

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

Mission Statement
At Westward Elementary International Baccalaureate Magnet School, we believe that the responsibility for the development of each child is shared by the home, school, and the community. We value our families and their input into the development of our school's Parent & Family Engagement Plan. We recognize the vital role that families play as the first and best teachers of our students. We welcome our families to share their ideas and experiences that will help develop our students into successful, productive, educated members of our global society.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Bobbie Brooks	Principal
Jessica Jelks-Cook	Assistant Principal
Kia Forbes	Parent
Shawya McDonald	Parent
Sheree Wollistion	Parent
Esther Noel	School Counselor
Kim Woodard	ESE Contact
Danielle Jarrett	Parent
Erin Overstreet	Parent
Tatiana Carter-Cage	Math Coach

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.

At SAC meeting stakeholders are made aware of the need of stakeholders from all areas (parents, school staff, business partners, etc.) and are invited to be members to represent each group. Members then agree to participate in the decision-making process. Stakeholders are made aware of the importance and necessity of their input and reminded that their input is appreciated and will benefit our student body.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Meeting date, time, September 16, 2020 at 6:15 p.m. SWP Stakeholder Input Meeting Google Slide presentation was shared with stakeholders to include review of Parent/School Compact, school data (academic, behavioral, absentee), and of CNA process. Stakeholders were given the opportunity to provide input into each of the areas that were reviewed and presented.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

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Stakeholders were invited to ask questions and provide input as to how Title 1 funding will support parent/family engagement during the Google Meet. Outcome is that parents agreed to attend subsequent meetings where budgetary issues were discussed an to provide input.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.

Name	Title
Jessica Jelks-Cook	Assistant Principal
Bobbie Brooks	Principal
Tatiana Carter-Cage	Math Coach
Nehemie Duval	Reading Coach
Tambia Goodson	SAI
Donna Russo	Resource Teacher
Bernadette Beneby-Coleman	Magnet Coordinator
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative
1. What is the actual date, time and location of the Annual Meeting?
<div>The Annual Meeting will be held on October 21, 2020 at 6:15 pm.</div>
2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).
<div>Stakeholders will be notified by Marquee, call out, text, flyers, email.</div>
3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.
<div>Computer, Smart Board, Power Point Presentation, handouts, survey.</div>

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Effective Data Chats	Teacher will be able to better understand, utilize, and present data to parents in a way for them to	Parents will be able to better understand and utilize the data to assist their	Handouts, copy of PpT or Google Slides presentation, data.	October	Nehemie Duval,

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Monitoring for	Teacher will be able to modify their goals and scales to provide evidence of mastery and	Greater student comprehension and performance of standards; increase in	Modified scales, data.	November	Nehemie Duval,

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="250.00"/>
Parent Data Chats/Information Meetings	To support student learning at home, parents will be able to utilize and understand the specific data they were provided with as it is related to their own child. They will be able to read the data, understand what it means, and have meaningful data discussion with their children.	Parents will be provided with a variety of electronic tools and games, as well as hands-on tools and games to utilize with their children.	Parents were able to utilize the resources and strategies that were provided to them in order to target critical student content. Students demonstrated a greater awareness of their	November, January, March	Nehemie Duval, Tambia Goodson, Donna Russo, Tatiana Carter,	Handouts and electronic resources for parents to use with students.	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
							<input checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="150.00"/>
Math & Literacy Nights	To support student learning at home, parents will be able to utilize skills, strategies, tools, and academic games provided to them by teachers and coaches.	Parents will be provided with a variety of electronic tools and games, as well as hands-on tools and games to utilize with their children.	Parents were able to utilize the resources and strategies that were provided to them in order to target critical student content. Students demonstrated a greater awareness of their	November 2020	Nehemie Duval, Tambia Goodson, Donna Russo, Tatiana Carter,	Handouts and electronic resources for parents to use with students.	

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP:
Doug hnuts with Dad and Muffin s with Mom	Parents will learn academic strategies to use with their children in order to improve their academic and social emotional skills.	Parents will be provided with electronic tools they'll be able to use with their children as well.	Parents were able to utilize the resources and strategies that were provided to them in order to target critical student content. Students demonstrated a greater awareness of their	Decemb er 2020	Nehemie Duval, Tambia Goodson, Donna Russo, Tatiana Carter,	Handouts and electronic resources for parents to use with students.	<input checked="" type="radio"/> Yes <input type="radio"/> No Amount 300.00

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Publix Tools for School	A local grocery store chain provides a variety of academic supplies to families.	Families are supported and parents are engaged by this partnership because they are provided with academic supplies that will help students experience academic success. Evidence of partnerships will be students receiving necessary school supplies.	Ongoing

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
ESE Department	The ESE department provides ESE support to our school and teaching strategies to ESE teachers. They also provide support to parents	Parents/families are supported by this partnership because they are provided with tools, strategies, and activities that help them support and enhance student academic growth in the home setting. Evidence of partnerships that may be collected are IEP meeting	Ongoing

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Multicultural Department	When a family enters our school whose first language is not English, we collaborate with the Multicultural Department to assist with the	Educationally relevant documents are translated for parents from English into their native language and documents that are needed for school admittance are translated from the native language to English. Evidence of partnerships that may be collected are meeting	Ongoing

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, 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.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.	List evidence that you will upload based on your description.
Parents will be informed about Title I programs in a timely manner by receiving invitational flyers in their native language, call-outs using the Parent Link system, information on the school's electronic marquee, e-mail, text messages, edline, and social media. Additional information will be provided to parents about Title I programs via	Pictures of marquee, copies of flyers, conference notes, emails, and call out transmissions. Also, snapshots of social media posts and copies of sign-in sheets.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.	List evidence that you will upload based on your description.
This information will be provided via participation in Parent Data Meetings, literacy and math nights, and SAC meeting. Parents will also receive information concerning the progress of their child via report cards, progress reports, and individual parent conferences.	Pictures of marquee, copies of flyers, conference notes, emails, and call out transmissions. Also, snapshots of social media posts and copies of sign-in sheets.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.	List evidence that you will upload based on your description.
Parents will be informed about forms of academic assessments used to measure student progress and achievement levels of State academic standards through SAC meetings, literacy and math nights, parent data nights, as well as parent/teacher conferences.	Meeting minutes, flyers/invitations to meetings, agenda, conference notes.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.	List evidence that you will upload based on your description.
Parents will be informed about opportunities for regular meetings to formulate suggestions and to participate in decision relating to the education of their children by receiving invitation flyers in their native language, call-outs using the Parent Link system, information on the school's electronic marquee, e-mail, text messages, and social	Pictures of marquee, copies of flyers, conference notes, emails, and call out transmissions. Also, snapshots of social media posts and copies of sign-in sheets.
5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.	List evidence that you will upload based on your description.
By using the results of the 18/19 Title I Survey, meetings are scheduled during times that are convenient for parents. Some are scheduled in the evening while others are scheduled in the afternoon hours. As in year past, Westward will partner with the Palm Beach Lakes High School Early Childhood Education program to ask for	Copies of flyers, e-mails, call out transmissions, snapshots of social media posts, copies of sign-in sheets.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering 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.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<div>The presence of the CLFs will be requested at all meetings. Documents that go home with parents or hand-outs provided at trainings will be translated into parents' native language by the CLFs (Spanish and Haitian Creole). We also have a number of Arabic-speaking families this year and will collaborate with the District translation office</div>	<div>Translated documents, pictures of CLFs at meetings when possible.</div>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<div>Necessary accommodations will be made for parents with disabilities. If a parent is hearing impaired, for example, a request will be made to have an ASL translator present at the meeting. Additionally, there are several handicap accessible parking spaces, restrooms, and walkways at our school.</div>	<div>Documentation sent to district to ask for support for families with a person who has a disability. Emails of communication with the ESE to find accommodations</div>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<div>If there are families on our campus who are engaged in migratory work, the school will work closely with the Migrant Education Program to ensure that the needs of the families are met.</div>	<div>Communication with District migrant office and communications with School Counselor.</div>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<div>Parents who may be experiencing homelessness will be directed to our school counselor who will provide them with resources and information that will assist them with successful participation in the school setting. The school counselor will also assist with transportation for the students. The data processor will assist the caregivers of</div>	<div>Communication with District McKenny-Vento office and communications with School Counselor.</div>	

Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

Name of Activity	Brief Description
Doughnuts with Dad	By participating in this activity, parents will gain the ability to effectively assist their students in improving their academic skills in the home setting. Fathers will hear from successful male community leaders/members

Activity #2

Name of Activity	Brief Description
Parent Math and Literacy Nights	By participating in this activity, parents will gain the ability to effectively assist their students in improving their math skills in the home setting. There will be presentations, demonstrations, information, and academic

Activity #3

Name of Activity	Brief Description
Panther Parent University	The event is designed to increase parental involvement and to improve the social emotional and academic growth of the students. Refreshments will be served at an estimated cost of between \$300-\$400.