

FY20 Title I Schoolwide Plan - Congress Middle (1581) Parent Family Engagement Plan Summary

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?
Success with Science as Partners Parents will be trained in the processes of the scientific method and tips of how to support their child's science fair project development.	24	Organized well. Student displayed finished science board projects.	Advertise earlier and encouraged more students to bring parents.	Students enjoyed the science strategies and information/resources shared by Science Teachers. Parents were able to support their child's exploration of science and project development.

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?
Literacy Night Parents will learn about the components of the Florida Standards Assessment for ELA and strategies/tips that support student success. Parents will also learn about district tools available via the portal, which students can use at home for enrichment and remediation.	12	Great strategies in place to share with parents. Strategies include how examine text features and structures, and to read and learn from mentor texts and literature before writing. Also word meaning and structures. Graphic organizers were used.	Host earlier on earlier date and advertise earlier.	Parents were excited to gleam strategies and resources to use with their children. As a result of the training, parents gained an understanding of the test components and ways to support their student at home. Mini card games and other online resources via the district's portal were shared for parents to use at home with their child.

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?
Math Success Night Parents will learn about the components of the Florida Standards Assessment for Math and strategies/tips that support student success. Parents will also learn about district tools available via the portal, which students can use at home for enrichment and remediation.	45	Teachers ability to get students to bring parents out. Great resources and kit provided to parents for home support. Have it earlier in an month.	Increase number of participants	Parents were able to use strategies such as flash cards, mini games and other online resources via the district's portal at home with their children.

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?
Effective communication with parents using Hero k12 Training will allow the ability for teachers and staff to effectively utilize the system for real time communication of positive reinforcements.	70	Informative presentation. Attached to faculty meeting, which ensured high number of participants.	Follow up and ongoing session to monitor fidelity. Also the ability to share usage reports school-wide.	Implement an effective system to communicate with parents regarding positive behaviors in the class using Hero k12. Teachers were encouraged to support this school-wide initiative, by awarding points to students for positive behaviors and also sharing with parents ongoing communication via the system.

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?
Conducting effective conferences and ongoing communication with parents that supports student achievement. This session included the do's and don'ts of how to conduct an effective parent conference.	70	Teachers were provided with a wealth of information, scenarios, and references for effective conferencing. Strategies and resources from Turn-it-in, Edutopia, and Common Sense	Follow up on the number of teachers implement effective conference and might be using learned resources.	Implement effective conferences and ongoing communication with parents. Teachers as they are required to attend, teacher team meeting with parents and/or special education related meetings, they are able to feel much more comfortable in their participation and input in the meeting process.

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.
PTSA President (parent): Mrs. Vanessa Miller Principal: Denise O'Connor Assistant Principals: Kareem Thompson, Shannon Grice, Michael Zitner, Shaundrika Taylor Single School Culture Coordinator: Laurenzo Haynes Community Member: Mark Lane ESOL Coordinator: Mrs. Gonzalez ESE Coordinator: Ms. Weaver Teacher Lead: Mrs. Montoya Mr. Richal, SAC Chair Mrs. Green, Parent Mrs. Brown, Parent Mrs. Zawrotny, Parent Mr. Mike Szejter, Business Partner
What are the procedures for selecting members of the group?
Above positions will be expected to attend. The community member and any other parents will be vital to supporting the plan development. Parents were invited via send home invitations and also Parent Link. We also had a choice open house the week prior so we made sure we invited the incoming 6th grade parents to the meeting to ensure different parent groups were represented. Members of the meeting were asked to volunteer.
How will input from stakeholders be documented?
Meeting minutes and exit cards. The minutes were taken by a teacher volunteer. Rather than the recording form, she wrote notes right on a copy of the slides that were used. This way when we were working on the mission or addressing our top 5 glows - they were written right there for her to note. After the meeting, I sat down with her and we put together a summary that addressed all points. All of parent input was placed in the compact. At an Admin. meeting the following week, the AP's sat with the principal and discussed the suggestions for parent nights brought up by the parents. Ongoing communication related to the plan and input will be documented by the Title 1 contact in a google doc.
How will stakeholders be involved in developing the plan?
Working session - input on different pieces - also allowed to contact Title I Coordinator after the meeting for any suggestions. After each parent partnership night - evaluations will be discussed at the following PTSA and SAC meeting. This is when we will improve upon the Parent Partnership nights as a group.
How will Title I parent and family engagement funds be used?
To increase the parent's knowledge using hands on - capacity building development in order to assist the school in developing OUR students. We want all the parents to have take-aways from the Parent participation night as well as students being show cased. Rather than have specific nights for specific topics, we will ensure that every department (including electives) develops a take away, "try at home" for parents to assist their students. This allows for parents to have a menu that they can differentiate based on their child's needs. The evenings will be longer in time due to the amount of participation so light refreshments (chips and salsa, desserts, snacks, water, juice, coffee) will be provided. Teachers will need supplies (copy paper, colored copy paper, note cards, toner for printer, etc.) in order to have enough "try at home" items.

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?
Resolution to Promote Welcoming and Inclusive Schools for All Students and Families	Per District mandate this training educates district staff on the rights of English language learners and the importance of supporting the needs of immigrant students and their families. The four focus areas Stay informed 2. Create a safe space 3. Give students a voice 4. Foster group connectedness and belonging	September	Admin, SSCC, Guidance Counselor	As a result of the training, the staff will support in ensuring the school is a safe and welcoming space for students regardless of immigration status. Teachers will be able to communicate with your school counselor who will serve as the point of contact for your school in case a situation arises that a student's family has been deported or detained. Staff will be aware of the information and resources provided in order to help our students, and families. This will assist the school in increasing the engagement of its ELL population.

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?
Disability Etiquette & Person First Language Training	Teachers will be provided with appropriate and effective strategies to support their ability to advocate for students of special populations. Training will support teachers as partners with parents as their demonstrate appropriate language related to individual with disabilities.	October	Admin, ESE Contact, Teachers	Teachers will be to communicate, demonstrate and display appropriate behaviors related to positively supporting students of special populations. This increases family engagement because families will fill they are welcomed.

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
What is the date and time of the Annual Meeting?
October 18, 2019, 6:00 PM
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Parent Link; invitation; Marquee; Twitter - preferred media for response is Social Media and Marquee
What resources do you plan to prepare for stakeholders?
The district video; agenda; sign in sheets; dates of yearly parent capacity training meetings; Parent evaluation forms; Review Family School compact and PFEP
What materials/supplies are needed for the Annual Meeting?
LCD/Computer; paper, pens, chart paper, etc.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Review the parent feedback evaluation forms. Share out during SAC/PTSA meeting - how can we improve upon this? Documented in Minutes.

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
STEAM/Science Parent University	I Do – Teachers will teach about the curriculum being used in their classrooms along with a specific resource/or strategy which assists with exploring the scientific method and other related science skills. We Do – Once teacher teaches strategies, parents will explore/practice through stations aligned with hands-on activities such as virtual demos, animals	This training will support the school-wide concern of increasing academic achievement and the learning gains of all students. Parents will learn about the components of the Florida Standards Science Assessment strategies/tips that support student success and that they could implement/encourage at home. These strategies include observation skills, data collection, deduction and reasoning through hands on activities and demonstrations. Parents will also learn about the various skills taught within	October 17, 2019	Admin, Department Chairs, Teachers	Paper resources and materials; manipulatives; resources guides; kits ; refreshments (\$150)

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

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
Literacy Parent University	I Do – Teachers will teach about the curriculum being used in their classrooms along with a specific resource/or strategy (Writing Strategies for developing thesis statements, reading-ideas on how to incorporate reading comprehension into conversations with your child and then technology that can be used at home such as reading plus) We Do – Once teacher teaches strategies, parents will explore and practice with teacher. You Do – Parent/Families will implement strategy with child in the session	Parents were excited to glean strategies and resources to use with their children. As a result of the training, parents gained an understanding of the test components and ways to support their student at home. Mini card games and other online resources via the district's portal were shared for parents to use at home with their child.	November 14, 2019	Admin, Department Chairs, Teachers	Paper resources and materials; manipulatives; resources guides; kits; refreshments (\$150)

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

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
Math Parent University	I Do – Teachers will teach about the curriculum being used in their classrooms along with a specific resource/or strategy (Math Strategies for solving extended response word problems; solving real world equations and other math skills through the use of manipulatives and STEAM Projects). We Do – Once teacher teaches strategies, parents will explore and practice with teacher. You Do – Parent/Families will implement strategy with child during the session and at home.	Parents will be able to use strategies such as flash cards, mini games and other online resources via the district's portal at home with their children.	February 19, 2019	Admin, Department Chairs, Teachers	Paper resources and materials; manipulatives; resources guides; kits; refreshments (\$150)

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
South Florida Science Museum	The partnership with the SFSM will allow Congress to provide engaging STEAM Workshops, Tours and Field Trips, while teach parent and families to enjoy and be successful with STEAM related curriculum. Parent will be able to gain knowledge and understanding about STEAM activities and events.	Sign in with agenda; Evaluations; pictures	Quarterly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
City of Boynton Beach	The City Boynton Beach provides and opportunity for Congress to host events at its community centers, while also providing financial support for parent engagement activities such as the annual Cougar Jamboree, incentives for parent and families along with refreshments.	Sign in with agenda; Evaluations; pictures	As Needed

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
WiseTribe.US	The partnership with WiseTribe supports Congress in providing informational session during Parent meetings that allows parent and families to create productive new avenues for fulfillment by building meaningful social bonds, helping others, and working together to make world-changing contributions. This is through the teaching of strategies and promoting behaviors that support healthy eating, well-being and learning overall (emphasis on reading).	Sign in with agenda; Evaluations; pictures	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?
Parent link call outs; marquee; Pawprint Newsletter; Flyer home	System log of request; emails; copies of items sent. All filed in Title 1 documentation e-file folder. All items will be in the families appropriate language as appropriately needed.
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?
Information and resources one pagers/guides will be given out at the workshops so parents can attempt "Try This at Home" activities in order to assist their student in their area of need. Parents are informed during SAC meetings, Parent Conference and any other meetings. The marquee, Edline, Twitter, newsletter, send home flyers, and parent link will inform parents of the workshops in advance. Also teachers will be encouraged to call home parents personally and submit their call out lists to Administration.	System log of request; emails; copies of items sent; call logs by teachers; pictures, etc. All filed in Title 1 documentation e-file folder. All items will be in the families appropriate language as appropriately needed.
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?
Parent link call outs; marquee; Pawprint Newsletter; Flyer home; Handouts during SAC meetings, Parent conference and other Parent/family events	System log of request; emails; copies of items sent. All filed in Title 1 documentation e-file folder. All items will be in the families appropriate language as appropriately needed.
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?
Information from meetings, training, events, and activities that parents/families will be housed with the Title 1 Contact and provided to parents upon request. In understanding that meetings times and locations can be an inconvenience for some families, CMS will host at least one meeting within the Greater Boynton Beach Community in partnership with the City of Boynton Beach. The Title 1 contact will also make meeting items and additional information available as needed on file.	Parent sign-in with Contact; All items will be in the families appropriate language as appropriately needed.

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
Accommodations for parents and families with limited English proficiency
Parents and families with limited English proficiency will be invited to participate in all school activities. Information will be sent home in the family's native language. Parent learning meetings will be scheduled throughout the year to inform parents about ways to best meet their children's needs. CLF's will be available for parent conferences and all meetings and school activities. Every effort will be done to make parents with LEP will feel welcome to our school. We will coordinate support both to ESE and Multicultural Dept. For instance if an additional language is needed, other than CMS major ones, we may request assistance through the departments. Evidence will be kept on file via Google Drive and/or binder which will include School-Parent Compact, sign in sheets, items in other languages and evaluations.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Parent and families with disabilities are encouraged to participate in their children's learning. Depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, sign language interpreters, ramps, etc. are some of the supports that can be put in place to assist parents and families. We will try get support from the District's ESE department as needed. For instance if an interpreter is needed, than they maybe requested through the department. Evidence will be kept on file via Google Drive and/or binder which will include sign in sheets and other items as appropriate.
Accommodations for families engaged in migratory work
School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting. The school will request for the migrant list from the data processor and work closely with the District migrant contact for appropriate services to targeted students. Accommodations such as daycare for extended families might be provided during meetings. School supplies as well may be provided through the school and district's Migrant department. Evidence to include pictures of the supplies, thank you notes and sign ins.
Accommodations for families experiencing homelessness
Parents and families experiencing homelessness are provided with resources to aid with the children's academic progress. Transportation is provided so parents can participate in school activities. Food, clothing, and other resources are made available to the parent so their children's basic needs are met, so they can be successful in their current educational setting. The school will request the list of students affected by homelessness from the data processor. Also the McKinney Vento District contact will be notified. Most accommodations are provided through the homeless department, however CMS does a great job in supporting our families by providing needed items. School supplies and limited clothing as well may be provided through the school. Evidence to include pictures of the supplies, thank you notes and sign ins.

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
Cougar Jamboree	Held pre-school, Cougar Jamboree serves as community event that provides families with resources that will allow their child to be prepared for the start of the school year. Partnership with various community organizations and groups allows Congress to provide items such as school supplies, health screening information, exploration of STEAM related activities, getting a School Ids, registration and other items. Resources and Materials to include: Paper resources, materials, resource guides.

Activity 2

Name of Activity	Brief Description
STEAM Night	Held to support the school overall implementation of STEAM integration across all curriculum. Partners such as the South Florida Science Museum, Palm Beach Zoo, TribeWise, and Microsoft provides families with an "expo" style event. The event allows families to explore various offerings from the partners which exposes students to real world experiences and environmental factors which support their academic success. Resources and Materials to include: Paper resources, materials, resource guides.