

FY18 Title I Schoolwide Plan - Westward Elementary (0351) Parent Family Engagement Piece Summary

**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

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>

## 17-18 Parent Trainings

NaN-2019 school year built the capacity of families to help their children learn at home.

### Parent Capacity Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
<p>Academic Parent-Teacher Teams I APTT II</p> <p>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.</p>	197	Parent engagement went well. Also, the parents who attended utilized the strategies, materials, and activities that were provided to them.	Increased parental attendance would have made the training more effective.	Parents were able to utilize the resources that they were trained to use in order to target critical student content. There was a trend of improved student achievement on post test of the students whose parents utilized the strategies and resources.

### Parent Capacity Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
<p>Doughnuts with Dad</p> <p>Providing parents with information, strategies, and tools to support and improve students' academic achievement in the areas of literacy and math</p>	164	There was a tremendous turn out to the event and the fathers were engaged throughout the program.	Participants staying for the duration of the program.	Parents were able to utilize the resources and strategies that were provided to them in order to target critical student content. Students demonstrated a greater awareness of their academic performance.

### Parent Capacity Training 3

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?

Parent Literacy Night  Providing parents with information, strategies , and tools to support and improve students' academic achievement in the area of literacy.	71	There was a good turn out for this event. The small group rotations for the event were beneficial to the parents. They were able to receive small group attention from the presenters who were providing strategies and tools to assist with student achievement in the	Increased parental attendance would have made the training more effective.	Parents were able to utilize the resources and strategies that were provided to them in order to target critical student content.  The FSA scores of both 3rd and 5th students increased, with 3rd grade having the greatest increase.
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## 17-18 Staff Trainings

NaN-2019 school year educated faculty and staff on the value of engaging families and on strategies designed to equip families to support learning at home.

### Staff Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?
Monitoring for Learning & High Order Thinking Questions - generate ideas and strategies to maintain accurate student data and disseminate it to parents	46	Many teachers modified their goals and scales to provide evidence of mastery and understanding. This allowed them monitor students' understanding of the content.	Increase the number of teachers who modified their goals and scales to monitor student learning.	They were able to better monitor student learning of content. Teachers were better able to provide parents with more accurate feedback of student mastery and understanding.

### Staff Training 2

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were teachers able to do as a result of the training? What was the impact on family engagement?

<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 importance of communicating with parents in regard to the their child's academic struggles and successes.</p>	49	<p>Teachers had an increased knowledge of the MTSS process and the use of the SBT 3.0 spreadsheet. This fostered a better understanding of data and student progress.</p>	<p>Getting teachers to complete the MTSS process with fidelity and in a more timely manner.</p>	<p>They are able to gain a better understanding of the MTSS process and to use the data more effectively. Teachers were able to provide more concise, accurate feedback to families as to the performance of their students.</p>
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## Involvement of Stakeholders

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. Baker, SAC Chair, Ms. Lipczenko, Ms. Segall, Ms. Parise, District employees/SAC members, and parents/SAC members, Mrs. Collen Baker, Ms. Evelyn Louis, and Ms. Aubana Sesay. Other parents present were Ms. Leger, Mr. Riley, Ms. Smith, Ms. Smokes, Ms. Debe, Ms. Ally, Ms. Lahens, Ms. Spence, Ms. Clarke, Ms. Miller, Ms. Nedd, Ms. Romelus.
What are the procedures for selecting members of the group?
Stakeholders were invited to the meeting where information regarding the Parent and Family Engagement Plan and School-Parent Compact was presented. Stakeholders had the opportunity to ask questions and provide suggestions for changes they feel would be beneficial to the school's success and the students' academic development. Those who've shown consistency in demonstrating participation and attendance in SAC and PTO activities were invited to be a part of the team.
How will input from stakeholders be documented?
Minutes were taken at SAC/parent input meetings utilizing the template that is provided. Parent input was 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 I 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 Parent Data meetings, substitute teachers for parent meetings, pay for teachers to present trainings, and to pay for supplies to ensure consistent parent/school communication.

## 18-19 Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively reach out to, communicate with, and work with families as equal partners in order to improve student achievement. Evidences include agendas, sign-ins, presentations or handouts, clear expectations for teachers, teacher feedback, administration's analysis of teacher feedback.

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### Staff Training 1

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?	File Attachments
Effective Data Chats for Parents	Teachers will be trained on how to conduct meaningful data chats with parents and students	October	Bobbie Brooks, Jessica	As a result of the training, teachers will understand how to utilize data to improve student learning and will understand how to	N/A

### Staff Training 2

Name	Brief Description	Month of Training	Responsible Person(s)	What will teachers be able to do as a result of the training? What is the anticipated impact on family engagement?	File Attachments

Monitoring for Learning & High Order Thinking Questions - generate ideas and strategies to maintain accurate student data and disseminate it to parents	Teachers will be able to generate ideas and strategies to maintain accurate student	January	Bobbie Brooks, Jessica	As a result of the training, teachers will be able to assist parents with formulating Higher Order thinking questions and utilizing them to assist	N/A
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## Annual 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 it 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.



## 18-19 Parent Trainings

Describe the trainings you will offer families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that families can use to extend learning at home, support students in meeting challenging state standards, and monitoring their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, handouts, evidence of parent and family interaction, evaluations, and analysis of parent feedback.

\*Be sure to indicate if refreshments will be purchased and list dollar amount. For example: Refreshments (\$175.00).

### Parent and Family Training #1 (First Trimester/Semseter)

Name	Brief Description	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	File Attachments
Doughnuts with Dad and Muffins with Mom  Providing parents with information, strategies, and tools to	Parents will learn strategies, tips, and be provided with tools to support and improve students' academic	Parents will learn strategies, tips, and be provided with tools to support and improve students' academic achievement in the areas of literacy and math. The anticipated impact on student achievement is improved academic performance as evidenced by diagnostic, FSQ & USA, i-Ready, as well as FSA data.	March 2019	Bobbie Brooks, Jessica Jelks-Cook, Victoria Parise, Nehemie Duval, Esther Noel, Tambia McIntosh	Refreshments will be served: \$450	N/A

### Parent and Family Training #2 (First Trimester/Semseter)

Name	Brief Description	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	File Attachments
Math & Literacy Nights	Parents will learn strategies, tips, and be provided with tools to support and improve students' academic	Parents will learn strategies, tips, and be provided with tools to support and improve students' academic achievement in the areas of literacy and math. The anticipated impact on student achievement is improved academic performance as evidenced by diagnostic, FSQ & USA, i-Ready, as well as FSA data.	November & December 2018	Bobbie Brooks, Jessica Jelks-Cook, Victoria Parise, Nehemie Duval, Tambia McIntosh	Refreshments will be served: \$450	N/A

### Parent and Family Training #3 (First Trimester/Semseter)

Name	Brief Description	What will parents be able to do as a result of this training? What is the anticipated impact on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	File Attachments

Parent Data Chats/Information Meetings	Parents will receive data specific to their child/children, be trained on how to read the data, and how to use it	Parents will learn strategies, tips, and be provided with tools to support and improve students' academic achievement in the areas of literacy and math. The anticipated impact on student achievement is improved academic performance as evidenced by diagnostic, FSQ & USA, i-Ready, as well as FSA data.	October, February, April	Bobbie Brooks, Jessica Jelks-Cook, Kendgrah Kelly-Ingraham, Nehemie Duval, Victoria Parise, Tambia McIntosh	Refreshments will be served: \$300	N/A
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## 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 how Agency/Organization Supports Families	Documentation	Frequency
Publix Tools for School	A local grocery store chain provides a variety of academic supplies to families.	Families are supported and parents are engaged by this partnership because they are provided with academic supplies that will help students experience academic success. Evidence of partnerships will be students receiving necessary school supplies.	One-time

### Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
ESE Departemt	The ESE department provides ESE support to our school and teaching strategies to ESE teachers. They also provide support to parents with strategies to improve student learning.	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 IEP meeting	Monthly

### Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	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	As Needed

## Communication

NAN-2019 Title I Family Engagement 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 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 provide families with timely information about the Title I programs. Consider Title I programs such as tutoring, mentoring.	How will the school document that the 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.		Pictures of marquee, copies of flyers, conference notes, emails, and call
Describe how school will inform parents about the curriculum, forms of assessments used to measure student progress, and proficiency levels students are expected to meet.	How will the school document that the information was shared?	
This information will be provided via participation in Parent Data Meetings, 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.	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.	
Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children.	How will the school document that the information was shared?	
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.	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.	
Describe how the school will offer flexible time for meetings, training, activities, and events to remove barriers for attendance (i.e. childcare, transportation, home visits, etc).	How will the school document that the information was shared?	
By using the results of the 17/18 Title 1 Survey, meetings are scheduled during times that are convenient for parents. Some are scheduled in the evening while others are scheduled in the afternoon hours. As in year past, Westward will partner with the Palm Beach Lakes High School Early Childhood Education program to ask for volunteers to provide childcare during various family events. Home visits will also be conducted when deemed necessary by administration.	Copies of flyers, e-mails, call out transmissions, snapshots of social media posts, copies of sign-in sheets.	

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering your 2017-2018 Title I Family Engagement Survey results and information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities, and events. Evidences may include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

\*Keep in mind, this section describes **support provided to families** so they may participate in family engagement activities.

Brief Narrative
<b>Accommodations for parents and families with limited English proficiency</b>
<p>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 (Spanish and Haitian Creole).</p>
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
<p>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.</p>
<b>Accommodations for families engaged in migratory work</b>
<p>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.</p>
<b>Accommodations for families experiencing homelessness</b>
<p>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 school counselor will also assist with transportation for the students. 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.</p>

## Other Activities

List other activities that are planned to strengthen parent and family engagement at your school. You may list additional parent and family trainings here. If you plan to offer refreshments, please indicate that in the description field along with the dollar amount.

### Activity 1

Name of Activity	Brief Description
Doughnuts with Dad	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.

### Activity 2

Name of Activity	Brief Description
Parent Math and Literacy Nights	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.

### Activity 3

Name of Activity	Brief Description
Panther Parent University	The event is designed to increase parental involvement and to improve the social emotional and academic growth of the students. Refreshments will be served at an estimated cost of between \$300-\$400.