

Denise Sanon
2017-2018

School District of Palm Beach County

Title I Parent and Family Engagement Plan

Barton Elementary School 0741

9.1.17 Plan has been give final approval. TM

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.

Mission Statement
By empowering families to become consistently proactive in their children’s education, we can foster relationships and bridge the gap between parents, school and community.

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

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
APTT #1 - September 15, 2016	144	<ul style="list-style-type: none">• Parents were excited to see school data• Parents enjoyed learning how they can help their children	<ul style="list-style-type: none">• Teachers need to take ownership of calling the parents in an effort to increase attendance	<ul style="list-style-type: none">• Parents left the meeting knowing student data and year end academic goals

Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
APTT #2 - January 26, 2016	143	<ul style="list-style-type: none">• Teachers were doing a better job monitoring parents' comprehension and interactions	<ul style="list-style-type: none">• Teachers could have better modeled the strategies they wanted parents to incorporate at home.	<ul style="list-style-type: none">• The parents were able to see their child's improvement from the first meeting to the second meeting.

Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
APTT #3 - April 20, 2017	146	<ul style="list-style-type: none">• Parent's were able to see how their child(ren) progressed from the beginning of the year to the end.	<ul style="list-style-type: none">• Some parents didn't come to the last meeting because they attended the first two.	<ul style="list-style-type: none">• The teachers built relationships with the parents.

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

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
AVID Training - Collaboration	80	<ul style="list-style-type: none">The teachers learned collaborative strategies that could be used in all content areas.	<ul style="list-style-type: none">Differentiation for ELLs	<ul style="list-style-type: none">There was evidence that at least 40% of teachers used the strategies consistently.

Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
FSA Training	30	<ul style="list-style-type: none">Teachers were able to align instruction with the test item specs.	<ul style="list-style-type: none">Using the scoring rubric more effectively	<ul style="list-style-type: none">Approximately 60% of students scored at a 7 or above in writing.

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.

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.	
Denise Sanon- Principal, Karla De La Cruz-Single School Culture Coordinator, Marie Boucard - Community Relations Coordinator, Sandra Ramos - ESE Coordinator, Kristine Briggs - ESOL Coordinator, Meleshia Weller - Primary Reading Coach, Coi Lazier - Intermediate Reading Coach, and Naila Franklin - Math Coach. Parents - Wesline Desinat, Laurienne Derilus, Ana Patricia Lopez, Candelaria Ramirez, Amparo Alvarez	
What are the procedures for selecting members of the group?	
Each member was selected by the role they serve at the school. The selected team members provide for an extremely diverse team that encompasses the various cultures, races, ethnicities, and varied learning styles of the students we serve. Parents and community members who were in attendance were asked to volunteer for participation in the creation of the plan.	
How will input from stakeholders be documented?	
Input from stakeholders was documented via meeting minutes, questionnaires, stakeholders sign-in, and email responses.	
How will stakeholders be involved in developing the plan?	
At the PFEP meeting on May 17, 2016, stakeholders had the opportunity to participate in the development of the plan. We had an open forum that allowed participants to answer specific questions related to the compact and family engagement plan.	
How will Title I parent and family engagement funds be used?	
APTT Supplies and Refreshments	

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)

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)
Cultural Sensitivity Training - provide staff with information related to cultural differences. Strategies will be shared in order for staff to provide academic strategies and communicate with diverse families.	October	SSCC - Karla De La Cruz AP - Tara Johnson	The impact of this training will help teachers to understand the cultures of the families in order to be able to better communicate and provide academic strategies to provide learning at home.

Staff Training #2 (Second Semester)

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)
School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth	January	SSCC - Karla De La Cruz AP- Tara Johnson Guidance	The impact of this training will help teachers (and parents) to enhance their social and emotional knowledge, skills, and dispositions. This will assist teachers with effectively modeling and applying the SEL skills children need to learn. These strategies will be shared with parents so that they can be used at home. If parents and teachers use similar strategies to foster SEL, it will ease the transition between home and school while creating consistency and continuity in expectations for behavior and academics.

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.

Brief Narrative
What is the date and time of the Annual Meeting?
September 14, 2017 at 6:00pm
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).
Teachers, parents, and community members will be notified via Edline, marquee, call-out, social media, and fliers.
What resources do you plan to prepare for stakeholders?
Handouts (invitation, agenda, sign in sheets, evaluations, FY18 School-Parent Contact, FY18 PFEP summary)
What materials/supplies are needed for the Annual Meeting?
Paper, Folders, Ink, and Writing Supplies
How do you plan to reflect on the effectiveness of the Annual Meeting?
We will reflect on the effectiveness of the Annual Meeting by analyzing the parent questionnaire and taking action based on the results. This action will include how we can better serve parents.
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)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
APTT #1 - Parents will be provided grade level specific strategies to assist with academics at home.	<ul style="list-style-type: none"> As a result of this training, parents will have a toolbox of strategies to better assist their children with academics while in the home environment and ELA proficiency will increase a minimum of 10 percentage points as evidenced by FSA ELA. 	9/28/17 (5:00-6:15)	Yohanny Garcia	<ul style="list-style-type: none"> Materials for APTT training, Handouts

Parent Capacity Training # 2 (Second Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
APTT #2- Parents will be provided grade level specific strategies to assist with academics at home.	<ul style="list-style-type: none"> As a result of this training, parents will have a toolbox of strategies to better assist their children with academics while in the home environment. These strategies will help bridge the home to school connection and and ELA proficiency will increase a 	1/25/18 (5:00-6:15)	Yohanny Garcia	Materials for APTT training, Handouts

	minimum of 10 percentage points as evidenced by FSA ELA achievement.			
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Parent Capacity Training # 3 (Third Trimester – required for elementary schools, optional for secondary schools)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
APTT #3 - Parents will receive information on the improvement of their child. They will see the correlation between the strategies used at home and academic improvement.	<ul style="list-style-type: none"> As a result of this training, parents will be able to see the connection between their child's improvement and the strategies they used at home. Parents will be better prepared to provide academic support to their children. These strategies will help bridge the home to school connection and and ELA proficiency will increase a minimum of 10 percentage points as evidenced by FSA ELA. 	4/19/18 (5:00-6:15pm)	Yohanny Garcia	Data charts Take home resources for parent-student activities

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

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Food Bank	This agency provides vegetables, meat, and dry foods for families that are in need.	The food items are stored in a pantry and distributed to students to take home to their family. There is paper documentation as well as physical products.	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually

Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
PUBLIX	This agency provides bread and sweets for the Parent University which is led by our parent liaison Ms. Boucard.	There is written documentation of this partnership.	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As needed

Partnership # 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Powerpack	This agency provides nonperishable food items for homeless children who attend the school.	Boxes are delivered monthly. The actual food items serve as evidence of partnership. There is also delivery documentation.	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> 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.

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?
The School will inform parents about opportunities for regular meetings through social media, edline, guidance meetings/student-parent conferencing, parent call outs, printed information, newsletters and visitation information in the main office and Annual Meeting.	On-going throughout the school year.	Copies of handouts, Parentlink scripts, screenshots of social media posts.
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?
The School will inform parents about opportunities for regular meetings through open house, curriculum night, social media, edline, guidance meetings/student-parent conferencing, parent call outs, printed information, and visitation information in the main office.	On-going throughout the school year.	Copies of handouts, Parentlink scripts, screenshots of social media posts.
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?
The School will inform parents about opportunities for regular meetings through social media, phone conferences, Edline, guidance meetings/student-parent conferencing, parent call outs, printed information, and visitation information in the main office.	On-going throughout the school year.	Copies of handouts, Parentlink scripts, screenshots of social media posts.

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.

Brief Narrative
Parents and families with limited English proficiency
All communication will be in English, Creole, and Spanish. The CLF will provide translation during all Family Involvement activities. All letters, brochures, and PowerPoint will be translated if needed. We will provide translation devices for parents who need them. The CLF will continue to keep accurate records with timesheets, classroom schedule, and facilitation logs. We will provide parent evaluations at all meetings to ensure we're meeting the needs of the parents and families we service.
Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)
When attending school functions, parents and/or families with disabilities will be provided with appropriate accommodations to ensure that they can actively participate in their child's education. These accommodations will include interpreters, accessibility options, and home visits in lieu of actual attendance. The ESE department will be contacted when necessary.
Parents and families engaged in migratory work
We will use Parentlink, newsletters, and phone calls to communicate with migrant families. We will work with various organizations, such as the Guatemalan- Maya Center, to ensure that information is effectively communicated to parents. Our efforts will also include phone calls and home visits to migrant parents to increase their participation in school events.
Parents and families experiencing homelessness
Dr. Jean-Jacques and/or Mrs. Boucard will contact the Homeless Field Coordinator for our region. The program is titled the McKinney-Vento Homeless Assistance Act. We will identify families based on the completion of the registration form and Student Residency Questionnaire.

Other Activities (Optional)

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

Activity # 1

Name of Activity	Brief Description	Frequency
School Uniforms are provided to students in need.	At the beginning of each school year, our parent liaison provides free school uniforms to families in need.	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As needed

Activity # 2

Name of Activity	Brief Description	Frequency
We are currently partnering with Hands together of the Palm Beaches	This organization will provide educational programs for the Haitian community: adult computer classes, adult literacy classes, a children's enrichment program, health education, and outreach.	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As needed

Activity # 3

Name of Activity	Brief Description	Frequency
		<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> 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