

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
The Parental Involvement Mission of Wynnebrook Elementary School is to involve all parents in the education of their children through parent trainings and informational meetings along with our "Reach Out" Resource Center. Research has found that students who have family support consistently achieve at higher levels. To accomplish this mission, trainings and informational meetings will be held at times convenient to our families. With the help of our business partners and volunteers, Wynnebrook has maintained an active community school which enhances student achievement.

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?
Reading and Writing Parent Training	~30	Parents that attended thought the training was very helpful and left with a wealth of knowledge and resources to help their children at home. Three presentations were given; one for kindergarten through 2nd grade, one for third grade, and one for fourth and fifth grade.	Incentives to attend (dinner, prizes)	Parents were given folders with resources to help with phonics, questioning, and information about choosing appropriate books for each grade level. Parental involvement in the reading process will increase student achievement in reading.

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?
Math Parent Training	~50	Was well attended, parents felt the training was very informative, and helped solidify that how they were helping their children was appropriate. Two presentations were given; one for primary grades, and one for intermediate. Pizza and beverages were provided.	Incentives to attend (prizes)	Parents were given folders with resources to help their students with basic concepts. One page "cheat sheets" were included that describe various strategies that students are taught, along with vocabulary words and meanings, and sample questions. Parental support with math strategies will empower parents to help their children with homework, which will increase math achievement.

Parent Capacity Training 3

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
Science Parent Training	~30	Parents were presented with ways to help their students with science concepts that they encounter in the real world. Pizza and beverages were provided.	Incentives to attend (prizes)	Parents were given folders with a list of concepts and at which grade levels they are taught, and games and activities to play at home that will reinforce science concepts taught in school.

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?
Building a Single School Culture	100	Staff was trained on Title 1 policies, and how to be inclusive and welcoming to parents and students.	Allow more time for additional questions.	Staff is knowledgeable on what it means to be a Title 1 school and the impact that has on our budget and students. Staff is encouraged to participate in afterschool Title 1 events to draw out more students and families.

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?
Sharing data with parents	100	Staff found the training to be helpful in how to share data with families (good and bad data), and engaged in dialogue of best practices.	Refresher in the beginning of the year.	Staff knows the law and school policies for sharing data with parents. The more knowledge parents have about how their child is doing, the more they'll be involved in their child's education.

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.
Suzanne Berry-Principal, Steve Collins-Assistant Principal, Carlene Rejc-Single School Culture Coordinator, Leslie Millar-Parent Liaison, Nicole Trampas - Parent Liaison, Adam Laing-Afterschool director, Mitchell Bobrick-Teacher/SAC chair, Hunter Jones-Teacher, Adriana Torres-Parent, Alberto Torres-Parent, Yvonne Barnes-Parent, Jonathon Ortiz - Business Partner/Parent, Rosalee Park - PTA President
What are the procedures for selecting members of the group?
Sampling of all stakeholders within the school community. (Admin, teachers, parents involved in school events throughout the year with children in all grade levels, parents representing all demographics that make up school population, male, female)
How will input from stakeholders be documented?
Parent input will be documented throughout the year throughout SAC/PTA meetings, minutes from SAC/PTA, Annual Title I meeting minutes, Stakeholder Input meeting, evaluations of parent trainings, parent conferences.
How will stakeholders be involved in developing the plan?
The Stakeholder Input Meeting process in the development of the PFEP, training evaluations, surveys, meeting minutes, parent conferences.
How will Title I parent and family engagement funds be used?
Supplies for meetings, resources for parents, trainings, workshops

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?
Fostering a positive school culture.	Staff will be trained on how to foster a positive school culture and value the contributions of parents and other stakeholders.	August	Suzanne Berry Steve Collins Carlene Rejc	Staff will be trained on Title I policies, how Title I funds affect our school, and how to reach out, communicate with, and work with parents as equal partners to build ties between home and school. Teachers will submit conference logs to document communication between home and school.

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?
Strategies to instruct Limited English Proficiency students.	Staff will be trained on how to instruct LEP students, including strategies, appropriate language, and academic support systems.	November	Suzanne Berry Steve Collins Carlene Rejc	Staff will be trained on strategies to instruct LEP students and the use of curricula and assessments to further student progress. This training will help bridge the gap between the students' native languages and English. Teachers will submit reflections on how they will implement the strategies and support systems taught.

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 10, 2019 6:00 PM	
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)	
Flyers, stickers, marquee, call out, invitation	
What resources do you plan to prepare for stakeholders?	
Invitations, agenda, sign in sheets, handouts, PowerPoint presentation, copies of the FY20 Parent and Family Engagement Plan summary, copies of the FY20 Parent Compact, evaluations	
What materials/supplies are needed for the Annual Meeting?	
Paper, pens, PowerPoint presentation handouts, chart paper, computer, projector, audio enhancement equipment.	
How do you plan to reflect on the effectiveness of the Annual Meeting?	
A committee comprised of Suzanne Berry (Principal), Steve Collins (A.P.), Carlene Rejc (SSCC), Leslie Millar (Parent Liaison), and Mitch Bobrick (SAC chair, teacher) will review the attendance, minutes and evaluations following the meeting to determine the effectiveness. Results will be shared during a faculty meeting and a SAC 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/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
English Language Arts training	Parents will be trained on how to help their children at home with reading and writing. Parents will match paragraphs with appropriate questions to go with each paragraph.	Parents will be equipped with strategies to help their students at home with reading and writing. If parents are empowered with resources and strategies, they will be able to support their students, which will increase student achievement.	October 2019	Suzanne Berry, Steve Collins, Carlene Rejc	agenda, PowerPoint presentation, folders, English Language Arts resources, pens, evaluations, printer ink, chart paper, expo markers, cardstock, copy paper, pencils, post-it notes, leveled books (texts)

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
Math training	Parents will be trained on how to help their children at home with math. Parents will play scoot activity to practice math problems.	Parents will be equipped with strategies to help their students at home with math. If parents are empowered with resources and strategies, they will be able to support their students, which will increase student achievement.	November 2019	Suzanne Berry, Steve Collins, Carlene Rejc	agenda, PowerPoint presentation, folders, Math resources, decks of cards, pens, evaluations, printer ink, chart paper, expo markers, cardstock, copy paper, pencils, post-it notes, books (math content)

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
Science training	Parents will be trained on how to help their children at home with science. Parents will practice examples of games they can play at home.	Parents will be equipped with strategies to help their students at home with science. If parents are empowered with resources and strategies, they will be able to support their students, which will increase student achievement.	February 2020	Suzanne Berry, Steve Collins, Carlene Rejc	agenda, PowerPoint presentation, folders, Science resources, pens, evaluations, printer ink, chart paper, expo markers, cardstock, copy paper, pencils, post-it notes, books (science content)

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
Palm Beach County Sheriff's Office	The Palm Beach Sheriff's office continuously supports our school by going out of their way to assist our community/students in meeting their needs and mentoring our parents and students.	Partnership agreement, thank you letters, press releases, donations throughout the school year of school supplies, backpacks, Shop With a Cop event, summer camps	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Trendsetters Barber Shop	Trendsetters Barber shop supports our school by volunteering at school, mentoring students, and offering free haircuts to reward students. Start of dad's club to increase involvement of fathers in the community/school.	Partnership agreement, thank you letters, donations throughout the school year.	As Needed

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Foster Grandparent Program (Area Agency on Aging)	Grandparents are placed in classrooms to assist families with mentoring, reading with students.	Partnership agreement. Grandparents are placed in classrooms where needed. Paperwork is collected as proof of student achievement as a result of the program, thank you notes are written and pictures are taken.	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?
Flyers, Reminder flyers, stickers, marquee, annual meeting, and SAC will be used to inform parents about Title I information.	Verification documents, agendas, sign-in sheets, minutes, evaluations, letters, photos
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?
Open house, PTA/SAC meetings, progress reports, report cards, literacy night, curriculum night, Open house, PTA/SAC meetings, parent conferences, agendas	Verification documents, agendas, sign-in sheets, minutes, evaluations, letters, photos
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?
Open house, curriculum night, parent conferences, progress reports, report cards PTA/SAC meetings - parents, teachers, will be used to inform parents about meeting regarding the decisions relating to their child's education.	Verification documents, agendas, sign-in sheets, minutes, evaluations, letters, photos
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?
Evening meetings to accommodate parents that work, childcare, food, home visits.	Invitations, photos, evaluations

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	
We will ensure that families with limited English proficiency feel welcome to participate in their child's education and remove barriers to achieve this. We will provide childcare during all parent workshops, use of CLFs at meetings, Hispanic Human Resources supplies a language facilitator once a week to train and help our Hispanic families, and flyers / reminders / correspondence are in the family's native language.	
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)	
We will ensure that families with disabilities feel welcome to participate in their child's education and remove barriers to achieve this. Sign language facilitator will be present if hearing impaired parent needs support, ramps, wheelchair lift if necessary, assistance from teacher/administrator when necessary and any other support as the need arises.	
Accommodations for families engaged in migratory work	
We will work with the Migrant or Multicultural department to ensure that migrant families feel welcome to participate in their child's education and remove barriers to achieve this. Assistance with completing lunch app, providing school supplies, contacting community agencies, etc. We will also provide childcare, phone conferences and any other support as the need arises.	
Accommodations for families experiencing homelessness	
We will ensure that homeless families feel welcome to participate in their child's education and remove barriers to achieve this. Assistance with completing lunch app, providing school supplies, contacting community agencies, etc. Our "Reach Out" Resource Center will seek to provide resources available to help homeless families with their child's education and any other support as the need arises.	

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
Boo-Hoo Tea	Opportunity to meet administrators and other parents in the community. Educate parents on how they can help children at home.

Activity 2

Name of Activity	Brief Description
Book-o-Ween, Family Food truck night	Students listen to teachers read books, teachers pass out candy (dressed as a character from the book), then families go outside to purchase food from food trucks (there will be a variety of food trucks, including different ethnicities)

Activity 3

Name of Activity	Brief Description
Back to School Dance	Families get together to celebrate the new school year, students get to see each other again after the summer and dance together