

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
We are committed to involving all parents to actively participate as shared decision makers regarding their child's academic and social achievements by implementing the Title I school and home programs, communicating goals, creating a welcoming environment, and establishing the school as the center of the community.

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?
Literacy Night	25	Format of the training. It was in small group sessions by grade level and language preference.	Change the date to an earlier time preferable before day light savings time.	The parents were able to practice first hand ways in which they can work on reading skills at home. They discussed how their home set up could support learning. Students were able to further implement reading strategies at home as well as create reading habits that built stamina in Reading in preparation for 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?
Math Night	35	Format of the training. It was in small group sessions by grade level and language preference. Additionally, there were interactive math games to help parents review skills at home.	Change date to an earlier time during the school year, preferable before November.	The parents were excited and reported that they loved the opportunity to learn academic games. Students were able to review and practice basic math skills that allow them to solve complex problems in FSA and their math homework.

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?
Planning the Future	10	Parents learned how to navigate the School District website and completed the Choice Schools application.	Advertise the event more actively in the website, text and robo call.	Parents were able to plan future actions for the child education plan. They gained insight as to what the School District offers and how to access these educational programs.

18-19 Staff Trainings

Using your staff training evaluations and feedback to teachers on implementation of strategies taught in staff trainings, evaluate how the staff trainings provided during the 2019-2020 school year educated faculty and staff on the value of engaging families and on strategies designed to equip families to support learning at home.

Staff Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
Effective Parent Communication	60	Format allowed time for active engagement and interaction.	Provide a way for teachers to request and engage in additional support session.	Teachers gained insight on the impact that family engagement has in student achievement. They also were able to discuss and learned about ways to engage parents in learning. Teachers were able to establish early on positive working relationship with parents and collaboratively with them throughout the year.

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?
Meaningful Parent Conferences	16	The small group setting allowed time and opportunity for teachers to exchange ideas and learn from administrators.	More time.	Teachers took helpful templates for conducting effective parent calls, parent conferences and communication notes. Parent contact increased and they were able to work as a team with each of their child's teacher to ensure academic improvement.

Involvement of Stakeholders

Describe how the school will engage stakeholders in the planning, review and implementation of Title I programs. Include decisions regarding how funds for parent and family engagement will be used.

Brief Narrative

List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact.
Dr. Patricia Ordonez-Feliciano, Principal Norma Aguinaya - Parent Donna Kreidler - Teacher Samantha Legank - Teacher Brianna Tringali - Teacher Leah Rock - Teacher Karla Irons - Teacher Elizabeth Grochan - Teacher Melissa Rosenberg - Teacher Melanie Hedges -Teacher Regina Grawin - ESE Contact Ivonne Pimentel - ESOL Coordinantor Sonya Fraguela - Business, Community and Volunteer Partner Coordinator Katie Wilkie - After Care Site Director America Ramires - Parent Jeannette Jimenez - Grandparent Karla Suazo - Parent Paola Moralez - Parent Dora Mejia - Parent Ester Hernandez - Parent Oralia Vicente - Parent Reynaldo Ramos - Parent Jo-Anne Whitney - Teacher Juan Morales - Parent Manuel Ramirez - Parent
What are the procedures for selecting members of the group?
Open invitation to parents and teachers the week prior to the meeting or event - flyer, DOJO invite, phone call During the year we hold: Annual Title I Meeting (August/September) SAC meetings every second Wednesday of the month Literacy nights - 2 (November) Math nights - 2 (December) Parent Involvement Development Plan meeting (May)-We draft the plan at the end of each year and revisit during our fSAC meetings the following year Members participated in Team Meetings, SAC, PLC, School Wide Positive Behavior Support, SEL, and PTO meetings
How will input from stakeholders be documented?
Meeting minutes, evaluations and survey forms. Parent input will be documented throughout the year through SAC/PTO meetings. "Title 1 Update" will be a standing agenda item in our SAC meeting.
How will stakeholders be involved in developing the plan?
Participation in meetings, evaluation, and parent surveys. The stakeholder Input Meeting was held and feedback was documented in the recording template.
How will Title I parent and family engagement funds be used?
Purchase student planners, home-school communication folders, paper for parent involvement activity flyers, letters, handouts,calendars, newsletters and other communications, refreshment for parent trainings.

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 Parent Communication	Teachers will receive documents to record and monitor parent contact via phone/home visits. Additionally, best practices on how to conduct parent-teacher conferences and sample communication letters/memos will be discussed and shared.	August	Admin - Patricia Ordonez-Feliciano,	All teachers will be able to understand the key role parents play in the learning process. Teachers will be able to effectively conduct parent conferences and keep documentation of parent contact. Teachers will conduct at least one parent conference with each of their students' parents by December. As a result, it is anticipated that parents will understand our report card system, the academic expectations, and how the school and parents will collaborate to address any gaps.

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?
Teacher training on developing positive relationships with parents	Teachers will be able to conduct effective parent communication plans and develop positive relationships with parents.	October	Admin - Jennifer Mooney	Teachers will be able to identify the communication tools available to them and determine the support needed to establish and maintain positive relationships with parents. As a result, it is anticipated that parents will gain an understanding of their role in their child's academic achievement.

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 25th at 5:30 p.m. in the school cafeteria.
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
The date and explanation of what it is will be on the Family Calendar in all languages. Invitations will be sent through DOJO, posted in the marquee, and Blackboard call out. Letter will be sent home the week before the meeting. Sign-in sheets will be collected, evaluations will be given to parents and collected, minutes will be taken.
What resources do you plan to prepare for stakeholders?
Invitation, PowerPoint presentation, agendas, sign-in sheets, evaluations. SWP target FY20 Compact FY20 PFEP Summary
What materials/supplies are needed for the Annual Meeting?
Paper for calendars and invitations and agendas as well as forms for feedback, pens, markers, computers, audiovisual equipment and teacher volunteers.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Will go over the feedback forms with team leaders and also at the following SAC meeting and staff meeting. Feedback will be used to adjust future meetings.

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/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
Literacy Night	Review FSA grade level standards with parents. Parents will then participate in grade specific activities and role play reading strategies that they can use at home to help their student review the skills needed to meet grade level standards.	Parents will be able to understand how they can help their child at home with reading and writing	November 6th	Literacy Committee: Karina Cardona Danielle Smolenyak Lauren Capellini Peggy Jeudy Lisa Duda Sandra Gonzalez Emily Metroka Ivonne Pimentel Gerri Ciofalo Sadiona Deda	Paper Card stock \$100 for food Books Crayons Markers Light refreshments Paper for handouts and activities Pens and pencils

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
Math Night	Review FSA grade level standards with parents. Parents will then participate in grade specific activities and role play math games and strategies that they can use at home to help their student review the skills needed to meet grade level standards.	Parents will be able to understand how they can help their child at home with math	November 20th	Math Committee: Jenny Drake Sonya U Erika Thompson Karla Irons Kaberlee Adu Jennifer Phillips Firoz Aziz Tori Torsiello Chris Abbott	Paper Card stock \$100 for food Books Crayons Markers Light refreshments Paper for handouts and activities Pens and pencils

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
Planning for the Future	Parents will understand how to navigate the School District programs from Elementary through Grade 12	Parents will get an overview of the U.S. educational system, the programs available to students and how they can get involved in planning students future.	October 23rd	Guidance Counselors: Stephany Ferreira Christa Robinette	Paper Card stock \$100 for food Books Crayons Markers Light refreshments Paper for handouts and activities Pens and pencils

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
Rotary Club	Rotary Club provides school supplies, toys, money, and resources to West Gate Elementary	Provided dictionaries for all students in third grade. Donated funds for student recognition. Holiday donations to needy families. Thank you notes, partnership agreement, pictures of the event.	Annually

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Kiwanis Club Westside	Kiwanis provides school supplies, toys, food baskets and resources to West Gate Elementary	Delivery of Holiday food baskets for needy families at both Thanksgiving and Christmas Provided BUG awards to encourage good grades Thank you notes, partnership agreement, pictures of the event.	Annually

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Back to Basics	Back to Basics Charity provides school supplies, uniforms, toys and resources to West Gate Elementary	Provided new uniforms for students in need. Provided gifts of holiday gifts at Christmas. Thank you notes, partnership agreement, pictures of the event.	Annually

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?
We have an annotated monthly calendar that is sent home in all the languages Letters, flyers, etc. are sent in home-school communication folders Each student is provided a free student planner for communication with parents	Admin and selected staff will keep track of letters/flyers sent home Admin will send texts and/or robocalls. Invitations, Flyers, Newsletter, Conference Notes.
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 are required to meet in person with the teacher to receive the first progress report/report card. The teacher will explain the report card grading system, student expected performance and answer any questions the parents may have. Conference notes are kept for all parent meetings. More information are shared during literacy and math nights and parent training.	Parent communication logs and conference notes. Invitation, sign in sheet, handouts, student assessment results.
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?
Annotated Calendars Blackboard call-outs Weekly communication folders DOJO Meet the Teacher Curriculum Night Parent training Title 1 Annual Meeting	Invitations Agenda Sign-in Sheets Handouts
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?
Meetings are held in the morning, afternoon, and/or nights. Teachers and school staff performs home visits as needed during or after school hours. During parent training childcare for school age children is provided.	Parent agendas and sign in sheets. Invitation Agendas Schedules of Meetings (Copy of Google Calendar) Agenda Handouts Evaluation

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
All parent communications and meetings are translated into Spanish and Creole. Additionally, we have three Community Language Facilitators in staff who assist our families, teachers, and students throughout the day. Teachers are informed and everyone ensures these students/families feel welcome and are supported. Every grade level has been assigned at least one bilingual teacher, our office has several staff members who are bilingual, and our Principal is bilingual and able to communicate with our families. Finally, our students participate in events that foment cultural awareness and appreciation throughout the year.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Every effort is made to accommodate parents with special needs. Our parents with disability have access to areas of the school through ramps and elevators. Teachers are informed and everyone ensures these students/families feel welcome and are supported. Additionally, parent and families with disabilities are encouraged to participate in their children's learning. Depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, sign language interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families.
Accommodations for families engaged in migratory work
Migrant families are immediately identified and referred to our migrant contact who works closely with the families to provide information and access to resources. Teachers are informed and everyone ensures these families feel welcome and are supported. School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting.
Accommodations for families experiencing homelessness
Families experiencing homelessness are immediately identified and referred to our homeless contact who works closely with the families to provide information and access to resources. Teachers are informed and everyone ensures these families feel welcome and are supported. These families are also referred to our 21st Century program which is specifically designed to provide the students with homework assistance as well as enrichment opportunities. When a family experiences a unique hardship, steps are taken to connect the family with the appropriate agency.

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
N/A	N/A

Activity 2

Name of Activity	Brief Description
N/A	N/A

Activity 3

Name of Activity	Brief Description
N/A	N/A