

David M. Alfonso, Principal
2017-2018

School District of Palm Beach County

Title I Parent and Family Engagement Plan

PALM BEACH LAKES COMMUNITY HIGH SCHOOL

Parent and Family Engagement 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
- Be different from your school mission statement.

Mission Statement
<p>The faculty, administration, staff, and parents of Palm Beach Lakes High School are committed to facilitating learning opportunities for all students in order to maximize their potential as responsible and productive citizens.</p>

Evaluation of 2016-2017 Parent Capacity Building Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Involvement Survey results, evaluate the parent trainings provided during the 2016-2017 school year.

Parent Capacity Training #1

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Financial Aid Training - 10/21/16 & 10/27/16 - During this training we provided the parents with assistance in completing the Financial Aid form.	11	<ul style="list-style-type: none">• Partnership with Palm Beach State College• Offered in the evening• Parents left with their FAFSA completed	<ul style="list-style-type: none">• Attach the event to another event on campus to increase participation• Promote more through the PA and class visits	Many parents scheduled appoints with the representative with Palm Beach State after versus during the scheduled time after realizing they missed the training.

Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Graduation Requirement Trainings (11/9/16) - During this training we discussed the necessary requirements for graduation and provided resources for the parents to support the students at home	48	<ul style="list-style-type: none">• Information delivered by grade level• CLF assisted• Graduation status report provided on each individual student	<ul style="list-style-type: none">• Present information not only by grade level but also include a break-out session for ELL families versus only having CLF's assisting to translate• Participation grade for parents that attend.	Parents were pleased to meet their guidance counselor and receive a graduation status report

Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
AICE, AVID & AP Parent Night (3/14/17) - During this training we discussed the various necessary prerequisites in being a part and success in the AVID, AICE, & AP programs	52	<ul style="list-style-type: none">• Parents were able to see and learn the various aspects of each program through break-out sessions	<ul style="list-style-type: none">• Promote through PA and class visits• Participation grade for parents that attend.	Parents learned about the various accelerated coursework opportunities for their child.

Evaluation of 2016-2017 Parent Engagement Staff Trainings

Using your staff training reflections, teacher evaluations, and feedback to teachers on implementation of strategies taught in staff trainings, evaluate the staff trainings provided during the 2016-2017 school year.

Staff Training #1

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Parent Conferences (10/26/16) - During this training we provided resources and strategies on effective parent conferences	132	<ul style="list-style-type: none">• Do's and Don'ts of how to effectively conduct parent conferences• Handout with tips on how to effectively express your concerns	<ul style="list-style-type: none">• Show some video clips of actual conferences	Less parent concerns due to ineffective teacher lead parent conferences.

Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Building Parent Relationships (2/13/17) - During this training we provided effective strategies on building relationships with families	137	<ul style="list-style-type: none">• How to use Remind to communicate with parents• Building an Edline class page• Using Social Media to share upcoming events	<ul style="list-style-type: none">• Create a parent training on how to use the technology based communication tools• Translating the messages in various languages	Increase in teacher usage with Remind and Social Media communication with parents

2017-2018 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

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.
David Alfonso, Principal Elena Villani, Assistant Principal Joey Franco, SAC Sharon Edmonds, Parent Laura Yaun, Teacher Valarie Witchard, Parent Tera Hands, Volunteer and Parent Resource Coordinator Banielle Edmonds, Student Sydney McTier, Student
What are the procedures for selecting members of the group?
The members were selected by an invitation being sent to all stakeholders and those who volunteered assisted. We ensured that we had equal representation from the various groups based on the interested volunteers.
How will input from stakeholders be documented?
The stakeholders' input in the development of the PFEP was documented in the minutes. During the school year, stakeholders' input will be documented through minutes taken at the meeting.
How will stakeholders be involved in developing the plan?
Parents and school personnel will work together to develop the the PFEP and the School-Parent Compact by evaluating feedback from the district family involvement school wide survey. Stakeholders will provide their input and included in the plan accordingly.
How will Title I parent and family engagement funds be used?
Title I parent and family engagement funds will be used to build parent capacity. All stakeholders will have opportunity to give input on type of trainings and other items they would like to include in the plan and budget.

2017-2018 Parent and Family Engagement Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively communicate and work with parents as equal partners in order to connect learning in the classroom to learning at home.

Staff Training #1 (First Semester)

Name and Brief Description	Month training will be held	Responsible Person(s)	Anticipated Impact of Staff Development (Include explanation on why this training is needed)
Building customer service techniques when communicating with Families - This training will provide strategies and techniques on how to make parents and families feel welcomed when visiting or calling our school.	August/Sep tember	Admin and PD Team	Many of parents have expressed difficulty in reaching teachers. The purpose of this training is create a school culture of friendly and accessible customer service where families feel supported and helped.

Staff Training #2 (Second Semester)

Name and Brief Description	Month training will be held	Responsible Person(s)	Anticipated Impact of Staff Development (Include explanation on why this training is needed)
Understanding Cultural Diversity and Sensitivity - This training will increase the awareness of the various cultures represented on our campus.	February	PD Team	Our ELL population is increasing exponentially at our school. The purpose of this training is increase the awareness of the various cultures represented on our campus.

2017-2018 Title I Annual Parent 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:

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

Brief Narrative
What is the date and time of the Annual Meeting?
September 12, 2017 - 6:00 p.m.
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).
All stakeholders will be notified of the Annual meeting via Edline, Marquee, Call Out, Remind, and Social Media
What resources do you plan to prepare for stakeholders?
We will prepare for this meeting by making copies of Parent and Family Engagement Plan, School-Parent Compact, Flyer with all community and organization partnerships, Parents' Right to Know, Special Programs Information. We will prepare sign-in sheets, evaluations, pens, etc. We will also make arrangements for interpreters, and child care.
What materials/supplies are needed for the Annual Meeting?
We will need powerpoint presentation, agenda, sign-in sheet, evaluations, pens & papers, snacks, computer, projector.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Administration will determine effectiveness of the Annual Meeting by reviewing parent feedback/evaluations, discussion, attendance, and surveys.
Note: You must provide evidence of the implementation of the Annual Meeting. (Invitation, agenda, sign-in sheets, minutes and verification)

2017-2018 Parent Capacity Building Trainings

Describe the trainings you will offer parents that will build their capacity to support learning at home to improve student academic achievement. Parent trainings must focus on specific teaching and learning strategies that parents and families can use at home to help their child. Evidences that will be submitted through eBox include the invitation, agenda, sign-in sheets, handouts, evidence of parent and family interaction, evaluations, and reflection.

Parent Capacity Training # 1 (First Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
Parent University Training: <ol style="list-style-type: none"> 1. Roadmap to Success: This training will provide parents with the necessary tools and foundation to successful freshman year. 2. Reading and Math Assessments for Graduation: This training will provide parents with information regarding the FSA and EOC graduation requirements of reading and math. 3. College Readiness: This training will provide parents with the navigation through of college, career path and scholarship acceptance requirements. 4. Post Secondary and Graduation Status: This training will provide parents with information on post-secondary opportunities and graduation status 	<ol style="list-style-type: none"> 1. To enable to parents to support the student to have a successful transition into high school. 2. To enable parents to have the necessary resources and strategies to ensure their student successfully meets this graduation requirement. 3. To empower parents with the necessary information and resources to begin preparing for college and career pathways. 4. The parents will be informed on their child's graduation status and will receive strategies and resources for post-secondary success. 	1 time per quarter	Guidance Department and Teachers	<p>CLF's for all trainings</p> <p>Florida Graduation Requirements; nine grade success tips handout; Bright-Future and Dual Enrollment requirement and AICE diploma pathways. Refreshments \$250</p> <p>Tenth grade success tips handout; FSA Resource Guide;</p>

				<p>Dual-enrollment and Bright-Futures; Kahn Academy Handout; PSAT Handout. and FLVS handout. Refreshments \$250</p> <p>11th Grade success tips handouts; Credit-recovery information; Bright-Futures and Dual-Enrollment ; SAT Prep Book Guide. Refreshments \$250.</p> <p>12th Grade Success tips handouts; Credit-recovery information; Bright Future and Dual Enrollment; Post Secondary College Acceptance</p>
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				Requirements; Senior Deadlines. Refreshments \$250.
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Parent Capacity Training # 2 (Second Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
Scholarship and College Application Night - Providing parents and students with assistance in completing college and scholarship applications.	<ul style="list-style-type: none"> Families and students will understand how to properly complete a scholarship and college application 	October	Guidance and Graduation Coach	College Application and Scholarship information; Refreshments \$500

Parent Capacity Training # 3 (Third Trimester – required for elementary schools, optional for secondary schools)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
FAFSA Night - Assist parent with completing the FAFSA application online	<ul style="list-style-type: none"> Families and students will understand how to properly complete the FAFSA application 	November	Guidance and Graduation Coach	Computers and CLF's. Refreshments \$500

2017-2018 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 Partnership	Evidence of Partnership	Frequency
D.A.T.A.	Drug and Alcohol Substance Abuse prevention program	Students meet with Ms. Jodie our D.A.T.A, counselor when referred for substance abuse. She is on our campus everyday.	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As Needed

Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
MCUSA	Motivational Coaches - Provides supplemental emotional and social support for students	Students are referred when evidence of emotional or social concerns are evident. They work in small groups and one-on-one . They are also an intricate component of our SBT.	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

Partnership # 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
AVID	Prepares students and informs parents on the strategies needed for students to be college ready	Our AVID teachers works closely with the guidance department to assist with the students college applications, scholarships and college tours.	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

2017-2018 Communication

After reflecting on your 2016-2017 Title I Family Involvement 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 that may be uploaded in eBox include agendas, sign-in sheets, minutes, evaluations, Edline screenshots, newsletters, translated letters, marquee photos, emails, text print-outs, phone call-out transmissions/scripts, and social media snapshots.

Key Points of Communication		
Describe how school will inform parents about timely information about the Title I programs.	List frequency and timeline	How will school ensure information was shared?
We will inform parents about timely information about the Title I programs through parent link, Remind, social media and letters/flyers to parents through student backpacks.	As needed (weekly, monthly)	Sign-in Sheets of Events Callout Transmissions
Describe how school will inform parents about curriculum at the school, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.	List frequency and timeline	How will school ensure information was shared?
Parents will be informed about curriculum at the school and academic assessments used to measure student progress and proficiency levels students are expected to meet through parent conferences, progress reports, report cards, Edline, and Graduation meetings. Additionally we will host a curriculum night/open house and such items will also be discussed in SAC and parent conferences as well as parent training.	Every 9 weeks, weekly and Monthly	Sign-in Sheets and parent communication logs
Describe how school will inform parents about opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.	List frequency and timeline	How will school ensure information was shared?
Parents will be informed about opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children through parent link, Remind, social media and letters/flyers to parents through student backpacks.	As needed (weekly, monthly)	Sign-in Sheets of Events Call-out Transmission

2017-2018 Accessibility

It is important to address barriers that hinder parents' and families' participation in activities. After considering your 2016-2017 Title I Family Involvement Survey results and information gathered at your parent input meetings, describe how your school will provide opportunities for participation in all activities. Evidences that may be uploaded in eBox include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

Brief Narrative	
Parents and families with limited English proficiency	
All communication regarding Title I Programs (Annual Meeting, Tutorial programs, parent trainings, etc., is provided in English, Spanish, and Creole. Community Language Facilitator's are available at meetings, trainings, conferences, and workshops. Edline also has the capability to translate in a number of languages. School Compact and Family Involvement Plan is also provided in various languages. The Policy/Plan is also addressed at IEP and ELL meetings with parents and students regarding parent participation in workshops, trainings and activities that will benefit students. Additional workshops are also conducted for parents in their home language. All students, those with disabilities, language barriers and migrant students are included in this process, and provided accessibility for participation with the appropriate accommodations.	
Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)	
Provisions are made for parents during school and district events. Materials for students or parents that need assistance with vision and/or hearing are modified accordingly. Sign-language interpreters and accessibility modifications are provided. Also, the school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). We will contact district staff for assistance if additional parent needs are required.	
Parents and 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.	
Parents and families experiencing homelessness	
School staff will work with families and assist them in removing barriers that prevents them from participating, being involved in their child's education and in school activities.	
School staff will also seek assistance from the McKinney Vento Program (MVP) as needed, to ensure families have equal access to the same educational opportunities as non-homeless students.	

Other Activities (Optional)

List other activities that are planned to strengthen parent and family engagement at your school.

Activity # 1

Name of Activity	Brief Description	Frequency
		<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

Activity # 2

Name of Activity	Brief Description	Frequency
		<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

Activity # 3

Name of Activity	Brief Description	Frequency
		<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

Uploads

Please prepare evidences below. Directions on how these documents will be collected is forthcoming.

- Evidence of Parent Involvement in the Development of the School Parent and Family Engagement Plan (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
- Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
- Parent-School Compact (Final in all languages)

Resources

Support resources are available on the Title I SharePoint site under the Resource tile. Go to Annual Requirements/Parent and Family Engagement Plan. In this folder you will have access to editable documents to support the development of your school's Parent and Family Engagement Plan.

- Parent Input Meeting Invitation
- Parent Input Meeting Agenda
- Parent Input Meeting Sign-in Sheets
- Parent Input Meeting Evaluation
- Parent Input Meeting PowerPoint
- Parent Input Meeting Recording Template
- Parent Input Meeting Minutes Checklist
- Parent and Family Engagement Plan Template
- Recording of Technical Assistance Chat held April 6th
- Principal Assurance of Compliance Item KIA-1