

Denise O'Connor
2017-2018

School District of Palm Beach County

Title I Parent and Family Engagement Plan

Congress Middle School- 1581

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>The Parental & Family Involvement Mission of Congress Middle School is to build a bridge. The home and school will work together to support the development of our capable young people with innovative minds and ethical spirits. We are committed to sharing with parents the responsibilities of instilling meaning and value of community and in the joy and importance of lifelong learning. We are dedicated to empowering our students to become productive and responsible citizens. "Together may we give our children the roots to grow and the wings to fly."</p> <p>-Anonymous</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
Cougar University Science Night-The goal was to assist parents in assisting their students to complete a science fair project. October 20, 2016	24	<ul style="list-style-type: none"> ● Introduction presentation of science fair timeline ● Hands on family lab activity and lab report ● Science board template ● Organization of supplies disbursement 	<ul style="list-style-type: none"> ● Increase parent attendance ● Choose different lab so parents who attending this year do not see the same thing. 	Parents enjoyed the lab reports and standard based activities and wanted to know if their results were correct. Many parents requested the science fair board template and both parents and students stated the template made the board creation process easier

Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Cougar University - Family Literacy Night-The goal was to give parents take home literacy strategies focusing on More nonfiction reading; reading challenging texts closely, using evidence to support writing, and increased academic vocabulary	31	<ul style="list-style-type: none"> ● Vocabulary lesson ● Demonstration of lessons ● How to help kids with homework 	<ul style="list-style-type: none"> ● Longer time in sessions to include more sharing between parents ● Increase parent attendance(paired with a concert and many of the parents would not go into the Cougar University but rather would sit and wait in the cafeteria. 	Parents understood how to help students with vocabulary development and how to develop responding to reading with writing at home.

Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
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Cougar University - Math Night - The goal was to show parents strategies that they can practice with their children at home in order to prepare them for the FSA Math test. An additional goal was to educate parents on the test itself.	53	<ul style="list-style-type: none"> ● Increase in participation from the previous year. ● beneficial to get the technology programs, how to solve word problems and working backwards. 	<ul style="list-style-type: none"> ● Increase parent participation. 	Parents thought it was beneficial to see the different programs available to use at home and how they connected to the assessment.
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Parent Capacity Training #4

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Cougar University - Civics Night- Training parents on the importance of civic duties in relation with supporting school's programs	34	<ul style="list-style-type: none"> ● Paired it with STEAM night so we were able to have more grade levels participate - 6th grade participants were able to hear about the 7th grade Civics requirement they would have next year. 	<ul style="list-style-type: none"> ● Increase parent participation. 	The parents liked the interactions between students, parents, and faculty.

Parent Capacity Training #5

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
High School Readiness- Training and informational session on what to look ahead after Congress MS	34	<ul style="list-style-type: none"> ● One on one discussions with High School coordinators. ● The information and workshop on PSAT scores and how to link to Khan Academy 	<ul style="list-style-type: none"> ● Increase number of HS's in attendance for next year. 	The parents liked the interactions between the HS coordinators and hands on applications for PSAT programs.

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
Class Dojo- Class Dojo is a behavior management app as well as a communication app. Parents log-in to their students account and can see any comments on behavior (merits and demerits) as they receive them. It is also a tool that can be used to communicate via text.	24	<ul style="list-style-type: none">When used with consistently - communication to parents was quick and daily.	<ul style="list-style-type: none">More teachers who use it and also becomes difficult when having to have it on the screen.	Parents requested that teachers use one or the other (Remind or DoJO). Teachers who used the app consistently found that it decreased classroom behavior distractions. Also many of them used it as an immediate mode of communication.

Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Remind 101-An app that is used to send out mass reminders and messages to parents and/or students. The recipients can also message the owner back.	12	<ul style="list-style-type: none">Great tool for mass messaging and for students and parents to communicate with teachers.	<ul style="list-style-type: none">More staff who are familiar with it. There will be a retraining each year to come. It is a very easy app to use and will be beneficial for all new staff to be made aware.	Parents requested that teachers use one or the other (Remind or DoJO). Team leaders and some teachers used it consistently to update students.

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.
PTSA President (parent): Mrs. Garnett currently (TBD for 2017-2018) et al Principal: Denise O'Connor Assistant Principals: Kareem Thompson, Shannon Grice, Michael Zitner Community Member: TBD ESOL Coordinator: Mrs. Gonzalez ESE Coordinator: Ms. Katz Teacher Lead: Ms. Cynthia Jackson Committee of parents and business partners
What are the procedures for selecting members of the group?
Above positions will be expected. The community member and any other parent involvement will be by involvement. Parents were invited via send home invitations and also Parent Link. We also had a choice open house the week prior so we made sure we invited the incoming 6th grade parents to the meeting to ensure different parent groups were represented. Members of the meeting were asked to volunteer.
How will input from stakeholders be documented?
Meeting minutes and exit cards. The minutes were taken by a teacher volunteer. Rather than the recording form, she wrote notes right on a copy of the slides that were used. This way when we were working on the mission or addressing our top 5 glows - they were written right there for her to note. After the meeting, I sat down with her and we put together a summary that addressed all points. All of parent input was placed in the compact. At an Admin. meeting the following week, the AP's sat with the principal and discussed the suggestions for parent nights brought by the parents. The input was considered and a new type of parent involvement program was developed based on the suggestions.
How will stakeholders be involved in developing the plan?
Working session - input on different pieces - also allowed to contact Title I Coordinator after the meeting for any suggestions. After each parent partnership night - evaluations will be discussed at the following PTSA and SAC meeting. This is when we will improve upon the Parent Partnership nights as a group.
How will Title I parent and family engagement funds be used?

To increase the parent's knowledge using hands on - capacity building development in order to assist the school in developing OUR students. We want all the parents to have take-aways from the Parent participation night as well as students being show cased. Rather than have specific nights for specific topics, we will ensure that every department (including electives) develops a take away, "try at home" for parents to assist their students. This allows for parents to have a menu that they can differentiate based on their child's needs. The evenings will be longer in time due to the amount of participation so light refreshments (chips and salsa, desserts, snacks, water, juice, coffee) will be provided. Teachers will need supplies (copy paper, colored copy paper, note cards, toner for printer, etc.) in order to have enough "try at home" items.

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)
Parent Partnership Conferences-Parent conferences are often led by guidance. Teachers are asked to bring student data for the conference but often do not have the grades, student work, etc. A 1051 is required however often teachers are not documenting the discussion. Also a plan of action is also missing. To alleviate this and streamline the conference process making sure that the parents are given data, input and resources	10/2017	Title I Contact Admin./ Guidance Counselors	This training will help teachers and staff streamline parent conferences so that a guidance counselor is not always required. Parent feedback indicates that they have not had much opportunity to have conversations and strategic meetings with their child's teachers.

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)
Parent Partnership Grade Conferences: This training is needed because often parents are not notified of their students failing grades. The purpose of the training is to give teachers best practices on communicating grades to parents based on what is being used in the classroom (teacher/student meeting; parent/teacher meeting; log). Also the plan for pulling up the grade must be documented as well as discussion of possible credit recovery.	2/2018	Title I Contact Admin./Guid ance Counselors	This training will help teachers approach intervening with students/families with failing grades the same way. Parent feedback indicates that they have not had much opportunity to have conversations and strategic meetings with their child's teachers regarding academic and behavior progress.

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, 6:30-8:30pm; Congress Middle School Cafetorium
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).
Parent Link; invitation; Marquee; Twitter - preferred media for response is Social Media and Marquee
What resources do you plan to prepare for stakeholders?
The district video; agenda; sign in sheets; dates of yearly parent capacity training meetings; Parent evaluation forms; Review Family School compact and PFIP
What materials/supplies are needed for the Annual Meeting?
LCD/Computer; paper, pens, chart paper, etc.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Review the parent feedback evaluation forms. Share out during next SAC/PTSA meeting (August) - how can we improve upon this? Documented in Minutes.
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
Parent Partnership Night: MidTerm of Quarter 1-Begin with guidance presentation on important study habits. Differentiation: Part 2 allows parents to speak to individual teachers regarding their student's progress and take away specific strategies/skills they can work with their students at home with. All departments will create a "try this at home" page for their specific grade level/content. The activity for parents will be easy to use and if supplies are needed, the dept. will give these supplies to the parents.	<ul style="list-style-type: none"> Understand where their student is with their learning in regards to the standards. Have resources and strategies to assist their students in their education. Understand the pupil progression plan. 	September 14, 2017	K. Thompson Department Chairs	-Copy Paper -Chart paper -Markers -Sign in Sheets -Agendas -refreshments-\$100

Parent Capacity Training # 2 (Second Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
Parent Partnership Night: MidTerm of Quarter 2-Begin with guidance presentation on responsible use of technology (social media) Differentiation: Part 2 allows parents to speak to individual teachers regarding their student's progress and take away specific strategies/skills they can work with their students at home with. All departments will create a "try this at home" page for their specific grade level/content. The activity for	<ul style="list-style-type: none"> Understand where their student is with their learning in regards to the standards. Have resources and strategies to assist their students in their education. Understand how they can 	November 16, 2017	K. Thompson Department Chairs	-Copy Paper -Chart paper -Markers -Sign in Sheets -Agendas -refreshments-

parents will be easy to use and if supplies are needed, the dept. will give these supplies to the parents.	monitor their child's use of social media.			\$100
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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
Parent Partnership Night: MidTerm of Quarter 3-Begin with guidance presentation on adolescent development and communication strategies that can be used in the home. Differentiation: Part 2 allows parents to speak to individual teachers regarding their student's progress and take away specific strategies/skills they can work with their students at home with. All departments will create a "try this at home" page for their specific grade level/content. The activity for parents will be easy to use and if supplies are needed, the dept. will give these supplies to the parents.	<ul style="list-style-type: none"> Understand where their student is with their learning in regards to the standards. Have resources and strategies to assist their students in their education. Be able to use the strategies to communicate with their adolescent children. 	February 8, 2018	K. Thompson Department Chairs	-Copy Paper -Chart paper -Markers -Sign in Sheets -Agendas -refreshments-\$100

Parent Capacity Training # 4 (Fourth 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
Parent Partnership Night: MidTerm of Quarter 4-Begin with guidance presentation on summer programs and summer "slide". Differentiation: Part 2 allows parents to speak to individual teachers regarding their student's progress and take away specific strategies/skills they can work with their students at home with. All departments will create a "try this at home" page for their specific grade level/content. The activity for parents will be easy to use and if supplies are needed, the dept. will give these supplies to the parents.	<ul style="list-style-type: none"> Understand where their student is with their learning in regards to the standards. Have resources and strategies to assist their students in their education. Have resources in order to work with their children throughout the summer. 	April 12, 2018	K. Thompson Department Chairs	-Copy Paper -Chart paper -Markers -Sign in Sheets -Agendas -refreshments-\$100 -Transitioning to HS booklets

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
Literacy Coalition	Read A Thon; Buddy Reading; book drive; Community involvement with the buddy reading program and Read a thon. Teach the students to have fun in reading and build reading stamina.	Student book lists Buddy reading pictures Agendas from meetings with sign ins	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As Needed

Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Boynton Beach Police Department	Boys and Blue mentoring program - one on one mentoring between male students at CMS and BBPD officers	Sign in with agenda; daily sign in for volunteering; pictures	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

Partnership # 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Title I/Federal and State Programs	Title I- Assists us with CNA to plan Title I programming and parent involvement activities that directly impact student achievement. The department provides consultative support to suggest relevant training where parents can learn specific strategies that they can use at home to help their students and meet parent involvement requirements.	Agendas, Title I Evaluations, Meeting notes, sign in sheets, Title I Parent Surveys, Site logs	<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?
Parent link call outs; marquee; Pawprint Newsletter; Flyer home	Month of event (Pawprint; Marquee) Week prior (parent link and flyers)	6th period teachers will distribute - parent link results
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?
Progress reports will be given out at the Parent Participation nights so parents can then pick and choose which department tables to visit for the "Try This at Home" activity in order to assist their student in their area of need. The marquee, Edline, Twitter, newsletter, send home flyers, and parent link will inform parents of the Parent Participation nights in advance. Also teachers will be encouraged to call home parents personally and submit their call out lists to Administration. Additionally, students may be given extra incentives for attending with their parents.	Month of event (Pawprint; Marquee) Week prior (parent link and flyers)	6th period teachers will distribute - parent link results
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?
Parent link call outs; marquee; Pawprint Newsletter; Flyer home	Month of event (Pawprint; Marquee) Week prior (parent link and flyers)	6th period teachers will distribute - parent link results; Parent attendance via sign in sheets. Meeting notes, pictures; conference notes.

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
Parents and families with limited English proficiency will be invited to participate in all school activities. Information will be sent home in the family's native language. Parent learning meetings will be scheduled throughout the year to inform parents about ways to best meet their children's needs. CLF's will be available for parent conferences and all meetings and school activities. Every effort will be done to make parents with LEP will feel welcome to our school. We will coordinate support both to Title I and Multicultural Dept.
Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)
Parent and families with disabilities are encouraged to participate in their children's learning. Depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, sign language interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families. We will try get support both from Title I and ESE department.
Parents and families engaged in migratory work
School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. The school will request for the migrant list from the data processor and work closely with the District migrant contact for appropriate services to targeted students.
Parents and families experiencing homelessness
Parents and families experiencing homelessness are provided with resources to aid with the children's academic progress. Transportation is provided so parents can participate in school activities. Food, clothing, and other resources are made available to the parent so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also the McKinney Vento District contact will be notified.

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
		<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

Activity # 2

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

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