

FY20 Title I Schoolwide Plan - Riviera Bch Prep&Achieve Acad (3355) 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 |
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| We recognize at Riviera Beach Preparatory and Achievement Academy that parental engagement has a direct correlation to the academic success of students. Our school strives to empower parents and families to support their children’s cognitive and social-emotional development by strengthening school, family and community partnerships through communication, resource support, and training. We collaboratively designed trainings to assist parents with strategies to support students in the classroom and surrounding communities. |

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? |
|---|------------------------|---|--|---|
| Understanding Progress Monitoring Parents will understand and use the available resources to monitor their child's academic progress. | 54 | Motivational Speaker Interactive activity Use of technology | Split up the grade levels | Parents were able to navigate the use of SIS Gateway to support learning at home. As a result of this training, As a result of this training, parents were able to better assist their child at home with assignments that did not receive a passing grade. The impact it had on student achievement, increase in the number of courses that were completed with a passing grade. |

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? |
|---|------------------------|--|--|---|
| Assessments and Your Children Parents will understand the state assessments administered yearly to demonstrate growth and practice resources available for parents and guardians. | 49 | Motivational Speaker interactive activity Presentation by teachers | Organization timeliness | Parents will be able to better assist their child at home with test-taking strategies to support their child in meeting challenging state standards. As a result of this training, parents were able to assist their child in preparation of upcoming assessments. The impact it had on student achievement, the graduation rate increased. |

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? |
|----------------------------|------------------------|-----------------|--|---|
| N/A | | | | |

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? |
|---|------------------------|---|--|--|
| Understanding Social Emotional Learning of Students Students and adults acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions. Skills will be used to communicate effectively with parents on matters like student behavior and academic performance. | 22 | Guest Presenter # of participants level of engagement | Follow-up session needed | Teachers were able to develop students' social and emotional skills through effective classroom instruction and student engagement in positive activities in the classroom. As a result, parents were able to establish and maintain positive relationships with the school and assist their child in managing their emotions. |

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? |
|--|------------------------|---|--|--|
| Effective Classroom Management (PBS)-Engaging Home To develop self-managing classrooms and decrease discipline issues through innovative techniques and share practice with parents and guardians. | 20 | Guest Presenter # of participants level of engagement | More time needed for this particular topic | Teachers were able to use various strategies to decrease discipline issues. As a result, the parents established a more supportive and active role in the problem solving 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

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| List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact. |
| R. Edwards (School Personnel), P. Gibson (Community), J. Shepherd (Community), S. Thomas (School Personnel), P. Patterson (Community), C. Mitchell(School Personnel), E. McRae (Student), P. Jean-Simon (Parent), C. Robinson (Student), C. Thomas (School Personnel), G. Chateau (School Personnel), J. Carver (School Personnel), R. Edouard (Student), M. Geffrard (Student), M. Kerby (Student), A. Lubin (Student), J. Mosley (Student), D. Reid (Student), T. Roberson (Student), D. Saunders (Student), G. Thompson (Student), K. Tripp (Student), S. Wilson (Student), G. Garrett (Community), A. Bolling (Community), R. Jarrett (Community), B. Jang (Community), G. Taylor (School Personnel), A. Cordero (Parent), S. Barrett (Parent), M. McKinzy (Parent), R. Byrd (Parent), D. Blackshear (Parent) |
| What are the procedures for selecting members of the group? |
| Parent Input Meeting Invitation, Flyers will be sent home to advertise the opportunity to be part of the decision making committee (SAC). Parents will be selected to represent the community we serve. Business partners will be contacted to participate in this process. School administrators and school staff are also key stakeholders of this group. |
| How will input from stakeholders be documented? |
| Recording template from Stakeholders (CNA and PFEP & School-Parent Compact) input meetings will be collected. Throughout the year, the agenda and minutes from every SAC meeting will be used to document discussion and feedback. Evaluations from parents per training will be collected and reflected on. |
| How will stakeholders be involved in developing the plan? |
| All stakeholders including school personnel, parents, students, and community will have the opportunity to give input and review survey results, evaluations, and other pertinent results in the development of the PFEP and School-Parent Compact. The compact and previous year's PFEP will also be reviewed and amended based on feedback. |
| How will Title I parent and family engagement funds be used? |
| Funds will be utilized for Parent Trainings (instructional materials and resources for parents to use at home), Monthly newsletter, paper, folders, and ink. 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. |

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? |
|-------------------------------------|--|-------------------|-----------------------|--|
| Building Relationships with Parents | To build strong and effective partnerships with families. Teachers will learn a variety of communication methods to build and sustain solid relationships with parents to support student achievement. | November | V. Harrell | With this training, teachers will be able to use the communication methods to maintain a positive rapport with families. As a result, it is anticipated that parents will be able to establish and maintain positive relationships with the school to assist their child in their academic success. As a follow-up activity the teacher will implement at least 2 of the 9 techniques for Building Relationships with Parents. |

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? |
|--|---|-------------------|-----------------------|---|
| How to conduct effective school/teacher parent conferences | To build the capacity of teachers to effectively communicate to parents. Teachers will learn a variety of techniques to communicate and work with parents to support student achievement. | February | V. Harrell | With this training, teachers will be able to conduct a parent conference that will establish a partnership with parents. As a result, it is anticipated that parents will establish a more supportive and active role in their child's academic success. As a follow-up activity the teacher will participate in at least 1 parent meeting. |

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 |
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| What is the date and time of the Annual Meeting? |
| September 10, 2019; 5:00 pm-Cafeteria |
| How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.) |
| All stakeholders will be notified of the Annual meeting via call-out, SIS Gateway, newsletter, and invitation. |
| What resources do you plan to prepare for stakeholders? |
| A presentation that explains the Title I requirements, the school's participation in the program, and the rights for parents to be involved. We will prepare for this meeting by setting up the room, interpreters, child care, sign-in sheets, evaluation, pens, and copies of handouts (School-Parent Compact, Parent and Families Engagement Plan(PFEP)). |
| What materials/supplies are needed for the Annual Meeting? |
| We will need paper for the PowerPoint presentation copies, agenda, sign-in sheet, PowerPoint handout, evaluations, post-its, pencils/pens, markers and Chromebooks |
| 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 during discussion, attendance, evaluations and surveys. Feedback will be brought back to leadership team for discussion. Title I Plan will be finalized and reviewed by all stakeholders; Compact will be finalized and reviewed by all stakeholders; Compact will be distributed to parents. |

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 |
|---|--|---|------------------|-----------------------|--|
| Monitoring Your Child's Academic Progress | Parents will understand and use the available resources to monitor their child's academic progress. Hands-On Component of the Training: Setting up SIS Gateway Account & Accessing Child's Academic Performance. | Parents will be able to navigate the use of SIS Gateway to support learning at home. As a result of this training, student academic achievement will improve. | November | V. Harrell | Refreshments (\$75.00); To collect: invitation, agenda, sign-in sheets, PowerPoint presentation, evidence of interactive activity, evaluations, reflection by admin. |

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 |
|-------------------------|---|---|------------------|-----------------------|--|
| Standard-Based Learning | Parents will understand the state assessments administered yearly to demonstrate growth and practice resources available for parents and guardians. Hands-On Component of the Training: After a mini lesson is given, a practice test will be administered. | Parents will be able to better assist their child at home with test-taking strategies to support their child in meeting challenging state standards. As a result of the parent training, student achievement in FSA Reading will improve. | January | V. Harrell | Refreshments (\$75.00); To collect: invitation, agenda, sign-in sheets, PowerPoint presentation, evidence of interactive activity, evaluations, reflection by admin. |

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

| Name | Brief Description of Training (Include the Hands-On Component of the Training) | What will parents be able to do as a result of this training? What is the anticipated impact on student achievement? | Date of Training | Responsible Person(s) | Resources and Materials |
|-----------------------|--|--|------------------|-----------------------|-------------------------|
| Secondary School- N/A | | | | null | null |

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 |
|------------------------|---|--|-----------|
| Communities in Schools | Program provides onsite volunteer to assist families/parents and students by providing resources and connecting them with outside organizations and community. This person also provide students with the necessary strategies with emphasis on high school completion. | CIS log, Resources for families, Thank-you notes, photos | Weekly |

Partnership 2

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|----------------|---|--|-----------|
| ESE Department | District support services are provided to improve the social needs of the parents/families and educational needs of students. Services are provided through the district for education materials as well. | Consultation log/notes, IEPs, Resources for families, email, letter, photo of events | Weekly |

Partnership 3

| Name of Agency | Brief Description of how Agency/Organization Supports Families | Documentation | Frequency |
|-------------------|---|--|-----------|
| Title X- Homeless | District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for parents/families and students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. | Referral log, Resources for families, email, letter, photo of events | 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? |
| We will share information with parents/families regarding Title I programs (Annual Title I Meeting), Stakeholders' input meeting via Call Outs, Newsletters, Flyers, Parent Conferences, Parent trainings, and SAC. | Administration will set up timelines and guidelines for these events and ensure distribution of Info. Conference notes, sign-in sheets, meeting notes, evaluations. |
| 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? |
| We will inform parents/families about the curriculum, academic assessments, student progress, proficiency levels, graduation check and expectations via Newsletters, parent conferences, progress reports, SIS Gateway, parent meetings, SAC. | Administration will set up timelines and guidelines for these events and ensure distribution of Info. Conference notes, sign-in sheets, meeting notes, evaluations. |
| 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? |
| We will announce opportunities for parents to provide input through our orientation, Open House, Title I Annual Meeting, and SAC meetings. At these meeting, the purpose of SAC will be explained and let parents know everyone is welcome. We will announce meetings via call outs, invitations, newsletters, and SIS Gateway. We will encourage parents to participate in parent-teacher conferences, Title I Annual Meeting, and our Stakeholders' Input Meeting to solicit their input in decision making. | Administration will set up timelines and guidelines for these events and ensure distribution of Info. Conference notes, sign-in sheets, meeting notes, evaluations. |
| 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 have two orientations (morning & afternoon times). Two of our eight SAC meetings do not occur at the regularly scheduled meeting day (3rd Tues of each month). We provide classroom coverage so parents who are unable to attend conferences before or after school can attend during school hours. We provide childcare for evening meetings. We provide transportation if needed. | Conference notes, sign-in sheets, evaluations. |

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 | |
| The school ensures parents with Limited English Proficiency or ELLs are able to understand the information being shared by having Interpreters and translated documents. | |
| Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations) | |
| The school ensures parents with disabilities are accommodated by being ADA compliant (accessible handicapped ramp and parking located at the front of the school). If additional parent needs are to be met, we will contact the district for assistance. | |
| Accommodations for families engaged in migratory work | |
| Parents of Migrants are invited to all school meetings. Migrant parents will be surveyed for needs when the child enters school. This will allow the school to connect the family with resources and information needed. The school will seek additional assistance from Title I Migrant Education Program if the needs of the family can not be met at the school. | |
| Accommodations for families experiencing homelessness | |
| School staff will assist families experiencing homelessness by making connections with District staff with appropriate resources as needed. We ask for assistance from the McKinney Vento Program (MVP) to ensure families have equal access to the same educational opportunities as non-homeless students. | |

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 |
|------------------|-------------------|
| N/A | N/A |