

## 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
The mission of Dr. Mary McLeod Bethune Elementary School's Parent and Family Engagement program is to create an authentic commitment to engage our students and their families and to build meaningful partnerships among the school, families, community and stakeholders to help all students reach their optimum level of academic and behavioral achievement by strengthening families and stakeholders' knowledge of learning opportunities with informational texts, rigorous learning goals and instruction, and International Baccalaureate learning profiles.

## 18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 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>Attendance Matters</p> <p>This was an informational meeting that was presented to parents jointly by Dr. Mary McLeod Bethune Elementary School and Bridges of Riviera Beach.</p>	4	Parents gained an understanding of the importance and impact of attendance on their child's education.	<p>The training was minimally attended. We need to align this training with a showcase of student work or student performance.</p> <p>Promotional/marketing ideas might include a sign by the front door/parent pick-up area, a flyer to go home with parents in the</p>	Parents gained an understanding of the importance and impact of attendance on their child's education. Parents left with some strategies for improving attendance, such as getting to bed earlier so that children are well-rested in the morning.

### 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>Feeling Faces</p> <p>This was a hands-on informational training for parents based on Conscious Discipline's Social-Emotional curriculum.</p>	6	Parents learned how to recognize the different emotions that children experience and how to respond positively to them.	<p>The training was minimally attended. One improvement to make the training more effective is to offer the training during report card night. Parents would be expected to attend the training prior to receiving their child's report card. Parents could earn incentives, as</p>	Parents learned that there is a reason behind a child's expression of emotions in the form of behavior. These expressions are part of the child's emotional intelligence and all feelings, even those associated with negative behavior, can be de-escalated by creating an emotional shift. Emotions can be diffused with consciously applied breathing techniques that give parent and child time to understand the cause of the

### 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?

Curriculum Night: Reading/ELA, Mathematics, and Science: This purpose of this training is for each teacher to provide information for parents to help them understand the grade level expectations of the reading/ELA, mathematics and science learning their child will be engaged in during the school year and with which their child will be tested at the end of the school year (Florida Standards Assessments)	70	Parents participated in the grade-specific sessions learning about the standards, the grade-level expectations for the standards, and the curriculum and instructional materials that their child will be using for learning during the school year, including iReady	Parents would gain a better understanding of the FSA by participating in a mock FSA assessment.	Parents reviewed their child's FSA and iReady reports and learned what the data means in terms of their child's instructional needs. Parents learned different strategies to help their children at home to improve achievement in ELA/Reading, mathematics and/or science.
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## 18-19 Staff Trainings

Using your staff training evaluations and feedback to teachers on implementation of strategies taught in staff trainings, evaluate how the staff trainings provided during the 2019-2020 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?
Gateway Staff Training Student Information System (SIS) Gateway for Parents. The Gateway is a tool that provides parents/guardians timely access to their student's information including, but not limited to schedule, grades, discipline, and attendance.	70	Staff learned to communicate more readily with parents and families	A follow-up activity with the teachers utilizing the system as a form of communication with parents. The teachers will actively use the program in the training. Grade level teams will identify academic, attendance and/or social emotional information to communicate with parents two times during the school year.	Staff was able to communicate more readily with parents and families using the SIS and the gateway systems.

### 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>Conscious Discipline an innovative social-emotional learning and classroom management program with a proven track record of sustainable results.</p>	<p>70</p>	<p>Teachers reflecting different curricular and age levels of the school – PreK, Kindergarten, primary and intermediate grades – attended the 3 to 5 day deep dive into Conscious Discipline. The scientific research behind Conscious Discipline and the strategies that form the social-emotional curriculum have a strong parent component.</p>	<p>Ongoing job-embedded support and coaching to ensure the strategies are utilized, and skills continue to grow; follow-up with parent training as soon after the teacher training as possible.</p>	<p>Conscious Discipline is a scientific, research-based methodology that is focused on making a fundamental shift in the classroom and how we react to and work with children as parents, teachers, and administrators. Part of the shift is in recognizing and honoring the intrinsic motivation and a sense of “helpfulness” and connection to children can improve the learning conditions for all children.</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.
Mrs. Katrina Granger, Principal Mr. Larry Harris, Assistant Principal Ms. Sheritta Crummell, Magnet Coordinator
What are the procedures for selecting members of the group?
Members of the group are selected based upon documentation effectiveness with conducting parent conferences, mobilizing community members to support the school vision and faculty and staff currently engaged in parent workshops and trainings.
How will input from stakeholders be documented?
Input from stakeholders was documented in the reflection template/minutes of the CNA and PFEP Parent Input meeting. Input from stakeholders will be documented in the form of meeting notes and working notes written on chart paper during planned meetings.
How will stakeholders be involved in developing the plan?
Stakeholders were invited to participate in the CNA and PFEP Parent Input meeting to help us develop the plan. Stakeholders will be invited to attend planning meetings. Meeting/planning/training dates will be sent home in a flyer, parent link, marquee, Gateway, school website; announced during School Advisory Council.
How will Title I parent and family engagement funds be used?
Copy paper for informational flyers and parent communication related to their child's data, assessment results, Florida standards, kindergarten round up materials, make and take, and parent conference event supplies: folders, copy/colored/card stock/chart paper, markers, tape, staples, post it notes, index cards, student data binders, laminating film, sticky dots, labels, ink, pencils, pens, dry erase markers, zip lock bags, highlighters, parent/student communication agendas, books for classroom libraries, safety/attendance wrist bands and provide substitutes for parent

## 19-20 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.

### 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?
Gateway Staff Training	Student Information System (SIS) Gateway for Parents. The Gateway is a tool that provides parents/guardians timely access to their student's information including, but not limited to schedule, grades, discipline, and attendance.	October	Sherrita Crummell and Terence Collins	All staff will receive direct professional development on all of the components of Gateway to use as a parent-school communication source. Teachers will be able to utilize the Gateway system as a method of efficient communication with parents in a timely fashion.  The anticipated impact on family engagement will be parents monitoring and participating in their child's academic, social/emotional growth as evident in reports, surveys and sign-in sheets.

### 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?

Zones of Regulation/Positive Behavior Support	<p>Zones of Regulation/Positive Behavior Support. All staff will receive professional development and ongoing coaching of the Zones of Regulation to enhance a single school culture. Teachers in turn will be able to relate with the parents by having common language that supports student behavior and teachers will learn to work with parents to teach student self regulation; which in turn, will impact student achievement.</p>	Oct/Nov	<p>Kantria Edwards, Parent/Family Engagement Liaison, ESE Coordinator and Sherrita Crummell</p>	<p>Teachers will be able to employ strategies with families and students to use for self regulation strategies thus increasing time on task for academic growth.</p> <p>The anticipated impact on family engagement will allow the school/home to use a common language for self regulation strategies.</p>
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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.

Brief Narrative
<b>What is the date and time of the Annual Meeting?</b>
August 29, 2019 at 5:15pm
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)</b>
Flyers, newsletters, parent link, Gateway, marquee, invitation, parent calendar, school website; parent calendar and announced during School Advisory Council.
<b>What resources do you plan to prepare for stakeholders?</b>
School data (academic, attendance, School Effectiveness Questionnaire, Family Engagement Survey results), Title 1 PowerPoint, copy of 2018-2019 PFEP Summary, copy of 2018-2019 School-Parent Compact, Gateway video, Title 1, Migrant and Homeless resources, agenda, sign-in sheets, evaluations.
<b>What materials/supplies are needed for the Annual Meeting?</b>
Paper, Post-its, Chart paper, laptop, projector, sign in sheets, Pens
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
Attendees will be asked to complete a survey at the end of the meeting. The administrative team will review and discuss the parent evaluations and determine strengths and opportunities for growth when holding Annual Parent Meetings. The school will consider parent feedback when evaluating programs and when developing the School Improvement Plan.

## 19-20 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 monitor their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, presentations, 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 of Training (Include the Hands-On Component of the Training)	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
Attendance Matters	Training will give resources, research based evidences that correlates between student attendance and achievement.	Parents will be able to trained to: Teach their child why going to school everyday matters. Discuss what skills their child is missing when they're absent. Create attendance goals and track progress in a journal or calendar. Review and analyze their child's attendance data. Establish school attendance as a priority by offering incentives and rewards. Resources: Informational flyers, videos	September 30, 2019	Tara Hampton, Kantria Edwards and Curtis Daley	Attendance data, PowerPoint, attendance videos, poster paper, chart paper, post-its, pens, markers, index cards, folders, copy paper, refreshments (appx \$200)

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

Name	Brief Description of Training (Include the Hands-On Component of the Training)	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
Feeling Faces	Parents will be trained on how to recognize their child's emotions and taught strategies to respond with positive coping strategies.	Parents will be able to recognize a range of emotions and apply positive strategies.  The anticipated impact on student achievement is increase student self control resulting in quicker recovery.	October 30, 2019	Tara Hampton, Kantria Edwards and Curtis Daley	PowerPoint, videos, poster paper, chart paper, post-its, pens, markers, index cards, folders, copy paper; refreshments (appx \$200)

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

Name	Brief Description of Training (Include the Hands-On Component of the Training)	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

Parent Reading Night	Parent will participate in a reading strategy workshop.	<p>Parents will be able to learn how to assist their child with reading strategies that align with the state standards.</p> <p>The anticipated impact on student achievement is increase reading proficiency scores.</p>	January 2020	Pam Moreland and Tiffiney Reeg	PowerPoint, videos, poster paper, chart paper, post-its, pens, markers, index cards, folders, copy paper, copies of the Florida Reading Standards; refreshments (appx \$200)
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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
Bridges or Riviera Beach	Bridges staff and Bethune plan and facilitate parent engagement sessions with guest speakers; child care is provided.	Agendas, flyers, handouts, photos and sign-in sheets	Quarterly

### Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Center for Child Counseling	Center for Child Counseling staff and Bethune plan and facilitate parent engagement sessions.	Agendas, flyers, handouts, photos and sign-in sheets	Quarterly

### Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Young Lions	Young Lions male mentoring program provides reading support to male students in 2nd and 3rd grade 5 days a week. Professional males are assigned to spend 30 minute sessions with each male student to support improved reading skills. This opportunity provides students with mentors and literacy strategies to use at home. Parents are provided with opportunities to be trained in strategies used by the mentor to enhance their child's reading.	Young Lions schedule, photos and sign in sheets.	As Needed

## Communication

After reflecting on your 2019-2020 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, school websites 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?
Flyers, newsletters, Gateway, parent link, marquee, monthly parent calendar, school website; announced during School Advisory Council.	Copies of flyers, Parent link reports, View website translated flyers
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?
Parent conferences, copies of iReady reports, progress reports, IEP/LEP Meetings, and report cards send home.	Copies of flyers, sign in sheets, copies of iReady reports an Study Island reports, progress reports, an invitation to IEP/LEP meetings, translated flyers.
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?
Flyers, newsletters, Gateway, parent link, marquee, parne conferences, school website; announced during School Advisory Council.  Opportunities for the school to share curriculum, student progress, assessment results: during open house/curriculum night, SAC, parent conference nights, progress reports, report cards, literacy night, math nights, awards assembly and family nights.	Copies of flyers and newsletters, sign in sheets and parent link reports, translated flyers
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?
Meetings, training, activities and events will be offered during a variety of days of the week and times (morning, afternoon and evenings). Sessions will be conducted in the home for parents, as needed.	Flyers, meeting notes, translated flyers

## 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>
Written communication is translated into the appropriate languages for families. Multi-cultural Department provides translators to provide interpreters during meetings and conferences as needed. Evidence: school-parent compact, sample academic reports in all languages, translated letters, agendas, CLF/sign language facilitator timesheets, pictures, and parent evaluations
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
In order to provide parents and families with disabilities accommodations, the school building is ADA accessible. Wheelchair accessible entrances and seating will be offered as requested. The school will also provide hearing impairment audio equipment and any other support upon request. If necessary, the school will contact the district office for support. Written communications indicate that accommodations will be made for parents and families with disabilities.
<b>Accommodations for families engaged in migratory work</b>
Administration and the Guidance counselor will meet with families to ensure that they feel welcomed and to let them know we are here to help, however possible. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory working families. The school will provide home visits as needed to share information and connect families with the migrant program in the district. Meetings will be conducted in a location in the parent and family community to ensure participation.
<b>Accommodations for families experiencing homelessness</b>
The school will provide accommodations or families experiencing homelessness by meeting with families and ensuring that they feel welcomed and offer to provide assistance and support. School personnel will assist families in setting them up with the McKinney-Vento program if needed. Meetings will be conducted via telephone and/or at a location convenient for the parent/family.

# 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
Math Night	This curriculum building activity will focus on math activities and games that students are currently learning in class. Each grade level will have a station filled with activities and games for students to complete, play and win prizes. A parent workshop will be held to help assist parents with the current content and skills being taught during their child(ren) math instruction. Parents will leave with instructional strategies to use at home to assist their child(ren).

## Activity 2

Name of Activity	Brief Description
Literacy Night	This curriculum building activity will focus on literacy activities and games that students are currently learning in class. Each grade level will have a station filled with activities and games for students to complete, play and win prizes. A parent workshop will be held to help assist parents with the current content and skills being taught during their child(ren) literacy instruction. Parents will leave with instructional strategies to use at home to assist their child(ren).

## Activity 3

Name of Activity	Brief Description
'Don't be Tardy' Awards, Dances and Fun Nights	This attendance incentive will give students and their families a time to applaud their accomplishment as well as have fun. Possible vendors and resources can be asked to participate in order to give students additional information about childcare, family support, and rental and utility assistance. A quarterly gift can be given to the student in primary and intermediate grades that showed the greatest improvement.