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| Debbie Battles, Principal  2017-2018 |
| School District of Palm Beach County |
| Title I Parent and Family Engagement Plan |
| Dwight D. Eisenhower Elementary - 1541 |

# 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** |
| Dwight D. Eisenhower’s parent and family engagement mission is to empower parents and families through collaboration and support. Parents and families will work side by side with Dwight D. Eisenhower staff to strengthen active participation that contributes to their child’s cognitive and social-emotional growth. |

# 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** |
| N/A  Dwight D. Eisenhower was not a Title I school for the 2016-17 school year. |  |  |  |  |

**Parent Capacity Training #2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| N/A  Dwight D. Eisenhower was not a Title I school for the 2016-17 school year. |  |  |  |  |

**Parent Capacity Training #3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| N/A  Dwight D. Eisenhower was not a Title I school for the 2016-17 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| N/A Dwight D. Eisenhower was not a Title I school for the 2016-17 school year. |  |  |  |  |

**Staff Training #2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name and Brief Description** | **Number of Participants** | **Strengths** | **Opportunities for Improvement** | **Outcomes** |
| N/A  Dwight D. Eisenhower was not a Title I school for the 2016-17 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.** |
| Debbie Battles - Principal  Catherine Tedesco - Assistant Principal   * Christian Marchica - leadership team * Danielle Whiteside - leadership team * Teresa Salvatore-Fuller - leadership team * Jill East - leadership team * Lisa Fitzpatrick - leadership team * Christina Rivera - parent |
| **What are the procedures for selecting members of the group?** |
| Leadership Team and parents that have expressed interest in participating will be asked to join the group. Parents that are consistent volunteer will also be asked to participate. |
| **How will input from stakeholders be documented?** |
| Stakeholders will be asked to provide input into the plan and development of the compact. Their feedback will be documented and incorporated into the plan and the Compact. |
| **How will stakeholders be involved in developing the plan?** |
| Administration will convene at least one meeting to discuss the plan and compact prior to its development. |
| **How will Title I parent and family engagement funds be used?** |
| Parent and family engagement funds will be used to support parents and families to assist their children in their academics. Funds may also be used to provide childcare during meetings and for food if meetings are held at a mealtime (ex. 8-9 am, 11 am -1:00 pm, 5-7 pm). Funds will also be used for any materials or resources needed to distribute for parent trainings. |

# 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)** |
| Teachers will receive training in conscious discipline that will build connections between families and schools. | Book Study August through December | Teresa Salvatore- Fuller  Conscious Discipline Master Instructor | There is a need at the school to integrate classroom management and social emotional learning that empowers teachers to respond to conflict in a constructive problem solving way as they teach and model critical life skills to children. This training will include different ways that teachers can communicate with parents that are positive and foster self-regulation. |

**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)** |
| A contract with a Conscious Discipline Master Instructor is in its final stages. The Instructor will provide professional development and coaching opportunities for all staff. | Monthly from August 2017 to June 2018 | Teresa Salvatore- Fuller  Conscious Discipline Master Instructor | Conscious Discipline is based on mindfulness research that creates a positive culture and climate for optimal development and learning. It also looks at everyday discipline issues as teachable moments that develop social-emotional and communication skills. |

# 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?** |
| September 5, 2017 |
| **How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).** |
| Edline, marquee, call-out and flyer invitation |
| **What resources do you plan to prepare for stakeholders?** |
| Information on:   * Title I * Migrant * McKinney Vento * Parents Right to Know * Conscious Discipline |
| **What materials/supplies are needed for the Annual Meeting?** |
| * Paper for printing resources * Refreshments (if scheduled during mealtime) * Possible funding for hourly rate for caregiver |
| **How do you plan to reflect on the effectiveness of the Annual Meeting?** |
| * Feedback will be brought back to leadership team for discussion * Title I Plan will be finalized and reviewed by all stakeholders * Title I Plan will be posted on website * Compact will be finalized and reviewed by all stakeholders * Compact will be distributed to parents * Compact will be posted on website |
| 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** |
| Title I meeting was conducted on September 5, 2017. We received two suggestions for parent trainings. | * Parent input in the development of the Parent and Family Engagement Plan (PFEP) and School-Parent Compact * Breakfast and Books with Dad offer suggestions for reading with your children * Conscious Discipline training for parents | 9-5-2017  9/27/2017  9/28/2017  TBD | Debbie Battles  Catherine Tedesco | * PowerPoint * Handouts |

**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** |
| A contract with a Conscious Discipline Master Instructor is in its final stages. The Instructor will provide parent workshops on the brain research behind conscious discipline and how conscious discipline strategies can be used at home to build self regulating behavior. | * Parents will become familiar with multiple strategies for promoting self regulating behavior | * Dates are being renegotiated due to cancellation PDD days and work days | Teresa Salvatore- Fuller  Conscious Discipline Master Instructor | * PowerPoint * Handouts |

**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** |
|  |  |  |  |  |

# 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** |
| Aftercare Office | The DDE Aftercare office works closely with school administrators to build capacity amongst all staff. They have purchased materials, equipment and training funds to facilitate and advance our goal of a positive and caring school culture through Conscious Discipline. |  | As Needed |

**Partnership # 2**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Early Learning Department | The PBC Early Learning Department provided two DDE staff members with the opportunity to attend a week long Conscious Discipline institute. | 2 staff members attended week long training | As needed |

**Partnership # 3**

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| --- | --- | --- | --- |
| **Name of Agency** | **Brief Description of Partnership** | **Evidence of Partnership** | **Frequency** |
| Conscious Discipline | Conscious Discipline awarded DDE $ to send DDE representatives to their institute and to purchase Conscious Discipline books for a year long book study. |  | One-time |

# 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?** |
| Edline, Facebook, newsletters, marquee, emails, flyers, invitations | As needed |  |
| **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?** |
| Edline, newsletters, iReady reports, progress reports, report cards | Assessment information will be disseminated to parents based on the district timeline. Individual reports will be distributed on an as needed basis |  |
| **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?** |
| Edline, Facebook, newsletters,emails, flyers, invitations |  |  |

# 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** |
| Translators - We have two Spanish speaking front office staff. We also have on Spanish speaking interpreter and an ITSA who speaks fluent Haitian-Creole. All of these individuals are able to assist with translations during parent meetings and school to home communication. Teachers are encouraged to use Google translate for communicating briefly with parents. |
| **Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)** |
| We are a DHH site and currently have three staff members that provide sign language support. |
| **Parents and families engaged in migratory work** |
| We do not have any migrant families at this time. |
| **Parents and families experiencing homelessness** |
| Once we are made aware of their situation, parents and families that experience homelessness are provided with information on support for homeless families and directed to several sources of support from the surrounding community by our guidance counselor. |

# 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** |
|  |  | ◻ One-time  ◻ Weekly  ◻ Monthly  ◻ Quarterly  ◻ Annually  ◻As needed |

**Activity # 2**

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

**Activity # 3**

|  |  |  |
| --- | --- | --- |
| **Name of Activity** | **Brief Description** | **Frequency** |
|  |  | ◻ 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