

## FY18 Title I Schoolwide Plan - North Grade Elementary (0681) Parent Family Engagement Piece Summary

**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**

North Grade Elementary endeavors to encourage parents/guardians to be actively involved in their child's education on a continuous basis. We will strive to provide consistent home-school pertinent information, academic parent training and assistance through family/parent education courses, activities and referral services.

## Evaluation of 2016-2017 Parent Capacity Building 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.

### Parent Capacity Training 1

| Name and Brief Description  | Number of Participants | Strengths   | Opportunities for Improvement  | Outcomes   |
|---|------------------------|---|--|--|
| 6 Building blocks for your student's success -<br>Explaining to parents the importance of helping their students with academics by using positive reinforcement | 40                     | Give parents more notice than 2 weeks.<br>To get more parents serve food. | Parents were appreciative of training another way of reinforcing students to do the right thing. | Parents learned how to deal with behaviors using positive reinforcement. They also learned coping skills.<br>This assisted parents to work with their children |

### Parent Capacity Training 2

| Name and Brief Description   | Number of Participants | Strengths   | Opportunities for Improvement  | Outcomes   |
|--|------------------------|---|--|--|
| Positive Parenting -<br>This came out from the 1st training about positive reinforcement | 25                     | Give parents more notice than 2 weeks.<br>To get more parents serve food. | Parents were appreciative of training another way of reinforcing students to do the right thing. | Parents learned how to recognize and express feelings appropriately.<br>So communicate educational expectations for the household. |

### Parent Capacity Training 3

| Name and Brief Description                                   | Number of Participants | Strengths | Opportunities for Improvement | Outcomes |
|--|------------------------|-----------|-------------------------------|----------|
| Per AP, the school had 2 parent trainings last year. 8/31/17 | N/A                    | N/A       | N/A                           | N/A      |

## Evaluation of 2016-2017 Parent Engagement Staff 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.

### Staff Training 1

| Name and Brief Description  | Number of Participants | Strengths                                    | Opportunities for Improvement   | Outcomes  |
|---|------------------------|--|---|---|
| Resources for parent conferences. Training on tips on effective PTC | 55                     | Schedule more time for questions and answers | We discussed the different resources available when having parent conferences. Performance matters/EDW reports, Iready reports. | Teachers were appreciative of the I-Ready training as it is a new resource. |

### Staff Training 2

| Name and Brief Description   | Number of Participants | Strengths   | Opportunities for Improvement   | Outcomes   |
|--|------------------------|---|---|--|
| Parent communication tools. Training on do's and dont's in communicating with parents. | 55                     | Have all teachers bring cell phones, so they can see what the app looks like when sending out messages. | We presented how to use smartphone apps, such as class dojo and Remind 101 for better parent communication. | Teachers understood that there are apps that can be used to help them better communicate with parents. |

## 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

|  |
|--|
| <p><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></p> <p>Parent(s) - Shannon Alviar, Jennifer White, Dhanja Schumacher, Paulette and Mike Hart, Natalie Ellis, Mirlande Pierre<br/> Teacher - Kristin Adams<br/> Principal - Nicole Patterson</p>                            |
| <p><b>What are the procedures for selecting members of the group?</b></p> <p>All parents were invited with a flyers and the school website. Parents who attended were able to give comments and feedback. We translated flyers to Spanish and creole to encourage representation from different parent groups. We had translators at the meeting.</p>                                  |
| <p><b>How will input from stakeholders be documented?</b></p> <p>We recorded the meeting with minutes.</p>   |
| <p><b>How will stakeholders be involved in developing the plan?</b></p> <p>We went over the Title I Schoolwide Family involvement survey, are opportunities are to encourage parental input with the compact, PIP, and invitations for parents meeting and parents 2 week before the event. The group came up with after analyzing the data. Plan revision will be done as needed.</p> |
| <p><b>How will Title I parent and family engagement funds be used?</b></p> <p>Parent Liaison to work with parents on available resources, work on attendance goals, home visits<br/> Grade level parent trainings<br/> FSA parent trainings, Quarterly meeting with group to see progress and give input.</p>  |

## 2017-2018 Parent and Family Engagement Staff Trainings

Describe the professional development trainings you will decide 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.

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### Staff Training 1

| 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) | File Attachments |
|---|-----------------------------|-----------------------|--|------------------|
| Communication Avenues with Parents- Best practice in parent communication | September                   | Sarah Larralde        | Teachers will be given best practices on how to communicate with parents.                    | ---              |

### Staff Training 2

| 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) | File Attachments |
|----------------------------|-----------------------------|-----------------------|--|------------------|
|                            |                             |                       |  |                  |

|   |          |                              |   |     |
|---|----------|------------------------------|---|-----|
| Hunger in Palm Beach County- Training on the impact of hunger on students/parent engagement | November | Sarah Larralde/<br>Food bank | How children are going hungry in Palm Beach County, the statistics surrounding hungry and learning. What does hunger look like and what resources are available for | --- |
|---|----------|------------------------------|---|-----|

## 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:

1. What is means to be a Title I School;
2. The school's Title I School-wide Plan;
3. Parent and Family Engagement (plan), including the School-Parent Compact;
4. Special Programs such as Migrant Education and McKinney Vento;
5. Parent's Right to Know; and
6. Other opportunities for parents.

| <b>Brief Narrative</b>   |   |
|--|---|
| <b>What is the date and time of the Annual Meeting?</b>  |   |
| Our meeting is on August 23rd, 2017 at 8:15 a.m.- Media Center   |    |
| <b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).</b> |   |
| Marqui, Invitation in English, Spanish and Creole, all call, text  |    |
| <b>What resources do you plan to prepare for stakeholders?</b>   |   |
| Invitation, Agenda, Copy of slides, agenda in English, Spanish and Creole, copy of compact, evaluation   |   |
| <b>What materials/supplies are needed for the Annual Meeting?</b>  |   |
| Pens, paper and chart paper, technology  |  |
| <b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>  |   |
| Evaluation and Survey at the end of the meeting. Admin will analyze results for planning purposes.   |  |

## 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                               | File Attachments |
|--|--|------------------|-----------------------|---|------------------|
| The Most Important Teacher- 6 different grade level teachers will provide training on how parents can help their students succeed with resources | Parent become better equipped in assisting students with school work and understand where to get resources | Sept through Nov | Sarah Larralde        | Manipulative, journals, copy paper, pens and pencils. | ---              |

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

| Name and Brief Description                            | Expected Learning Outcomes  | Date of Training | Responsible Person(s) | Resources and Materials                               | File Attachments |
|---|---|------------------|-----------------------|---|------------------|
| FSA Training. Tips of test taking strategies at home. | Parents become are aware of the rigors of testing and best practices in assisting their student get ready | End of January   | Sarah Larralde        | Manipulative, journals, copy paper, pens and pencils. | ---              |

### Parent Capacity Training #3 (First Trimester/Semester)

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

|  |   |                     |                       |   |            |
|--|---|---------------------|-----------------------|---|------------|
| <p>Lake Worth Library Night at North Grade. Strategies on how to get academic resources from the community</p> | <p>Parents learn about the different homework resources as well as community resources that the library offers to students and parents. Families can get their library card that night.</p> | <p>November 9th</p> | <p>Sarah Larralde</p> | <p>Library pamphlets, papers, pencils</p> | <p>---</p> |
|--|---|---------------------|-----------------------|---|------------|

## 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**

### Partnership 1

| Name of Agency  | Brief Description of Partnership                            | Evidence of Partnership | Frequency |
|---|---|-------------------------|-----------|
| We work with this department in outreach to our parents. They help us translate | Multicultural Department at the Palm Beach School District. | Meeting notes, Emails   | As Needed |

### Partnership 2

| Name of Agency  | Brief Description of Partnership | Evidence of Partnership       | Frequency |
|---|----------------------------------|-------------------------------|-----------|
| Partner with this agency in providing low income families with food for the weekend | Food Bank of Palm Beach County   | Pictures, flyers, application | Weekly    |

### Partnership 3

| Name of Agency  | Brief Description of Partnership | Evidence of Partnership | Frequency |
|---|----------------------------------|-------------------------|-----------|
| Partner with Library to discuss services at Parent training, open house | Lake Worth Library               | Flyers, emails          | Quarterly |

## 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.

| <b>Key Points of Communication</b>   |   |   |
|--|---|---|
| <b>Describe how school will inform parents about timely information about the Title I programs.</b>  | <b>List frequency and timeline</b>  | <b>How will school ensure information was shared?</b> |
| 1 month prior to event save the date for Title 1 meeting and parent meetings, 2 weeks formal invitation, 2 days prior all call and text  | Monthly, weekly, 2 days prior   | Sign-in sheets and surveys                            |
| <b>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.</b>            | <b>List frequency and timeline</b>  | <b>How will school ensure information was shared?</b> |
| Through parent training, teacher parent conferences, phone calls, and student agendas  | Parent conference 1 first trimester, 1 third trimester, 1 trimester parent training | Sign-in sheets and surveys                            |
| <b>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.</b> | <b>List frequency and timeline</b>  | <b>How will school ensure information was shared?</b> |
| 1 month prior to event, save the date for meetings, 2 weeks formal invitation, 2 days prior all call and text; parent attendance, sign-in sheets, meeting notes, conference notes.                             | Monthly, weekly, 2 days prior   | Sign-in sheets and surveys                            |

## 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  |
|--|
| <p><b>Parents and families with limited English proficiency</b></p>  |
| <p>We have translators for Spanish and Creole as well as translator headsets. CLF, translated letters, invitations, agendas are available.</p>   |
| <p><b>Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)</b></p>   |
| <p>At this moment we do not have parents with disabilities that need modifications for meetings. In the case that we do, we will get sign language facilitators.</p>   |
| <p><b>Parents and families engaged in migratory work</b></p>   |
| <p>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. We will schedule some of the meetings in the evening so they can come after work as well as if they speak another language get the parent link s in their native language. ( Kanjobal/Spanish)</p> |
| <p><b>Parents and families experiencing homelessness</b></p>   |
| <p>North Grade will provide a warm and nonjudgmental reception for homeless parents and address their questions and concerns at any and all meetings. Workshops conducted at shelters can be especially valuable, covering such topics as the educational rights of homeless children, special education, child development, and how to communicate with teachers.</p>       |

## 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 |
|------------------|-------------------|-----------|
| No entry         | No entry          | N/A       |

### Activity 2

| Name of Activity | Brief Description | Frequency |
|------------------|-------------------|-----------|
| No entry         | No entry          | N/A       |

### Activity 3

| Name of Activity | Brief Description | Frequency |
|------------------|-------------------|-----------|
| No entry         | No entry          | N/A       |

