

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

| Mission Statement   |
|---|
| The mission of University Preparatory Academy-Palm Beach is to provide students with the academic, leadership and social skills that will enable them to attend and graduate from an institution of higher education. |

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

| <b>1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.</b> |                     |
|---|---------------------|
| <b>Name</b>   | <b>Title</b>        |
| Dr. Mike Hill   | Principal           |
| Lashay Stokes   | Instructional Coach |
| Keneith Monroe  | School Staff        |
| Mrs. Emily Vasquez  | Parent              |
| Mrs. Noble Mays   | Community Partner   |

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.**

The procedure for selecting members representing all stakeholders included considering the value, knowledge and commitment each stakeholder would bring to helping develop and implement the school-wide plan. The school will communicate with selected stakeholders the goals and importance of developing and implementing the school-wide plan, as well as the expectations of involvement to ensure effective collaboration. The process for selecting members includes hosting a stakeholders meetings, informing stakeholders of roles and responsibilities as members, extending an invitation to members and selecting members who represent the student body.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

Stakeholders are jointly involved in the development of the school-wide plan by attending meetings with school staff to establish the goals and reinforcing the importance of developing and implementing the school wide plan. Meetings with school stakeholders will be held the third Tuesday of each month.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

Stakeholders provided input to how Title 1 funding will support parent and family engagement by engaging with school staff to determine opportunities for improvement and how available services and resources can help capitalize on those opportunities. During FY21 a comprehensive needs assessment was conducted involving stakeholders, during which stakeholders were asked for and provided input on how Title I funding could be used. After discussing school needs and goals, stakeholders agreed the school should have additional classroom support at the K-2 levels as well as continue with current interventions such as providing an instructional coach and resource teacher.

**5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.**

| Name                                   | Title                                   |
|--|---|
| Dr. Mike Hill                          | Principal                               |
| Type in the name of member/stakeholder | Type in the title of member/stakeholder |

## Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

| Brief Narrative   |
|---|
| <b>1. What is the actual date, time and location of the Annual Meeting?</b>   |
| University Preparatory Academy will hold our Annual Title 1 Meeting on Tuesday, October 19, 2020 at 6:30pm. Due to COVID-19 and visitors not being allowed in our building, the meeting will be held virtually, via Zoom. |
| <b>2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).</b>  |
| Parents, teachers, and community members are notified of the Annual Meeting via Parent portal, email, text, One Call, and posting on school's website.  |
| <b>3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.</b>  |
| The Annual Meeting will utilize a digital PowerPoint slide, meeting announcement flyer, and digital copies of pertinent Title I information for parents.  |

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

### Staff Training for Parent and Family Engagement #1 (PFEPStep4)

| Name of Training                                 | What specific strategy, skill or program will staff learn to implement with families?  | What is the expected impact of this training on family engagement?   | What will teachers submit as evidence of implementation?  | Month of Training | Responsible Person(s) |
|--|--|--|---|-------------------|-----------------------|
| Building authentic school-home relations Part 1. | Teachers will be taught how to utilize the Parent Portal to provide "quick tips", homework help, post and grade assignments, and communicate with parents via ParentPortal to provide a single platform for student and parent information. This is an example of making "micro-changes" to promote parent involvement. This is also in alignment with a commonly accepted strategy to "pick one tool". Teachers will be taught how to organize "guest reader" days to allow parents to read virtually (in-person once conditions allow) to students as a guest reader. This will help encourage connections between parents and classrooms. | Will provide a deeper impact of the importance of and strategies toward building and maintaining family relations. | Screenshots showing use of ParentPortal content used to engage families. Parent responses to invites as guest reader. | October           | Dr. Mike Hill         |

### Staff Training for Parent and Family Engagement #2 (PFEPStep4)

| Name of Training                                 | What specific strategy, skill or program will staff learn to implement with families?  | What is the expected impact of this training on family engagement?   | What will teachers submit as evidence of implementation?  | Month of Training | Responsible Person(s) |
|--|--|--|---|-------------------|-----------------------|
| Building authentic school-home relations Part 2. | Teachers will be provided steps on how to arrange for the use of a Buddy Bear or other alternate, inanimate reading companion, that can be sent home with students. When a student takes the bear home, the student journals about their time reading with the bear and his/her parents. Teachers will be provided "teacher tips" for how students can access book from the curriculum library to read with parents at home. | Will provide a deeper impact of the importance of and strategies toward building and maintaining family relations. | Teachers can submit a log showing evidence of which students the reading companion has gone home with. Provide screenshot, copy of email or other evidence that communication was sent to parents regarding how to access curriculum-based readers. | November          | Dr. Mike Hill         |

## Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

| Reflection/Evaluation of Training #1 (PFEPStep5)   |                        |  |  |   |  |
|--|------------------------|--|--|---|--|
| Name and Brief Description   | Number of Participants | What were teachers able to do as a result of the training?   | Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?         | What went well with the training?   | What improvements would be made and what steps will you implement to make the training more effective?   |
| Building Authentic Relationships Part1: Tips and strategies for enhancing school-home connections. | 25                     | Teachers are able to utilize parent platforms to connect with parents in richer ways. They learned how to post and notify parents of homework, class assignments, assessments, class new/announcements, and other information. | <input checked="" type="radio"/> Yes <input type="radio"/> No<br><br>How do you know?<br>Viewing teacher usage of parent portal. | The training was relevant for the teachers, practical, and they were presented with a manageable amount of tasks. | The most challenging part of the training is that it is occurring at the end of the day. Staff are ready to go home so it's harder for them to be intrinsically motivated to engage with the content. So, using a professional development day instead of after school will help. Also doing hands-o meeting as workshops instead of informational sessions would make it better. For example, we could have had the teachers come in and do the tasks rather than just teaching them how to do them and expecting them to implement later |

| Reflection/Evaluation of Training #2 (PFEPStep5) |                        |  |  |                                   |   |
|--|------------------------|--|--|-----------------------------------|---|
| Name and Brief Description                       | Number of Participants | What were teachers able to do as a result of the training? | Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements could be made and what steps will you implement to make the raining more effective? |
| N/A  | N/A                    | N/A  | <input type="radio"/> Yes <input checked="" type="radio"/> No<br><br>How do you know?<br>N/A                             | N/A                               | N/A   |

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

| Parent and Family Capacity Building Training #1 (PFEPStep6) |  |  |   |                  |                       |                         |  |
|---|--|--|---|------------------|-----------------------|-------------------------|--|
| Name of Training  | What specific strategy, skill or program will parents learn to implement with their children at home?  | Describe the interactive hands-on component of the training.                                   | What is the expected impact of this training on student achievement?  | Date of Training | Responsible Person(s) | Resources and Materials | Will use funds for refreshments as noted in SWP:<br><input type="radio"/> Yes <input checked="" type="radio"/> No<br>Amount<br><input type="text" value="\$0.00"/> |
| School Literacy Night                                       | Parents will learn strategies for how to develop student vocabulary as an integrated part of their day. They will be provided games, activities, reading material, and other resources they can use to promote vocabulary and literacy skills at home. | Selected activities will be demonstrated for parents and allow parents to demonstrate as well. | Broaden parent knowledge base of Florida Literacy standards and home-based strategies that will enhance student learning at home and contribute to their performance at school. | N/A              | N/A                   | N/A                     |  |

| Parent and Family Capacity Building Training #2 (PFEPStep6) |   |  |   |                  |                       |                         |  |
|---|---|--|---|------------------|-----------------------|-------------------------|--|
| Name of Training  | What specific strategy, skill or program will parents learn to implement with their children at home?   | Describe the interactive hands-on component of the training.                                   | What is the expected impact of this training on student achievement?  | Date of Training | Responsible Person(s) | Resources and Materials | Will use funds for refreshments as noted in SWP:<br><input type="radio"/> Yes <input checked="" type="radio"/> No<br>Amount<br><input type="text" value="\$0.00"/> |
| School Math Night   | Parents will learn common strategies for basic arithmetic required in the Florida standards, for the purpose of being able to support their students at home. Parents will learn various activities and math games that can help promote computational fluency. | Selected activities will be demonstrated for parents and allow parents to demonstrate as well. | Broaden parent knowledge base of Florida Math standards and home-based strategies that will enhance student learning at home and contribute to their performance at school. | N/A              | N/A                   | N/A                     |  |

**Parent and Family Capacity Building Training #3 (PFEPStep6)**

| Name of Training  | What specific strategy, skill or program will parents learn to implement with their children at home? | Describe the interactive hands-on component of the training. | What is the expected impact of this training on student achievement? | Date of Training | Responsible Person(s) | Resources and Materials | Will use funds for refreshments as noted in SWP:<br><input type="radio"/> Yes <input checked="" type="radio"/> No<br>Amount<br><input type="text" value="\$0.00"/> |
|-------------------|---|--|--|------------------|-----------------------|-------------------------|--|
| School Stem Night | N/A   | N/A  | N/A  | N/A              | N/A                   | N/A                     |  |



## Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

| Reflection/Evaluation of Training #1 (PFEPStep7) |                       |   |  |  |   |
|--|-----------------------|---|--|--|---|
| Name of Training                                 | Number ofParticipants | What were parents able to do as a result of the training?   | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?                            | What went well with the training?  | What improvements would be made and what steps will you implement to make the training more effective?  |
| School Literacy Night.                           | 9                     | Identify their child's reading level and find books that correspond with their child's level. They could identify FSA resources and how they could help their child prepare at home. Learned how to continue using iReady at home to support student reading. | <input checked="" type="radio"/> Yes <input type="radio"/> No<br>How do you know?<br>We can view the iReady usage data for students that attended. | Parents were able to connect with community organizations and take books home with their students. | Most of the activities were geared toward parents of elementary aged children. In the future, we can focus more on middle school and connecting with organizations that serve those grade levels. |

| Reflection/Evaluation of Training #2 (PFEPStep7) |                       |   |   |                                   |  |
|--|-----------------------|---|---|-----------------------------------|--|
| Name of Training                                 | Number ofParticipants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
|  |                       |   |   |                                   |  |

| Name of Training  | Number of Participants | What were parents able to do as a result of the training?   | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?                    | What went well with the training?  | What improvements would be made and what steps will you implement to make the training more effective? |
|-------------------|------------------------|---|--|--|--|
| School Math Night | 11                     | Gained a better understanding of math standard, strategies they could use at home with their students, and familiarized with accessing iReady math from home. | <input checked="" type="radio"/> Yes <input type="radio"/> No<br>How do you know?<br>Can view math iReady usage for students who attended. | The hands-on activities were effective in working with parents and students. | In the future we can tie in better with community organizations that could support the event.          |

**Reflection/Evaluation of Training #3 (PFEP Step 7)**

| Name of Training | Number of Participants | What were parents able to do as a result of the training? | Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training? | What went well with the training? | What improvements would be made and what steps will you implement to make the training more effective? |
|------------------|------------------------|---|---|-----------------------------------|--|
| N/A              | N/A                    | N/A   | <input type="radio"/> Yes <input checked="" type="radio"/> No<br>How do you know?<br>N/A                                | N/A                               | N/A  |

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

### Partnership #1

| Name of Agency                          | Describe how agency/organization supports families.  | Based on the description list the documentation you will provide to showcase this partnership. | Frequency |
|---|--|--|-----------|
| Faith's Place Center for Arts Education | Faith's Place is an organization that provides preschool and after school educational services to the community. This partnership allows many of our families to be provided with a convenient and trusted afterschool program. This program also extends into the summer, where many of our families enroll their children in the Faith's Place summer school program. This program consists of academic and artistic classes, thus reducing the "summer slide" that many students experience. This reinforcement from the Faith's Place staff directly supports the engagement of families in students academic and social progress. Faith's Place partnership with UPA allows for students to be exposed to arts integration. | Partnership letter, email correspondence   | As needed |

### Partnership #2

| Name of Agency     | Describe how agency/organization supports families.   | Based on the description list the documentation you will provide to showcase this partnership. | Frequency |
|--------------------|---|--|-----------|
| Family Creed, Inc. | The Mission of Family Creed, Inc. is to cultivate a generation of youth capable of critical thinking, decision making and problem solving while teaching leadership, accountability, responsibility and focus. This partnership promotes parent engagement through athletics, while incorporating academics and communication between school, home, and extracurricular activities. | Partnership letter, email correspondence   | Annually  |

### Partnership #3

| Name of Agency                                     | Describe how agency/organization supports families.  | Based on the description list the documentation you will provide to showcase this partnership.  | Frequency |
|--|--|---|-----------|
| McKinney Vento Program- Department of Safe Schools | The mission of the MVP team is to work collaboratively with all stakeholders to remove barriers to successful outcomes for homeless students. The McKinney Vento Program provides a connection to resources that UPA can offer as support to our families. | Emails of services requested for students. Flyers and resources to provide to families to increase parent and family engagement by reducing/eliminating challenges. | As needed |

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, 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.

|  |   |
|--|---|
| <p><b>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</b></p>  | <p><b>List evidence that you will upload based on your description.</b></p>             |
| <p>University Preparatory Academy will inform parents about Title 1 programs through CNA meeting, PFEP input meeting, Annual Meeting, our monthly family calendar, flyers, ClassDojo, Rediker, website, and Facebook. Title 1 information will be provided in English, Spanish, Creole, and Portugese, to meet the needs of all families. Additional programs, such as tutoring, parent trainings, and engagement activities will be advertised on all communication platforms and will be discussed with stakeholders to ensure that trainings and engagement activities support the diverse needs of the student body.</p> | <p>Parent Portal post, school newsletter, school website post.</p>                      |
| <p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>  | <p><b>List evidence that you will upload based on your description.</b></p>             |
| <p>Parents will be informed about curriculum and proficiency levels via regular contact from teachers via progress reports and school-wide communications regarding diagnostics. Additionally, proficiency requirements will be central to School Literacy and Math Nights.</p>  | <p>Progress report template, copy of school letters regarding diagnostics.</p>          |
| <p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>  | <p><b>List evidence that you will upload based on your description.</b></p>             |
| <p>Parents will be informed about academic assessments via regular contact from teachers via progress reports and school-wide communications regarding diagnostic assessments.</p>   | <p>Progress report template, copy of school letters regarding diagnostics.</p>          |
| <p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>   | <p><b>List evidence that you will upload based on your description.</b></p>             |
| <p>Parents will be notified of regular parent meetings, which will give them opportunities to learn about various school components as well as provide input into those components such as curriculum, school policies, and procedures.</p>  | <p>Parent Portal posts announcing meetings, emails/newsletters announcing meetings.</p> |
| <p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>  | <p><b>List evidence that you will upload based on your description.</b></p>             |
| <p>Virtual meetings will allow families to attend from their homes. Meetings can also be recorded and shared. Information will be shared in appropriate languages when applicable.</p>   | <p>Meeting dates and times, clips of posts of recorded meetings.</p>                    |



# Accessibility

It is important to address barriers that hinder families' participation in activities. After considering 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.

Describe the accommodations the school will provide for each subgroup of parents listed below.

| 1. Parents and families with limited English proficiency   | List evidence that you will upload based on your description.  | File Attachments |
|--|--|------------------|
| <p>The parents and families with limited English Proficiency need to be provided with equal access to the information provided at school meetings. Currently, we have families that speak Spanish and Creole. University Preparatory Academy will need to address this barrier, by ensuring that translators are made available to ensure families are able to receive the information presented. - Provide School-Parent Compact, academic reports, flyers/notices in their primary language - Ensure that a translator is available to assist at parent meetings</p>   | <p>Parent's Right to Know translated in Spanish, Creole, and Portuguese School-Parent Compact translated in Spanish, Creole, and Portuguese Title 1 Annual Meeting Invitation, Agenda, and Presentation translated in Spanish, Creole, and Portuguese Translated flyers, calendars, invitations and ClassDojo, which has a translation feature for all posted messages</p> |                  |
| 2. Parents and families with disabilities  | List evidence that you will upload based on your description.  | File Attachments |
| <p>The parents and families with disabilities need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that accommodations are made available to ensure families are able to receive the information presented. These accommodations include handicap parking, ADA compliant seating, sign-language interpreters, and additional needed accommodations. For parents and families whose disability prevents attendance, home visits, or virtual attendance for school meetings.</p>  | <p>Picture of handicap parking spaces Picture of ADA compliant seating Ramps for wheelchair access Home visit documentation Sign-language interpreter sign-in sheet</p>  |                  |
| 3. Families engaged in migratory work  | List evidence that you will upload based on your description.  | File Attachments |
| <p>The parents and families who are engaged in migratory work need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that all information presented be made available for families to access, after meetings have been held, in the event that they are unable to attend. Families will be referred to the District's Migrant Education Program. In addition, UPA will conduct home visits, arrange transportation for families interested in attending meetings, provide resources, including learning devices, to support continued learning, school uniforms, as well as provide interpreters during meetings.</p> | <p>Home visit logs Referral to Migrant Education Program Documentation of resources provided, including technology, uniforms Interpreter sign-in sheet</p>   |                  |
| 4. Families experiencing homelessness  | List evidence that you will upload based on your description.  | File Attachments |
|  |  |                  |

| 4. Families experiencing homelessness  | List evidence that you will upload based on your description.  | File Attachments |
|--|--|------------------|
| <p>The parents and families who are experiencing homelessness need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that all information presented be made available for families to access, after meetings have been held, in the event that they are unable to attend. In addition, SBT leader will complete the Student Housing Questionnaire in proxy, for parents that are unable to complete the document. In addition, the school will contact local agencies and organizations to provide support and resources for food assistance, uniforms, and supplies. SBT Leader will also contact the McKinney-Vento Program for resources for families experiencing homelessness.</p> | <p>Email to McKinney-Vento Program List of organizations, community partners who provide additional resources<br/>Copies of parent letter for meeting information provided to families experiencing homelessness</p> |                  |

# Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

## Activity #1

| Name of Activity | Brief Description |
|------------------|-------------------|
| N/A              | N/A               |

## Activity #2

| Name of Activity | Brief Description |
|------------------|-------------------|
| N/A              | N/A               |

## Activity #3

| Name of Activity | Brief Description |
|------------------|-------------------|
| N/A              | N/A               |