

FY20 Title I Schoolwide Plan - John F Kennedy Middle (0201) Parent Family Engagement Plan 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

John F. Kennedy Middle recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. Therefore, John F. Kennedy Middle strives to implement an effective parent/family engagement plan by working with parents as equal partners in the educational process; implement parent and family training opportunities; welcome input from parents and community members to ensure we are maximizing all of our stakeholders and resources; and encourage stakeholders to join us in the activities outlined in this plan.

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?
Parent Data Chat Night	10	Although we did not have the outcome that we had hoped for, This Training and information was extremely beneficial to those who did attend.	We extended this training to a walk-in, where parents could come in and speak with a staff member one on one. Implement additional strategies for communication to increase parent attendance.	As a result of this training, parents left with skills and an understanding of what their child needed to do to be successful and make the necessary gains.

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?
FSA/ EOC Parent Night	5	There was a wealth of information given to parents with hands-on resources and handouts that could support learning at home.	I would like to add a trivia game that would provide examples of the types of questions and go through the process with the parents. Implement additional strategies for communication to increase parent attendance.	As a result of this training, parents were able to locate and take home resources to support their child at home.

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?
Choice Program Night	10	Parents were engaged and happy to receive the choice program information and assistance with the application on site.	Add former students from the IB program to the presentation to give insight. Implement additional strategies for communication to increase parent attendance.	As a result of the training, parents were knowledgeable about the various programs and could make informed decisions when determining their child's high school program. Students were able to meet the application deadline for acceptance.

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?
Data Chat - Effectively Communicating information with parents	56	The training was successful and the teachers were engaged.	Conduct this training earlier.	As a result of this training, teachers were able to facilitate effective conferences and communicate

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?
FSA/ EOC Night Training for staff	56	The information delivered and the handouts were relevant and helpful to the teachers.	Conduct this training earlier and provide more time to work with data.	As a result of the training, teachers were able to disaggregate data and provide feedback to students and parents and set goals.

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.
Ricky Clark-Principal, Ronda Smith -Assistant Principal, Dwight Graydon - Assistant Principal, Timothy Nance - Assistant Principal, Leah Weidenhamer - SSCC, Nicholas Ribbon - AVID Coordinator, Mildred Thompson - Math Coach, Patreka McKelton - IB Coordinator, Christian Jackson-parent, Jazila Williams-parent, Fantasia Jones-parent, Jaimie Cruz-parent, Amy Cifuentes-parent, Yanet Reyes-Rushane Hutchison-parent, Elexis Ellis-parent, Karm Barot-parent, Simone Iles-parents
What are the procedures for selecting members of the group?
Stakeholders will be invited to attend and members will be selected to represent the diverse community. School administrators and business partners are key stakeholders. School staff is also an integral part of this group. Members were selected from the group of individuals who attended the initial SAC Meeting. The role of becoming a SAC member is explained and parents, teachers, students and community members are asked to complete a membership form to enroll. Members are then voted into the SAC Committee to represent the culture and population of the school.
How will input from stakeholders be documented?
During the year, minutes will be taken during each meeting. Stakeholders will provide input through our monthly SAC meetings, Title I Meetings and Surveys. In addition, emails may be sent to stakeholders giving input. Parents' feedback and input is recorded and documented in the minutes from the Parent and Families Parent Input meeting.
How will stakeholders be involved in developing the plan?
Stakeholders will be involved in the development of the PFEP plan by providing input at SAC, Parent input meeting, parent trainings, and participating in District surveys and discussion. During meetings, we discuss the school's needs while receiving perspectives from teachers, administration, and parents. We will then discuss possible initiatives to address the specific needs. Stakeholder's input is continuous throughout the year.
How will Title I parent and family engagement funds be used?
Title I parent and family engagement funds will be used for training for families and teacher, family dinners, child care (dances), supplies, compensation for personnel working outside of school day with parents. All stakeholders will have the opportunity to give input on the type of training, review parent feedback, and other items they would like to include in the plan and budget for the year.

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?
Effective Communication Training	This training will cover Parent-Teacher communication that will provide teachers with the skills and tools necessary to conduct successful conferences and overall parent communication. Such as starting conferences with a positive note, and how to use data to provide strategies for learning at home.	Aug. 2019	All DIL's , Guidance and Administrators	As a result of this training, teachers will be given soft skill strategies and learn how to conduct conferences with a positive note and how to deescalate disgruntled parents. This will be used throughout the year and a contact log will be provided to Admin each quarter. Teachers will also effectively provide guidance and offer support to our families with regards to academics. Teachers will share their reflection on positive parent contact with their administrator.

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?
FSA/ EOC Night Training for Staff	Teachers will be trained in student goal/monitoring forms that will be communicated to families in order to increase student achievement. Parents will come out to meet with a teacher who will discuss their child's FSA scores. Teachers will also be trained on how to create a plan of action with parents to help increase their child's scores and discuss the students' goal for this school year. Teachers will share Algebra I and Pre-Algebra Tips and homework strategies with parents.	Feb. 28th	R. Smith, AP	As a result of this training, teachers will train parents on how to read the goal/ planning form and how to monitor students' progress on the online tools and how parents can help reinforce those concepts at home. We will discuss the FSA and EOC tests Algebra in April - May. ELA, Math, Science, and Civics will give a training on the tests and provide teachers and staff with study tips and online tools that will be shared with parents and students to use at home. Admin will be able to observe this process during FSA/ EOC Night.

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?
Oct. 16, 2019 at 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.)
Stakeholders will be notified of the Annual meeting via Marquee; call-out; text, flyer, newsletter.
What resources do you plan to prepare for stakeholders?
We will need to prepare the Annual Parent Night PPT the specifically relates to the needs of our school; Copies of the Parent and Family Engagement Plan Summary and School-Parent Compact; Upcoming parent training schedule; Adaptive technology resource informational sheet will be distributed; Evaluation Forms, agenda, sign-in sheet, invitation; Child care, interpreters,
What materials/supplies are needed for the Annual Meeting?
We will need the PowerPoint provided by Title I Office, school documents, sign-in sheets, evaluation forms, projector, computer, microphone, copies of handouts, etc., Post It Boards, Markers, Pens.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Administration will reflect on the effectiveness of the Annual Meeting by having participants fill out evaluation/feedback forms at the end of the meeting, and discussion. Leadership will take the suggestions provided by the parents and implement their ideas into our PFEP and Compact.

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/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
Parent Data Chat Night	During this session, parents will be engaged in a brief presentation on the importance of setting goals and understanding the various performance assessments and our intended student outcomes. Parents will complete and fill out a data sheet in which they will discuss one on one with a staff member the child's current performance level and the learning gains needed to get them to the appropriate level. Parents will learn homework strategies to use at home.	As a result of this training, parents will be able to understand their child's data and make a more informed decision on how they can best support their child's academic success utilizing SIS Gateway throughout the school year. Parents will also support the student at home by checking their process on local assessments such as their FSQs and USAs to monitor their child's progress towards their achievement goals monthly. Parents will learn homework strategies to support learning.	Nov. 13, 2019	R. Smith, AP	Handouts, Sign-in sheets, Data Chat Forms, Computers to access data, Handouts with resources for parents, refreshments \$300, and students

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
FSA / Data Night	During FSA Night, parents will be training out the various subject areas assessments and gain an understanding of what is expected of students on the tests. Parents will be able to engage in hands on training with the adaptive technology being used along side the curriculum. This will be done using Chromebooks.	Parents will be given an overview of the FSA/ EOC test and be provided with online resources, homework assistance tools that can help their child be successful on the upcoming test in April/May. Parents will be able to engage in hands on training with the adaptive technology being used along side the curriculum. This will be done using Chromebooks. Parents will be able to assists their child with this technology at home to help prepare students for their state assessment taking place in May.	March 2020	R. Smith	Handouts, pens, pencils, paper, technology, and refreshments \$300

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
Choice Night	Parents will be trained on how to apply for the choice programs for their 8th grade students and receive a presentation of our IB MYP program at JFK for parents in 6-7. Parents will be able to go online to complete the choice application during the training. This will be done using Chromebooks.	Parents will be able to make informed decisions when applying for their child's high school. They will learn how to navigate through the Choice Application. Parents will understand the courses and GPA requirements for specific choice programs. In addition, we will teach how to calculate their child's quality point earned in middle school to monitor student progress. Parents will be able to go online to complete the choice application during the training.	Early December 2019	R. Smith, P. Mckelton,	Handouts, pens, pencils, paper, technology, and refreshments \$300

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
SEQUEL Care of Florida	This agency provides a mental health counselor that is in-house that meets and works with families and students on a regular basis. Families and students are referred by school staff. This partnership allows school staff to be aware of the whole child as the counselor is part of the SBT.	A DATA counselor works full time at JFK Middle and documents all student interaction.	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Multicultural Department	Department assists with teacher training for our ELL population. They also provide training for parents of ELL student and provide feedback to parents on how they can support learning at school and at home.	Training agendas, teacher sign ins, invites, emails.	Annually

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Riviera Beach Police Department	They work with families that live in our school community by inviting them to attend events in the community that impact their social-emotional needs, which impact school success ((character building, social media, etc). Department assists with the G.R.E.A.T program which is a gang resistance program that teaches students decision-making skills while strengthening their relationship with law enforcement. This training is provided to all 6th-grade students for 8 weeks.	Training agendas, teacher sign ins, invites, emails. Curriculum taught.	Weekly

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?
Parents will be notified of Title I Program (Annual Meeting, tutorial programs, parent trainings, parent conferences, etc.) via flyers, callouts, text messaging, social media and marquee notification and through the student agendas.	Sign in sheets, marquee photos, phone call out, school website, scripts/transmissions. Flyers and school newsletter, Social Media (Twitter) and letters. {In all languages}
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 on the curriculum and forms of assessments will be provided by flyers, call-outs, text messaging, social media and marquee notification. Also through Open House, Curriculum Nights, and parent conferences. We share student progress through: Progress Reports, report cards, Diagnostic assessment report, and IEPs, SIS Gateway, and Parent conferences. Training that will focus on assessment and curriculum.	Curriculum PowerPoint during Open House, sign-in sheets, school website, flyers, Curriculum Nights PowerPoint, handout, progress Reports, report cards, Diagnostic assessment report, and IEPs, LEPs, SIS Gateway, parent conferences.
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 invited to attend SAC meetings, parent conferences, ELL Plans and IEP/LEP meetings to be part of the decision making process as it relates to their child's education. Parents will be notified via flyers, call outs, text messaging, social media and marquee notification.	Sign in sheets, marquee photos, phone call out, school website, scripts/transmissions, flyers, letters, text messaging, social media
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?
We will have meetings on days that do not coincide with community events such as bible study, City hall meetings and meet at 6 pm for parents who work till 5:30 pm. Additionally, we will conference with any parent individually who would like to speak about the information missed at a meeting.	Sign in sheets, phone call out, school website, letters, flyers, scripts/transmissions, invitation to parent conferences, IEP or LEP meetings

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
<p>Accommodations for parents and families with limited English proficiency</p>
<p>At meetings we have CLFs present during parent training, and parent conferences to communicate effectively with parents in their native language. CLFs translate all written parent communication. The following are examples of translated documents in all 3 languages: Flyers, call-outs, scrips/transmissions, meeting agendas, invitations/letters, parent-school compact, academic reports such as mid-terms and report cards, IEPs, and LEP Progress monitoring in all languages.</p>
<p>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</p>
<p>Parents are surveyed on their needs and depending on their disabilities, accommodations are made to ensure that they can actively participate in their children's learning. Home visits/conferences, interpreters, ramps, ESE Contact available during all meetings, are some of the supports that can be put in place to assist parents and families. In the event that a family is in need of additional support, we will reach out to district support for any type of support needed depending on the disability. ADA parking and facility accessibility. Sample evidences are: Home visits/conferences, interpreters, photos of ADA compliant building (disabled parking, ramps, elevators, etc) , emails that communicate the needs for accommodations for parents as needed.</p>
<p>Accommodations for families engaged in migratory work</p>
<p>Parents of migrant students are invited to all meetings. CLFs are present at all meeting and translate all communication in the parent's' native language. Migrant parents are surveyed on their needs when their child enters our school, so that the school may provide the resources and information needed through the ELL Coordinator, CLFs, and Migrant Liaison, and Multicultural department as needed. The school will coordinate with the Migrant Department and multicultural department as needed to provide additional support to our migratory working families. Sample evidences are: Emails or forms referring families to the migrant department, flyers of services, and home visits forms</p>
<p>Accommodations for families experiencing homelessness</p>
<p>Provide support for families experiencing homelessness through our guidance counselors, and other school staff to connect them to information and resources needed. School staff will also assist families experiencing homelessness by making connections with District staff (MVP - McKinney Vento Program) for additional and appropriate resources as needed. 2479 referral form completed to refer families to McKinney Vento Program identify homelessness. Additionally, we have established a food pantry to provided goods and food to families in need. Sample evidences are: Student Housing Questionnaire, Emails as evidence of support, flyer of services, log from food pantry</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
Parent Grade Level Assemblies	Invite parents at the beginning of the school parents can attend grade level assemblies similar to ones held for their child to explain expectations and procedures.

Activity 2

Name of Activity	Brief Description
Academic Night: Open House	Academic Night open house will be held so that parents can receive information on each of their child's individual academic classes.

Activity 3

Name of Activity	Brief Description
Family Engagement Night: Game Night	Families will come out to the school for a night of fun. We will play Family Feud.