of school hours. Activities with which parents interact include a variety of robots, virtual reality programs, tessellation and brain teaser puzzles, experiments with light and sound, etc. | Parents learn how to work with their children rather than just giving it to their child to do. By giving parents a concrete view of how their children are 21st Century Learners, parents can better understand what must take place in the home to better support student achievement. Parents will increase the use of technology tools at home for student support, i.e. logging in to SIS Parent Gateway, Study Island, Reading Plus, or Imagine Math (25% use from home). | October 2019     | Nadia Stewart         | -Palm Beach Museum of Science and Discovery and their demonstration setups. -snacks, water, coffee -paper, pens, markers -door prizes - translators Refreshments (\$175.00). |

**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?<br>What is the anticipated impact on student achievement?  | Date of Training | Responsible Person(s)  | Resources and Materials  |
|-----------|--|--|------------------|--|--|
| FSA Night | Teach parents about the various tests their students will take under the FSA umbrella. Parents will be guided through hands-on experiences where they will learn to access on-line resources they can use at home with their students to help prepare them for the tests and some strategies to attack a variety of question types. They will also learn helpful stress-relieving strategies to introduce to their children experiencing test anxiety. Additionally, they will have an opportunity to read through and answer some sample questions to get an authentic understanding of the types of questions their children will encounter. | Parents will be able to navigate on the internet to access resources for them and for their students. They will be informed of available practice questions/tests their students can use to prepare at home for the FSA. By having a better understanding of what is asked of their students on the FSA, parents will be able to support and encourage their children at home with a clear understanding of the FSA. Student achievement will increase at least 4 percentage points in Reading and Math. | January 2020     | Jackie Boileau<br>Michelle Jeffrey<br>Edward Harris<br>Science Coach | copies of resources, Chromebooks, sample test questions, pens, chart paper, sticky notes, translators, snacks, water, coffee |

# 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 |
|----------------|--|--|-----------|
| Safe Schools   | Attend SAC meetings to speak to parents about child safety.    | Sign in Sheets Photos of Event Thank you letters | As Needed |

**Partnership 2**

| Name of Agency       | Brief Description of how Agency/Organization Supports Families                                 | Documentation   | Frequency |
|----------------------|--|---|-----------|
| Atlantic High School | Students assist with after school tutorials and beautification projects throughout the campus. | Emails Sign in Sheets Photos of Event Thank you letters | As Needed |

**Partnership 3**

| Name of Agency                       | Brief Description of how Agency/Organization Supports Families  | Documentation   | Frequency    |
|--------------------------------------|---|---|--------------|
| My Brother's Keeper<br>Omega Psi Phi | Mentoring program that provides students with positive, adult role models as well as a variety of opportunities to serve their community on and off of the school's campus. | Student roster<br>Schedule of events<br>Schedule of mentor meetings | As<br>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?  |
| <p>Carver Middle School will provide parents timely information about Title 1 programs through frequent and varied communications. The school offers many opportunities to families to be involved in the school's educational and social environments, as well as access to programs that provide instructional and community assistance. Through the publication of school flyers, monthly newsletters, emails and social media postings, we are able to keep our families in touch with the goings-on of Carver. For every Title 1 program, as it rolls out, and as it proceeds, we regularly send communications out to families. Opportunities for families and students include, morning tutorial, community services forums, daytime tutorial pushin/pullout sessions, STEM and FSA nights for parents, as well as SAC meetings, our Annual Parent meeting, our Parent Input meeting, and our parents/student orientation prior to school starting. All the above mentioned events are advertised to parents and families through the methods listed below....</p> <p>*Parent Resource Center: our parents liaison provides easy, daily access to all information regarding Title 1 programs. *Call-out System: voice recorded messages are sent out the days before and the day of events to remind parents they are occurring.</p> <p>*Informational flyers are sent out in paper form through the student, as well as posted on the school's website and social media (Facebook, Twitter) accounts prior to an event as reminders to parents. *Parent Link is used to email parents about important dates and events. *Parents participating in School Advisory Council meetings (SAC) are reminded of upcoming events and important dates. *Both the School Marquee and Portable outdoor Marquee are utilized days prior to an event to invite parents to participate.</p> | <p>*Copies of flyers for evening events, i.e. SAC meetings, FSA night, STEM night *Parent RSVPs for community services forum and STEM/FSA night *Sign in sheets for SAC, Annual meeting, and Parent Input Meeting *Social media postings *Photographs of marquees</p>  |
| 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?  |
| <p>There are many ways the school will inform parents about curriculum, types of assessments, and proficiency levels. For example, student diagnostic data tracking sheets are shared with parents during parent conferences. Teachers share curriculum models and overarching goals with parents during curriculum night. By sending out mid-term progress reports and then quarterly report cards, parents are kept abreast of their child's progress throughout the year. Another way we keep our parents informed is through our FSA and ESOL parent training nights where we spend time showing our parents what the FSA and course EOCs looks like as well as explain what expectations (testing climate, proficiency levels, question types) students are to meet when taking these assessments.</p>   | <p>Flyers for all parent events, i.e. curriculum night, SAC, FSA, and ESOL. Students sign that they received progress reports. FSA and ESOL parent night PowerPoint Presentations as well as copies of all handouts. Parent sign-in sheets for Curriculum Night, FSA, and ESOL parent meetings. Sample of parent conference notes including data sheets.</p> |
| 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?  |
| <p>Information about parent opportunities to participate in decision making for their children is disseminated in a variety of ways. Carver sends out flyers, paper, electronic, and social media, for all events occurring for parents. We also conduct phone call-outs, send emails, and text messages to try to ensure that all parents are reached and know about the invitation to participate in our decision making meetings.</p>  | <p>We will provide pictures of social media posts, as well as copies of any flyers and correspondence that goes out to parents.</p>  |
| 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?  |

First, we survey parents for preferred meeting times and days. We invite not just parents, but the entire family to attend. We schedule meetings, etc. at the most convenient time for parents and double up on meetings, i.e. Annual meeting held before Open House, as much as possible to reduce the number of times parents have to come out to the school. We also schedule some meetings out in the community centers closer to our families, i.e. City Library, rather than at the school in an attempt to encourage more active participation. Student mental health counselors who support our school often conduct home visits to reach out to otherwise unreachable parents. We often offer dinner or refreshments for parents during various events to encourage attendance.

Flyers/invitations will show various times, locations, and types of meetings

## 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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| <b>Accommodations for parents and families with limited English proficiency</b>  |
| Carver Middle is able to provide translators in Spanish and Creole for parents who are limited in English proficiency. Paper, recorded, and electronic communications go out to parents and families in Spanish, Creole and English. Supporting Evidence will Include: Translator schedules, photos of translation occurring at meetings, SAC agendas, CLF schedules, copies of monthly parent communications printed in multiple languages, copies of language scripts for call outs.   |
| <b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>   |
| Parents and families with disabilities can actively participate in their children's learning. We hold meetings and events in large, open rooms, i.e. cafeteria and media center, to allow ease of access to and within the spaces. We provide accommodations for our families who need them such as offering home visits for conferences, the use of sound enhancement devices, and provide paper copies of all presentations, for hearing and visually impaired participants. Supporting Evidence will include: map of campus 1st floor, pictures of meeting spaces and presenters presenting, record of home visits, copies of presentations.  |
| <b>Accommodations for families engaged in migratory work</b>   |
| Carver will address the needs of migrant parents by providing information about available services within the community that they may benefit from in the form of pamphlets and fliers. We also utilize interpreters in Spanish and Creole when needed. Carver will partner with the District Migrant Program to ensure that migrants have all the assistance they need. Supporting evidence will include: log of family/parent assistance provided, log of use of interpreters, copies of fliers/pamphlets available for families.  |
| <b>Accommodations for families experiencing homelessness</b>   |
| We generate a list of students from the Student Information System to see who is experiencing homelessness. Students are put in contact with one of our behavioral support counselors and with our Parent Liaison who can help get the homeless families personal items they may need. We regularly check-in with each student to ensure they have proper items needed. If not, we maintain a large closet filled with things such as clothing, shoes, undergarments, school supplies, personal hygiene items, jackets, etc., that we can offer to not only the student, but to family members as well. We contact the family to inform them of available items, and allow them to visit the closet to acquire what is needed. We also have a local church that will occasionally donate grocery bags of food to distribute to our families in need. Supporting evidence will include: pictures of the closet, log of students serviced and services provided, copies of informational fliers for families |

# 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  |
| Carver Family Matters | Parents were invited to participate in a variety of brief, 5-minute demonstrations focusing on a wide range of topics so they can better understand and/or access the following: test taking/study skills, Math and Reading strategies, access to Reading Plus, checking grades on SIS, reading an IEP and 504 plan, local community organizations available as supplemental educational and developmental resources for their children. |

## Activity 2

|                           |   |
|---------------------------|---|
| Name of Activity          | Brief Description   |
| Multicultural Celebration | Parents will have an opportunity to attend, participate and learn about the different multicultural families on campus. Those who would like to participate will have their own table to display information and food. Poster boards will be provided by Carver Middle. |

## Activity 3

|   |  |
|---|--|
| Name of Activity                        | Brief Description  |
| Celebration of African American History | We will have a black history program in the month of February that emphasises the accomplishments of african american people. This program may consist of singing, dancing, poetry, etc. Parents will have an opportunity to be a part of the program. |