

Renee Elfe  
2017-2018

School District of Palm Beach County

# Title I Parent and Family Engagement Plan

Boca Raton Elementary School, 0951

## 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  |
|--|
| <p>Boca Raton Elementary School’s Family Parent Engagement Plan promotes an ongoing relationship between the school and the community to ensure that every parent not only has the opportunity to utilize, but is made aware of the numerous programs and resources that are made available here at the school. Engaging all vehicles of communication, including texts, phone calls, flyers, email, social media (including our own school app, Twitter and Pinterest, business partners, and our own app. Boca Raton Elementary looks to continue a positive relationship that empowers our community, our families and children. Our parents are their child’s first teacher, we must work together as a team to ensure success of every child.</p> |

## 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   |
|--|------------------------|---|--|--|
| <p>Kindergarten Awareness</p> <ul style="list-style-type: none"> <li>● Parents meet key staff they will be interacting with upon registration and on a daily basis.</li> <li>● Meet and greet Kindergarten teachers for the following year.</li> <li>● Find out about expectations for their child entering school in August.</li> <li>● Meet PTA Officers</li> <li>● Received materials in a Goodie Bag including sight words for K and information to help child be a better reader</li> </ul> | 21                     | <ul style="list-style-type: none"> <li>● This year our Kindergarten Round-Up was the best turnout in years.</li> <li>● Advertising: We did market to all of our pre-k schools; including Florence Fuller, Pearl City Cats. Flyers were sent over to be passed out to parents when they picked up their children two weeks prior to the event. Our Title I Liaison also distributed flyers and spoke to parents about the event during her tutoring times at the center.</li> <li>● Time - The time was 8:30am a time our Title I Survey showed was a favorite time for parents.</li> <li>● We had representatives from the Public Library present.</li> </ul> | <ul style="list-style-type: none"> <li>● Need for more parent involvement even though turnout was the best in several years.</li> <li>● More community involvement. (Representatives from the Public Library were present).</li> </ul> | It is expected that the incoming kindergartners will be better prepared for the school year. |

### Parent Capacity Training #2

| Name and Brief Description   | Number of Participants | Strengths  | Opportunities for Improvement  | Outcomes   |
|--|------------------------|--|--|--|
| Technology morning - a parent training to introduce or help parents to understand iReady Reading and Math. We also training parents in the use of Khan Academy and its purpose to help students to either push ahead of they are ready, or remediate students that need more training in sme skills in an earlier grade level. | 22                     | <ul style="list-style-type: none"> <li>● Strong Planning</li> <li>● Great Advertising through multiple sources:</li> <li>● Hands on parent training</li> </ul> | <ul style="list-style-type: none"> <li>● Need to get more parents trained in technology skills.</li> <li>● Possibly open computer lab one night a week</li> <li>● Larger parent participation</li> </ul> | Through our Technology Training our parents had a better understanding of the adaptive technology that is used at the school in the classroom and tutoring. Many of our students that have increased their use of Khan Academy in the weeks following the training and over the holiday break. |

### Parent Capacity Training #3

| Name and Brief Description   | Number of Participants | Strengths  | Opportunities for Improvement   | Outcomes   |
|--|------------------------|--|---|--|
| Literacy Night- to give our parents strategies to use with their children while reading at home. We included handouts with strategies for helping students read. | 18                     | <ul style="list-style-type: none"> <li>● Included student performance prior to presentation.</li> <li>● Held on week of Scholastic Book Fair which stayed open late.</li> <li>● These two events helped us to have one of our best turnouts</li> </ul> | <ul style="list-style-type: none"> <li>● Having staff members call parents individually to invite.</li> <li>● Title I Liaison go to Aftercare Centers where we receive the least amount of participation and speak to parents during pick-up times a few days prior to events.</li> </ul> | As a result of this training, we saw an increase in children in grades K-3 especially, checking out books to read at home with parents. This was reported through parent phone calls, and requests. At other school functions some parents did bring up how they had put the "53 Strategies for Better Readers" on their refrigerators to remind them to question their child as they read together at home. |

## 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  |
|--|------------------------|---|---|---|
| Staff Training Volunteers in Classrooms - orient teachers to involving parents in education through volunteerism | 18                     | <ul style="list-style-type: none"> <li>Entire teaching staff present</li> <li>Distributed copies of Powerpoint with do's and don'ts with parents in the classroom.</li> <li>Reminder of VIP's System and requirements for all volunteers to sign-in.</li> </ul> | <ul style="list-style-type: none"> <li>More follow-up on use of volunteers in the classroom.</li> <li>Allocate additional time for training of both teachers and volunteers.</li> <li>More VIPS training for all teachers, staff and volunteers.</li> </ul> | Based on this training many teachers ensured that all volunteers utilized the VIP's System. However we had many volunteers that signed in but did not sign-in on VIP's. No one should leave the office without being in the VIP's System. |

### Staff Training #2

| Name and Brief Description  | Number of Participants | Strengths   | Opportunities for Improvement   | Outcomes  |
|---|------------------------|---|---|---|
| Improving Parent Trainings - Lessons Learned from Parent Technology Morning | 31                     | <ul style="list-style-type: none"> <li>Ability to obtain feedback from teachers on training</li> <li>Great discussion on topic</li> <li>Discussed what we can do better.</li> </ul> | <ul style="list-style-type: none"> <li>Involve students in presentations to bring out more parents.</li> <li>Schedule trainings and meetings at different times a day, morning, early evening, after dinner.</li> </ul> | We have learned based on our technology morning which had lower than anticipated turnout, it is extremely difficult to predict when parents will attend trainings. We do know that when their children are a part of a performance or training the turnout is higher. We are considering next year in technology and other trainings having students model technology utilized in the classroom, and computer labs. |

## 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   |
|---|
| <b>What is the date and time of the Annual Meeting?</b>   |
| Wednesday, September 13, 2017 7:00 pm   |
| <b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).</b>  |
| We will send home flyers/invitations, have advertised on the marquee. Edline, do call-out and texts to parents. as well as on our website and school app for the community. We will advertise this meeting at our Curriculum/Open House Night on August 23rd.   |
| <b>What resources do you plan to prepare for stakeholders?</b>  |
| Agenda, sign-in sheets, handouts on Title I (what it is etc.). Copies of Parent Family Engagement Plan (PFEP), School-Parent Compact. Survey for the end of meeting feedback.   |
| <b>What materials/supplies are needed for the Annual Meeting?</b>   |
| Copy Paper, pens, handouts  |
| <b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>   |
| We will reflect by the turnout, the questions asked and the conversation that occurs after and during the presentation. The reflection of the meeting will also include results of our survey and comments that are received from our parents and community members. A reflection will be placed in our Title I ebox. |
| Note: You must provide evidence of the implementation of the Annual Meeting.<br>(Invitation, agenda, sign-in sheets, minutes and verification)  |



## 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   |  |
|---|--|
| <b>List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School-Parent Compact.</b>  |  |
| Mary Jo Braisted , Choice Coordinator/PLC Facilitator/Title I Contact; Renee Elfe, Principal; Monique Coyle, Assistant Principal; Laura Vidueira, SSCC Feedback from parents included: Jennifer Thomason, Chris & Justine Patterson, Manuela Barson, Mr. White, Luz Miranda, Mr. & Mrs. Spikes, Mrs. Jenkins, Mrs. Nunez, Ms. Ortiz, Mrs. Jones, Mrs. Villalovos, Ms. Garcia, Mrs. Gomez, Ms. Guzman-Cardena, Mrs. Durette, Mrs. Khan, Mrs. Green, plus others. Teachers giving input included Mr. Drautz, Mrs. Green and Dr.Khan.                            |  |
| <b>What are the procedures for selecting members of the group?</b>  |  |
| All members of the committees comprise the School Administrative Team. Feedback was sought as well from teachers and staff at the last faculty and PLC Meetings. We sought as many opinions and ideas to help improve parental involvement as possible. The Administrative Team comes down to the writing and editing of the plan.  |  |
| <b>How will input from stakeholders be documented?</b>  |  |
| Input from our stakeholders will always be documented through minutes of meetings or evaluations of parental events held, such as PTA Meetings, SAC, Literacy Nights, FSA Night, Technology Nights, Portfolio Mornings, Donuts with Dads, Muffins with Moms etc. Input from meetings was documented in meeting minutes and SAC Minutes from May. Reviewed Parent Meeting the next night 5/10 during last SAC meeting.   |  |
| <b>How will stakeholders be involved in developing the plan?</b>  |  |
| All stakeholders are involved in the development of the plan through their input. Input which was provided through a meeting held on May 9, 2017 which was well attended. We discussed again the next evening at our final SAC Meeting of the year. All parent and teacher, all stakeholder input was synthesized in the writing of this plan. Parents that could not attend our meeting hopefully provided their input through the Title I Parental Survey that results of which helped us to see times of the day, and other parental concerns or feedback. |  |



**How will Title I parent and family engagement funds be used?**

Parent and family engagement funds will be used for supplies and food for family events. Which include paper for copying, pencils, pens, colored markers, chart paper, ink cartridges, food for certain events to draw more parents. Also for Kindergarten Round-up: bags, bookmarks, other supplies for give away bags. It may include payment for for teachers to conduct a training. May include portfolios to go home which provide communication from school-home-school.

## 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<br>(Include explanation on why this training is needed)   |
|---|-----------------------------|------------------------------|---|
| Reading Strategies with a Focus on the Lowest 25% to help teachers to better engage parents in helping their child improve their standards. | October                     | Laura Vidueira/Monique Coyle | Mrs. Vidueira or a guest speaker from the South Area Office or the District will come down to speak on how to target the lowest 25% in reading. Also teachers will review their standards and know their standards. Students must be targeted down to the standards level. This training is necessary due to the need for a focus on the lowest 25% in reading and math as a result of the FY17 FSA results. This training will help teachers in engaging parents in working with their students on specific standards, exactly what students need. |

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

| Name and Brief Description | Month training will be held | Responsible Person(s) | Anticipated Impact of Staff Development<br>(Include explanation on why this training is needed) |
|----------------------------|-----------------------------|-----------------------|---|
|                            |                             |                       |   |

|   |         |   |  |
|---|---------|---|--|
| Math Strategies with a Focus on the Lowest 25%, to help teachers to better engage parents in helping their child improve their standards. | January | Monique Coyle /Patricia Fusco/Jobi Bailey | Ms. Fusco and Mrs. Bailey will present on how to target the lowest 25% in math. All teachers will review their standards and know their math standards. Students must be targeted down to the standards level, based on I-Ready Reports pulled. This training is necessary due to the need to focus on the lowest 25% in math based on FY17 FSA results, although proficiency in 3-5 was great. This training will help teachers in engaging parents in working with their students on specific standards, exactly what students need. |
|---|---------|---|--|

## 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  |
|--|--|------------------|--|--|
| FSA Night - review of reading, math, and science standards by grade level and strategies for students to become better learners. Review new technology programs and how they will be utilized throughout the school. | <ul style="list-style-type: none"> <li>Better understanding of Standards by Grade Level.</li> <li>Greater understanding of what students will be learning during the school year and how they can help their child at home.</li> </ul> | October 4, 2017  | Monique Coyle/ Mary Jo Braisted/Laura Vidueira | *Standards by Grade Level (Copies - Paper/Ink)<br>* Materials <ul style="list-style-type: none"> <li>Handouts</li> <li>Sign-in Sheets</li> <li>Agenda</li> </ul> |

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

| Name and Brief Description | Expected Learning Outcomes | Date of Training | Responsible Person(s) | Resources and Materials |
|----------------------------|----------------------------|------------------|-----------------------|-------------------------|
|----------------------------|----------------------------|------------------|-----------------------|-------------------------|

|  |   |                  |   |  |
|--|---|------------------|---|--|
| Technology/Literacy Training - Students will showcase our technology using various methods with assistance from staff. Parents will use hands-on I-Ready, Khan Academy and other Adaptive Technology used in the classroom being modeled. The bookfair will allow an opportunity for students and parents to pick-out and purchase books while Mrs. Vuidiera shares Strategies for successful reading at home. | <ul style="list-style-type: none"> <li>● Learn adaptive technologies and how to support students' use at home.</li> <li>● Observe students demonstrate capabilities and lessons learned.</li> <li>● Learn strategies for successful reading at home.</li> </ul> | November 8, 2017 | Monique Coyle/Marc Drautz/Mary Jo Braisted/Tricia Fusco | <ul style="list-style-type: none"> <li>● Technology</li> <li>● Student presenters</li> <li>● Handouts (paper, ink)</li> <li>● Title I Goals</li> <li>● Reading Strategies</li> </ul> |
|--|---|------------------|---|--|

**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  |
|--|---|------------------|--|--|
| Science Night- review science standards by grade level and strategies for students to become better scientists. Review new science program and how it will be utilized throughout the school. Parents will participate in planned hands-on activities with their children. | <ul style="list-style-type: none"> <li>● Better understanding of Science Standards by Grade Level</li> <li>● Hands-on experience based on grade level standards</li> <li>● Greater understanding of what students will be learning during the school year and how they can help their child at home.</li> </ul> | January 17,2018  | Monique Coyle/Team Leaders//Mary Jo Braisted | <ul style="list-style-type: none"> <li>● Science Standards by Grade Level (Copies - Paper/Ink)</li> <li>● Materials for hands-on experiments (varies)</li> <li>● Handouts</li> <li>● Sign-in Sheets</li> <li>● Agenda</li> </ul> |

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 |
|----------------|----------------------------------|-------------------------|-----------|
|----------------|----------------------------------|-------------------------|-----------|

|                    |   |  |   |
|--------------------|---|--|---|
| Boca Helping Hands | Boca Raton Helping Hands provides food weekly in backpacks for those students that receive free/reduced lunch 77%. We were the first school in South Florida to begin the program about 11 years ago. Weekly, BHH delivers food that is packed into backpacks by school volunteers. Parents comment about how important this program is, as many students would go w/o meals over the weekend without this program. | <ul style="list-style-type: none"> <li>● Partnership Agreement</li> <li>● End of year thank you cards</li> <li>● End of year appreciation certificate</li> </ul> | <input type="checkbox"/> One-time<br><input checked="" type="checkbox"/> Weekly<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed |
|--------------------|---|--|---|

### Partnership # 2

| Name of Agency                         | Brief Description of Partnership  | Evidence of Partnership  | Frequency  |
|--|---|--|--|
| Boca Raton Police - Community Outreach | Officer Cornelius Riley, and the Boca Raton Police Community Outreach Program, have been both great business partner and volunteered at the school for over 17 years. Officer Riley has represented parents from the Pearl City Area on SAC who do to work schedules can't attend meetings or commit to the schedule. He is in the community to help the parents/families in many ways, and brings concerns that are major back to the school. He has been crucial in obtaining bicycles for needy students 20 per year over the past 17+ years. Officer Riley and the Boca Raton Police Services are true partners in education for Boca Elementary. | <ul style="list-style-type: none"> <li>● Sign-in Sheets from SAC Meetings</li> <li>● Partnership Agreement</li> <li>● Pictures from on-site events</li> <li>● End of Year Thank you cards</li> <li>● End of Year Appreciation Certificate</li> </ul> | <input type="checkbox"/> One-time<br><input checked="" type="checkbox"/> Weekly<br><input checked="" type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As needed |

### Partnership # 3

| Name of Agency     | Brief Description of Partnership  | Evidence of Partnership   | Frequency  |
|--------------------|---|---|--|
| Literacy Coalition | Members of the Literacy Coalition have come to the school as volunteers on a weekly basis working with our K-2 students. Their work with the school is monitored through Mrs Vidueira. They work one to one with students to help improve reading skills. They have worked with the school for years, one member for over 20 years. | <ul style="list-style-type: none"> <li>● VIPS Sign-in Hours</li> <li>● Partnership Agreement (would be new next year).</li> <li>● Evidence from classrooms.</li> <li>● End of Year Thank you</li> </ul> | <input type="checkbox"/> One-time<br><input checked="" type="checkbox"/> Weekly<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> Annually<br><input type="checkbox"/> As needed |

|  |  |  |  |
|--|--|--|--|
|  |  | cards.<br>• End of Year<br>Appreciation<br>Certificates. |  |
|--|--|--|--|

### 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 | List frequency and | How will school ensure |

| timely information about the Title I programs.  | timeline  | information was shared?  |
|---|---|--|
| <p>Title I Communications to Families based on feedback will continue mainly as usual: flyers, texts, emails, dojo, marquee advertising, Edline, school, app, twitter, robo calls (however more families have been responding to texts than phone calls), Student Agendas. Also the Title I Meeting is a key factor in starting off the year, and parents understanding the rights and responsibilities of Title I, for the school, students and themselves. This meeting educates parents on the Title I law, and what to expect throughout the year.</p>  | <ul style="list-style-type: none"> <li>● Title I Annual Meeting September 13, 2017</li> <li>● Starting one to two weeks prior to event and then two to three days out, and day of event.</li> </ul>   | <p>School will continue to maintain 3 ring binder of all flyers that go home. AP will maintain a log of all texts or robocalls that go out. Meeting minutes will be kept.</p>  |
| 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?   |
| <p>Communications to Families based on feedback will continue mainly as usual: flyers, texts, emails, dojo, marquee advertising, Edline, school, app, twitter, robo calls (however more families have been responding to texts than phone calls), Student Agendas. Report cards go home three times a year, and progress reports three times a year.</p> <p>Parent Conferences is a key way teachers communicate with parents about academic assessments used to measure student progress. Also, Curriculum Night is an important time for teachers and administration to discuss how academic assessments measure student progress and the importance of standards and proficiency levels.</p> | <p>Curriculum Night - 8/23/17,<br/>FSA Night - 10/4/17<br/>Technology/Literacy Night - 11/8/17 ,<br/>Science Night 1/17/18;<br/>Conferences as needed (Min. 2 per child).<br/>Report Cards 3 times a year.<br/>Progress Reports 3 times a year.</p> | <p>School will continue to maintain 3 ring binder of all flyers that go home. AP will maintain a log of all texts or robocalls that go out. Teachers will monthly turnin a minimum of 5 copies of signed student agendas to Title I Coordinator.</p> |
| 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?   |
| <p>At the Meet and Greet (Open House) we advertise SAC and what it means to be a member of the School Advisory Committee. We encourage all parents to attend a meeting even as a non-voting member if they can't attend all meetings and be a part of the school decision making. All Parents are invited to all SAC Meetings monthly through flyers and call outs as well as any meeting which involves any school decisions to be made.</p>   | <p>Parents receive a calendar on Edline with at least a month worth of events. SAC Mtgs, PTA, Curriculum Night, Title I Meeting, etc. also flyers, texts, marquee,</p>  | <p>School will continue to maintain 3 ring binder of all flyers that go home. This binder maintains copies of all flyers that go home.<br/><br/>AP will maintain a log of all</p>  |

|  |                                  |                                    |
|--|----------------------------------|------------------------------------|
|  | etc. as events are<br>scheduled. | texts or robocalls that go<br>out. |
|--|----------------------------------|------------------------------------|



## 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   |
|---|
| <b>Parents and families with limited English proficiency</b>  |
| Parents with Limited English proficiency, at all trainings we will attempt to have a staff member present that speaks the language. Our SSCC who is bi-lingual will be joining our SAC this year. At all morning functions our CLF is on duty by 7:00am. All information that goes home in writing from the school is sent home in English/Spanish/Creole.  |
| <b>Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)</b>   |
| Any parent or family with a disability that notifies the school, we would ensure they receive the support they need whether is was (sign-language support, someone to sit with someone hearing impaired, etc) On our survey, one parent mentioned being disabled and not having transportation to school events. If they come forward, we would find a ride for them to school functions. School has handicapped parking in front of school and back. Front of school has a ramp type of edge of wheelchairs. All bathrooms on first floor are handicap accessible. |
| <b>Parents and families engaged in migratory work</b>   |
| Currently we don't have any families engaged in migratory work. However we are prepared if a family came to the schools, through helping with supplies, uniforms, Boca Helping Hands Backpack Program, free breakfast and lunch. We would be able to meet the needs of the family. We would sit down with the parents to assess their needs and then contacting the correct district department for any other assistance they may need.   |
| <b>Parents and families experiencing homelessness</b>   |
| The last few years we have averaged one to two families that have entered our school that were homeless. We have always followed all district protocol. Students are given any supplies they need, uniforms from our closet from whatever we have at the time. Someone always sits with the family to ascertain any way that the school can assist the family at this difficult time.   |

## 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  |
|-------------------|---|--|
| Portfolio Morning | Parents will be invited to the classrooms and sit with their children as they review the portfolio of work they have created. The student will be in charge of all of the narrative with the parents. | <input type="checkbox"/> One-time<br><input type="checkbox"/> Weekly<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input checked="" type="checkbox"/> Annually<br><input type="checkbox"/> As needed |

### Activity # 2

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

### Activity # 3

| Name of Activity | Brief Description | Frequency   |
|------------------|-------------------|---|
|                  |                   | <input type="checkbox"/> One-time<br><input type="checkbox"/> Weekly<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> Annually<br><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 6<sup>th</sup>
- Principal Assurance of Compliance Item KIA-1



