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| Suzanne Berry  2017-2018 |
| School District of Palm Beach County |
| Title I Parent and Family Engagement Plan |
| Wynnebrook Elementary School 1391 |

# Parent and Family Engagement 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
* Be different from your school mission statement.

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| **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. |

# Evaluation of 2016-2017 Parent Capacity Building Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Involvement Survey results, evaluate the parent trainings provided during the 2016-2017 school year.

**Parent Capacity Training #1**

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| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Literacy workshop - Families are shown strategies to help their child become successful readers | 30 | * Opportunity to inform parents of how to help students at home with reading. | * Participation | Keep for FY18 school year |

**Parent Capacity Training #2**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Library Open House - Parents and students get a tour of the library and have an opportunity to get a library card/check out books. | 225 | * Large number of families learning about library system/obtaining library cards | * More space * Language facilitators | Keep for FY18 school year |

**Parent Capacity Training #3**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Spanish Speaking Workshop | 50 | * Parents are directed on how they can help their children at home. | * Participation | Keep for FY18 school year |

# Evaluation of 2016-2017 Parent Engagement Staff Trainings

Using your staff training reflections, teacher evaluations, and feedback to teachers on implementation of strategies taught in staff trainings, evaluate the staff trainings provided during the 2016-2017 school year.

**Staff Training #1**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Faculty meeting during preschool - welcome new/returning teachers, review staff handbook, provide information about upcoming school year. | entire staff  ~ 100 people | * opportunity to get everyone together to discuss upcoming school year, educate about school systems in place | * Lots of information to present at one time, possibly break into smaller sessions for effectiveness | Keep for FY18 school year |

**Staff Training #2**

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| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| Title 1 Faculty Meeting | entire staff  ~ 100 people | * Clarify expectations of growth in building relationships | * Lots of information to present at one time, possibly break into smaller sessions for effectiveness | Keep for FY18 school year |

# 2017-2018 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

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.

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| **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 Liason, Adam Laing-Aftercare director, Dejeanne Jules-Teacher, Mitchell Bobrick-Teacher, Hunter Jones-Teacher, Shaquala White-Teacher, Adriana Torres-Parent, Alberto Torres-Parent, Lana Pistochi-Parent, Rayyan Mohammad-Parent, Yvonne Barnes-Parent, Nicole Brown-PTA President |
| **What are the procedures for selecting members of the group?** |
| PTA and SAC members |
| **How will input from stakeholders be documented?** |
| Through minutes of the meeting, evaluation of parent input meeting |
| **How will stakeholders be involved in developing the plan?** |
| Stakeholders will read through the proposed plan and compact and ask questions or give comments. |
| **How will Title I parent and family engagement funds be used?** |
| Supplies for meetings, resources for parents, trainings, workshops |

# 2017-2018 Parent and Family Engagement Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively communicate and work with parents as equal partners in order to connect learning in the classroom to learning at home.

**Staff Training #1 (First Semester)**

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| **Name and Brief Description** | **Month training will be held** | **Responsible Person(s)** | **Anticipated Impact of Staff Development**  **(Include explanation on why this training is needed)** |
| Family Resource Center Staff Development- inform teachers about “Reach Out” Resource Center which provides families with school supplies, uniforms, books with parenting information, educational games. | August | Suzanne Berry, Steve Collins, Leslie Millar | Inform teachers which resources are available to our families to help students be successful in/out of the classroom. |

**Staff Training #2 (Second Semester)**

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| **Name and Brief Description** | **Month training will be held** | **Responsible Person(s)** | **Anticipated Impact of Staff Development**  **(Include explanation on why this training is needed)** |
| Office staff Etiquette Training | August | Suzanne Berry, Steve Collins, Leslie Millar | Office staff trained in office etiquette to make sure families are treated kindly when walking in the front door. |

# 2017-2018 Title I Annual Parent 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:

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

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| **Brief Narrative** |
| **What is the date and time of the Annual Meeting?** |
| August 29, 2017 |
| **How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).** |
| Flyers, stickers, marquee |
| **What resources do you plan to prepare for stakeholders?** |
| Agenda, handouts, PowerPoint presentation |
| **What materials/supplies are needed for the Annual Meeting?** |
| Paper, pens, PowerPoint presentation handouts, computer, projector |
| **How do you plan to reflect on the effectiveness of the Annual Meeting?** |
| Through evaluations |
| Note: You must provide evidence of the implementation of the Annual Meeting.  (Invitation, agenda, sign-in sheets, minutes and verification) |

# 2017-2018 Parent Capacity Building Trainings

Describe the trainings you will offer parents that will build their capacity to support learning at home to improve student academic achievement. Parent trainings must focus on specific teaching and learning strategies that parents and families can use at home to help their child. Evidences that will be submitted through eBox include the invitation, agenda, sign-in sheets, handouts, evidence of parent and family interaction, evaluations, and reflection.

**Parent Capacity Training # 1 (First Trimester/Semester)**

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| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of**  **Training** | **Responsible**  **Person(s)** | **Resources and Materials** |
| Parent mini-workshops - Monthly workshops in reading, math, and science | * Teach parents how to help their child at home with reading, math, and science | Third Thursday of every month throughout school year | Leslie Millar | * Agendas, pens, necessary resources to help parents |

**Parent Capacity Training # 2 (Second Trimester/Semester)**

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| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of**  **Training** | **Responsible**  **Person(s)** | **Resources and Materials** |
| Computer workshop- Parents are shown helpful educational websites | * Educate parents on useful website to help their child at home | November 2017 | Leslie Millar | * Agendas, pens, necessary resources to help parents, computer, projector |

**Parent Capacity Training # 3 (Third Trimester – required for elementary schools, optional for secondary schools)**

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| **Name and Brief Description** | **Expected Learning Outcomes** | **Date of**  **Training** | **Responsible**  **Person(s)** | **Resources and Materials** |
| Getting Ready for FSA - educate parents on what they need to know for upcoming FSA testing | * Parents learn how they can help their child in preparation for FSA testing | February 2017 | Leslie Millar | * Paper, pens, necessary resources to help parents |

# 2017-2018 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**

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| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **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. | Donations throughout the school year of school supplies, backpacks, Shop with a cop event, Summer camps | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  ◻ Annually  **X**As Needed |

**Partnership # 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Chick FIl-A | Chick Fil-A supports our community with events throughout the year, and providing food for teachers. | Pajama Party - students were read books  Math Night - students did restaurant-related math problems.  Food provided for teachers on planning day | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  ◻ Annually  ****As needed |

**Partnership # 3**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Foster Grandparent Program | Grandparents are placed in classrooms to assist students with reading, mentoring. | Grandparents are placed in classrooms where needed. Paperwork is collected as proof of student achievement as a result of the program | ◻ One-time  **** Weekly  ◻ Monthly  ◻ Quarterly  ◻ Annually  ◻As needed |

# 2017-2018 Communication

After reflecting on your 2016-2017 Title I Family Involvement 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 that may be uploaded in eBox include agendas, sign-in sheets, minutes, evaluations, Edline screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

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| **Key Points of Communication** | | |
| **Describe how school will inform parents about**  **timely information about the Title I programs.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| Flyers, Reminder flyers, stickers, marquee | Flyers-one week before event  Reminder flyers-day before event  Stickers-day of the event  Marquee- week of event | Through parent feedback, feedback of teachers or students, participation in events |
| **Describe how school will inform parents about curriculum**  **at the school, forms of academic assessment used to measure**  **student progress, and proficiency levels students are expected to meet.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| Curriculum night- parents learn about state standards, forms of assessment used, proficiency levels expected.  Parent conferences- parents learn about student progress, assessment scores.  Agendas- Form of communication between teacher and parent | Curriculum night- once a year for each grade level  Parent conferences- at least once per trimester, as needed  Agendas - daily | Through parent/teacher feedback, participation |
| **Describe how school will inform parents about opportunities for**  **regular meetings to formulate suggestions and to participate, as**  **appropriate, in decisions relating to the education of their children.** | **List frequency and timeline** | **How will school ensure information was shared?** |
| PTA/SAC meetings - parents, teachers, administration meet to discuss events going on at school, questions, or concerns. | Third Thursday of each month | Through parent/teacher feedback, participation |

# 2017-2018 Accessibility

It is important to address barriers that hinder parents’ and families’ participation in activities. After considering your 2016-2017 Title I Family Involvement Survey results and information gathered at your parent input meetings, describe how your school will provide opportunities for participation in all activities. Evidences that may be uploaded in eBox include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

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| **Brief Narrative** |
| **Parents and families with limited English proficiency** |
| Childcare- we will provide childcare during all parent workshops  Spanish language barrier- use of CLFs at meetings, Hispanic Human Resources supplies a language facilitator once a week to train and help our Hispanic families  Flyers and reminders are in English, Spanish, Creole |
| **Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)** |
| Sign language facilitator will be present if hearing impaired parent needs support  Assistance from teacher/administrator when necessary |
| **Parents and families engaged in migratory work** |
| Childcare- we will provide childcare during parent workshops  Phone conferences can be provided if parent is unable to come in for parent/teacher conferences |
| **Parents and families experiencing homelessness** |
| Childcare- we will provide childcare during parent workshops  Our “Reach Out” Resource Center will seek to provide resources available to help homeless families |

# Other Activities (Optional)

List other activities that are planned to strengthen parent and family engagement at your school.

**Activity # 1**

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| **Name of Activity** | **Brief Description** | **Frequency** |
| Boo-Hoo Tea | Opportunity to meet administrators and other parents in the community. Educate parents on how they can help children at home. | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  ****Annually  ◻As needed |

**Activity # 2**

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| --- | --- | --- |
| **Name of Activity** | **Brief Description** | **Frequency** |
| Bingo Family Night | Families play Bingo together and congregate with other members of the community. | ◻ One-time  ◻ Weekly  ◻ Monthly  **** Quarterly  ◻ Annually  ◻As needed |

**Activity # 3**

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| **Name of Activity** | **Brief Description** | **Frequency** |
| 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 | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  **** Annually  ◻As needed |

# Uploads

Please prepare evidences below. Directions on how these documents will be collected is forthcoming.

* Evidence of Parent Involvement in the Development of the School Parent and Family Engagement Plan (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Parent-School Compact (Final in all languages)

# Resources

Support resources are available on the Title I SharePoint site under the Resource tile. Go to Annual Requirements/Parent and Family Engagement Plan. In this folder you will have access to editable documents to support the development of your school’s Parent and Family Engagement Plan.

* Parent Input Meeting Invitation
* Parent Input Meeting Agenda
* Parent Input Meeting Sign-in Sheets
* Parent Input Meeting Evaluation
* Parent Input Meeting PowerPoint
* Parent Input Meeting Recording Template
* Parent Input Meeting Minutes Checklist
* Parent and Family Engagement Plan Template
* Recording of Technical Assistance Chat held April 6th
* Principal Assurance of Compliance Item KIA-1