

Mr. Bobbie Brooks, Jr.  
2017-2018

School District of Palm Beach County

# Title I Parent and Family Engagement Plan

Westward International Baccalaureate Magnet School 0351

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>At Westward Elementary International Baccalaureate Magnet School, we believe that the responsibility for the development of each child is shared by the home, school, and the community. We value our families and their input into the development of our school’s Parent &amp; Family Engagement Plan. We recognize the vital role that families play as the first and best teachers of our students. We welcome our families to share their ideas and experiences that will help develop our students into successful, productive, educated members of our global society.</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
Academic Parent-Teacher Teams I	213	<ul style="list-style-type: none"> <li>Academic reports clearly explained by teacher</li> <li>Parents saw learning progress in their child</li> <li>Meetings held at convenient time</li> <li>Receiving learning strategies from teacher to use at home with child made a difference to parents</li> </ul>	<ul style="list-style-type: none"> <li>Parents would like prizes for attending</li> <li>Parents would like food at the meetings</li> <li>More focus on aiding parents on what students are learning</li> <li>Send home info on tests/assignments throughout week</li> <li>Need to get more parents involved</li> </ul>	Meetings were scheduled at a time that was convenient for the parents and they were provided with strategies to use at home with their children. Parents saw improvement in the academic skills of their students.
APTT II	82			
APTT 3 Providing parents with information, strategies, and hands-on activities on how to effectively assist their students with improving their academic skills in the home setting.	94			

### Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Doughnuts with Dad  Providing parents with information, strategies , and tools to support and improve students' academic achievement in the areas of literacy and math	178 (Parents)	<ul style="list-style-type: none"> <li>Parents felt information provided by keynote speakers was valuable</li> <li>Parents appreciated having community leaders in attendance at the event</li> <li>Parents felt that the resources that were provided would assist them in working with</li> </ul>	<ul style="list-style-type: none"> <li>More information about the school and its standing</li> <li>Parents would like this capacity building activity done more frequently</li> <li>Parents would like to see fathers from the community invited to participate in the activity</li> </ul>	Parents felt that the information presented and the strategies provided would assist them in working with their students at home. Parents also felt that the capacity building activity was well organized and well presented. Parents saw improvement in the academic skills of their students.

		their students at home <ul style="list-style-type: none"> <li>● Parents felt the workshop was well-organized</li> <li>● Parents felt that they would be able to assist their students because of the workshop</li> </ul>		
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### Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Parent Literacy Night  Providing parents with information, strategies , and tools to support and improve students' academic achievement in the area of literacy.	61	<ul style="list-style-type: none"> <li>● Parents felt that the information presented was informative and would be impactful on their children's learning</li> <li>● Parents felt that after participating in the capacity training activity, they knew more about what their children were doing in school and what academic expectations were required</li> <li>● Parents felt that all presenters were organized and well spoken</li> <li>● Parents appreciated the hands-on examples/presentations that they were able to participate in</li> </ul>	<ul style="list-style-type: none"> <li>● Parents expressed the desire to have smaller group sizes when learning how to help their students at home</li> <li>● Parents expressed the desire to have more time to ask and have questions answered</li> <li>● Parents felt that less of an emphasis should be put on test preparation; they felt that more time should have been spent helping parents and students understand why learning was important and how being educated could help them in their future</li> </ul>	Overall parents felt that Parent Literacy Night was well organized, well presented, and that they were provided with guidance, strategies, and materials that would allow them to work with their students at home strengthening their academics. Based upon FSA ELA data, 36% of 4th graders scored a level 3 or above in SY 16 while 46% scored a level 3 or above in SY 17. In 5th grade 39% of students scored a level 3 or above in SY 16 and 40% scored level 3 or above in SY 17.

## 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
Monitoring for Learning & High Order Thinking Questions - generate ideas and strategies to maintain accurate student data and disseminate it to parents	47	<ul style="list-style-type: none"><li>Teachers were presented with information from the area resource literacy support person on how to effectively monitor the learning of their students and maintain accurate data.</li><li>This information was presented in a small group setting</li><li>Teachers worked collaboratively to generate ideas and strategies to maintain accurate student data and disseminate it to parents</li><li>Teachers learned how to formulate and ask HOT questions and how to teach students how to process and accurately answer the questions that are asked of them.</li></ul>	<ul style="list-style-type: none"><li>N/A</li></ul>	Teachers were better equipped to assist their students in answering HOT questions and they learned how to formulate such questions. Additionally teachers learned how to effectively monitor their students' learning and share the information with the parents.

## Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
<p>Multi-Tier Support System (MTSS)</p> <p>The MTSS training was designed to assist teachers in understanding the MTSS process, which students should be referred to SBT, the importance of collecting accurate data and implementing interventions with fidelity, and the <u>importance of communicating with parents in regard to the their child's academic struggles and successes.</u></p>	45	<ul style="list-style-type: none"> <li>Teachers received a clear explanation about the MTSS, what their responsibilities and expectations for them was, and how accurate use of/participation in the process is beneficial to both the students and the school</li> </ul>	<ul style="list-style-type: none"> <li>More time for questions and explanations of the process</li> <li>Smaller group setting-- perhaps breaking up into intermediate and primary grades</li> </ul>	<p>The impact of this training was that teachers learned the importance of collecting data consistently and the importance of providing interventions with fidelity. Teachers understood that when accurate data is collected and shared with School Based Team members, including the parent(s), the team was able to provide interventions for the students who were struggling. The interventions that were provided helped students experience academic and/or behavioral success, which had a direct, positive impact on their educational experience.</p>

## 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.	
Mr. Bobbie Brooks, Jr., Principal, Mrs. Jessica Jelks-Cook, Assistant Principal, Mr. Donnell Parks, SAC Co-Chair and parent, Ms. Denise Clark, SAC member and parent, Ms. Veronika Clark, SAC member and parent, Ms. Indina Muhammad, 5th Grade Teacher, Mrs. Samantha Roberts, Parent and 5th Grade Teacher	
What are the procedures for selecting members of the group?	
Stakeholders are invited to the meeting where information regarding the Parent and Family Engagement Plan and School-Parent Compact will be presented. Stakeholders will have the opportunity to ask questions and provide suggestions for changes that feel would be beneficial to the school's success and the students' academic development. Those who've shown consistency in demonstrating SAC and PTO activities were invited to be a part of the team.	
How will input from stakeholders be documented?	
Detailed minutes will be taken at SAC/parent input meetings utilizing the template that is provided. Parent input is collected during the meeting and suggested changes will be made and reviewed at the subsequent SAC/parent input meeting. Parent evaluations and surveys are retained at the school site.	
How will stakeholders be involved in developing the plan?	
They will be presented with the information that was provided and the team will discuss what aspects are beneficial to our students. They will have the opportunity to give their input and suggestions. The plan will be reviewed periodically at SAC meetings.	
How will Title I parent and family engagement funds be used?	
Title 1 parent and family engagement funds will be used to provide training, strategies, tools, and resources to parents to assist them in strengthening their students' academic skills in the home setting. Resources will be purchased to assist parents in the endeavor, along with materials that are needed to assist parents in this endeavor. Additionally, the funds will be used to purchase supplies for APTT meetings, substitute teachers for parent meetings, pay for teachers to present trainings, and to pay for supplies to ensure consistent parent/school	

communication.

## 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)
APTT Teachers will receive initial training on APTT by the District Title 1 team and/or Wested, which will be followed up by additional trainings during PLC by the APTT champion.	September	Administrators and the APTT Champion.	Teachers will be able to assist parents in learning strategies and specific skills to assist their students in improving their academic skills. The training is needed to equip parents to effectively assist their children in the development of targeted skills. Parent feedback from the APTT meetings indicates that they find the training useful and feel that the activities provided have a positive impact on their child's learning.

### 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)
APTT trainings via the APTT champion - During training sessions teachers plan together and learn what necessary components will be shared with the families at the APTT meetings - sharing student data, goal setting, strategies for learning. They will collaborate to create activities that will be shared with the parents to address particular skills so that they can share them with their children at home.	December 2017 or January 2018	Administrator s and the APTT champion.	Teachers will be able to assist parents in learning strategies and specific skills to assist their students in improving their academic skills. The training is needed to equip parents to effectively assist their children in the development of targeted skills. Parent feedback from the APTT meetings indicates that they find the training useful and feel that the activities provided have a positive impact on their child's learning.



## 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>
August 22, 2017
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).</b>
Stakeholders will be notified via flyer, marquee, e-mail, call-out, text messaging, edline, social media, and newsletter.
<b>What resources do you plan to prepare for stakeholders?</b>
A Powerpoint presentation will be provided for the parents that will cover what it means to be a Title 1 school, it will explain our school's Title 1 School-Wide Plan, a review and update of the School-Parent Compact, Parent's Right to Know, as well as other pertinent information. Stakeholders will also be provided with a meeting agenda, a draft copy of the School-Parent Compact, a draft copy of the Family Engagement Plan, and a survey.
<b>What materials/supplies are needed for the Annual Meeting?</b>
Computer, overhead projector, paper, writing utensils, a meeting location.
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
By asking stakeholders to complete a brief survey, following the meeting, with fidelity. The results will be analyzed by the leadership team at the leadership team meeting subsequent to the Annual Meeting. The meeting will occur in the Principal's Conference room.
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
Academic Parent-Teacher Teams (APTT) Providing parents with information, strategies, and hands-on activities on how to effectively assist their students with improving their academic skills in the home setting.	<ul style="list-style-type: none"> <li>By participating in APTT activities, parents will gain the ability to effectively assist their students in improving their academic skills in the home setting.</li> </ul>	December 2017	Tambia Goodson-McIntosh	<ul style="list-style-type: none"> <li>APTT materials, handouts, hands-on activities, evaluations. Items that may be purchased are paper, materials to create academic games, die, spinners, folders, etc. Refreshments may also be served with an approximate cost of between \$350-\$500.</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
APTT #2 Providing parents with information, strategies, and hands-on activities on how to effectively assist their students with improving their academic skills in the home setting.	<ul style="list-style-type: none"> <li>By participating in APTT activities, parents will gain the ability to effectively assist their students in improving their academic skills in the</li> </ul>	March 2018	Tambia Goodson-McIntosh	<ul style="list-style-type: none"> <li>APTT materials, handouts, hands-on activities, evaluations. Items that may be purchased are paper, materials</li> </ul>

	home setting.			to create academic games, die, spinners, folders, etc. Refreshments may also be served with an approximate cost of between \$350-\$500.
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**Parent Capacity Training # 3 (Third Trimester – required for elementary schools, optional for secondary schools)**

<b>Name and Brief Description</b>	<b>Expected Learning Outcomes</b>	<b>Date of Training</b>	<b>Responsible Person(s)</b>	<b>Resources and Materials</b>
APTT #3 Providing parents with information, strategies, and hands-on activities on how to effectively assist their students with improving their academic skills in the home setting.	<ul style="list-style-type: none"> <li>By participating in APTT activities, parents will gain the ability to effectively assist their students in improving their academic skills in the home setting.</li> </ul>	May 2018.	Tambia Goodson-McIntosh	<ul style="list-style-type: none"> <li>APTT materials, handouts, hands-on activities, evaluations. Items that may be purchased are paper, materials to create academic games, die, spinners, folders, etc. Refreshments may also be served with an approximate cost of between \$350-\$500.</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
Feeding South Florida	The Feeding South Florida organization provides food to families at our school. Families are provided nutritionally sound meals based upon their reported income level and the number of people in the family unit. Shelf-stable food items are provided twice per month while fresh produce is provided once per month.	Families are supported and parents are engaged by this partnership because they are provided with food twice monthly for their families. Evidence of partnerships that may be collected are planning meeting minutes, partnership agreement, and parent sign-in sheets.	<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

### Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Wested	Members of the Wested team provide families with tools, supplies, strategies, and hands-on activities that will assist them with furthering their child's learning in the home setting.	Parents/families are supported by this partnership because they are provided with tools, strategies, and activities that help them support and enhance student academic growth in the home setting. Evidence of partnerships that may be collected are planning meeting minutes, partnership	<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

		agreement, and parent sign-in sheets.	
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### Partnership # 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Multicultural Department	When a family enters our school whose first language is not English, we collaborate with the Multicultural Department to assist with the translation of educational documents so that the parents can have access to them in their native language. The Multicultural Department also assists families with translating educational documents that are brought from their home country.	Educationally relevant documents are translated for parents from English into their native language and documents that are needed for school admittance are translated from the native language to English. Evidence of partnerships that may be collected are meeting notes from planning meetings and conference notes from meetings where parents received support.	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As needed

### 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?

Parents will be informed about Title I programs in a timely manner by receiving invitational flyers in their native language, call-outs using the Parent Link system, information on the school's electronic marquee, e-mail, text messages, edline, and social media. Additional information will be provided to parents about Title I programs via the annual Title I meeting and during monthly SAC meetings.	Monthly SAC meetings, monthly newsletter, trimesterly progress reports and report cards, and trimesterly APTT meetings	Pictures of marquee, copies of flyers, conference notes, emails, and call out transmissions. Also, snapshots of social media posts and copies of sign-in sheets.
<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>
This information will be provided via APTT participation, literacy and math nights, and SAC meeting. Parents will also receive information concerning the progress of their child via report cards, progress reports, and individual parent conferences.	Monthly SAC meetings, monthly newsletter, trimesterly progress reports and report cards, and trimesterly APTT meetings	Pictures of marquee, copies of flyers, conference notes, emails, and call out transmissions. Also, snapshots of social media posts and copies of sign-in sheets.
<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>
Parents will be informed about opportunities for regular meetings to formulate suggestions and to participate in decision relating to the education of their children by receiving invitation flyers in their native language, call-outs using the Parent Link system, information on the school's electronic marquee, e-mail, text messages, edline, and social media.	Monthly SAC meetings, monthly newsletter, trimesterly progress reports and report cards, and trimesterly APTT meetings	Pictures of marquee, copies of flyers, conference notes, emails, and call out transmissions. Also, snapshots of social media posts and copies of sign-in sheets.

## 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>	
The presence of the CLFs will be requested at all meetings. Documents that go home with parents or hand-outs provided at trainings will be translated into parents' native language by the CLFs.	
<b>Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)</b>	
Necessary accommodations will be made for parents with disabilities. If a parent is hearing impaired, for example, a request will be made to have an ASL translator present at the meeting. Additionally, there are several handicap accessible parking spaces, restrooms, and walkways at our school.	
<b>Parents and families engaged in migratory work</b>	
If there are families on our campus who are engaged in migratory work, the school will work closely with the Migrant Education Program to ensure that the needs of the families are met.	
<b>Parents and families experiencing homelessness</b>	
Parents who may be experiencing homelessness will be directed to our school counselor who will provide them with resources and information that will assist them with successful participation in the school setting. The data processor will assist the caregivers of students who are homeless with the registration process in order to assist the student in beginning school as soon as possible.	

## 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
Doughnuts with Dad	<ul style="list-style-type: none"> <li>By participating in this activity, parents will gain the ability to effectively assist their students in improving their academic skills in the home setting. Fathers will hear from successful male community leaders/members about the importance of a father's presence in a child's life, as well as what steps they took to become successful. There will be presentations, demonstrations, information, and academic strategies provided to the fathers by the reading and/or math coaches. Refreshments will be served at an estimated cost of between \$350-\$500.</li> </ul>	One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As needed

### Activity # 2

Name of Activity	Brief Description	Frequency
Parent Math Night	<ul style="list-style-type: none"> <li>By participating in this activity, parents will gain the ability to effectively assist their students in improving their math skills in the home setting. There will be presentations, demonstrations, information, and academic strategies and hands-on activities provided to the parents by the math coach and other support faculty and staff. Refreshments will be served at an estimated cost of between \$350-\$500.</li> </ul>	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As needed

### Activity # 3

Name of Activity	Brief Description	Frequency
Parent Literacy Night	<ul style="list-style-type: none"> <li>By participating in this activity, parents will gain the ability to effectively assist their students in improving their ELA skills in the home setting. There will be presentations, demonstrations, information, and academic strategies and hands-on activities provided to the parents by the reading coaches and other support faculty and staff. Refreshments will be served at an estimated cost of between \$350-\$500.</li> </ul>	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As needed



## 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