

FY20 Title I Schoolwide Plan - Royal Palm School (1801) 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
Royal Palm School's mission is to foster a partnership with parents and community, and we acknowledge that it is essential to the students' learning process. Royal Palm believes that all parent involvement is important and supports this philosophy by providing opportunities for parents/families to become involved through parent training activities, volunteering, two-way communication, and decision making groups.

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?
Core vocabulary, Literacy, & attendance	32	Parents learned about the importance of attendance, learning academic vocabulary and literacy strategies.	Longer breakout sessions to review core vocabulary	Parents learned the targeted vocabulary for the year and able to incorporate it in the home environment. Students were exposed to the vocabulary at home and at school and generalized it to the core academic classes.

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?
Technology & Literacy	21	Parents and children made books together under the direction of the Palm Beach County Library System. Parents also learned about academic websites they can use at home.	Increase attendance at the trainings	They were able to access different websites so they may work with their child on ELA. Students benefited on parents realizing the importance of reading to their child and literacy.

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?
Fine/Gross Motor & Writing	26	Parents were given fine motor "boxes" with instructions on how to use the manipulatives with their child at home to hone their fine motor skills	Parents could provide insight into what they could like in the fine motor boxes in the future.	Parents are able to implement strategies to increase their child's fine and gross motor skills. Students are able to use their fine motor skills in the classroom (ie. holding a pencil, etc).

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?
Fostering parents' academic at home intervention strategies	62	Teacher presentations from a Pre-K teacher, SLP and resource teacher on learning -at-home activities for the parents in their classroom	Having additional teachers share their learning-at-home activities with the staff	Develop new and different learning at home activities for their parents. The impact was that teachers increased the amount of learning-at home activities sent tot he parents.

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?
Creating an effective, open school-home climate - Celebrating diversity diversity	139	Paraprofessionals and teachers were present and heard the same presentation. Breakout session where each table identified challenges and solutions of parent engagement for diverse populations (i.e. father, Low SES, ESE parents etc.)	Have trainings o individual diverse groups (i.e. inclusions of fathers in a school, grandparents and relatives etc).	Staff brainstormed challenges of diverse groups and then generated solutions to increase parent engagement of that group

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.
Gregorio Alonzo- Parent; Norma Nunez- Parent; Roodins Louis- Parent; Minalda Jean- Parent; Steven Sass- Teacher; Tamika Stephens- Parent; Jean Paul Jean Francois- CLF; Juana Solis- Parent; Eric Melendez- SAC chairperson; Sharon Donegan - Teacher; Deborah Nelson- Teacher; Celia Reyes- Parent; Elizabeth Pierre- Parent; Robin Krasner- Teacher; Maria Smith- Teacher; Rebecca McDonald- Parent; Danielle Farivius - Parent; Maryann Mangia- Teacher Dr. Bonnie Jerome- AP/Title 1 contact, Robert Snook- SAC chairperson
What are the procedures for selecting members of the group?
All parents well be invited to attend and members will be selected to represent the diverse community. SAC chair will serve as the liaison between parents, school and community. School administrators and business partners are key stakeholders. School staff are an integral part of engaging families and increasing the home-school connections.
How will input from stakeholders be documented?
Copious notes were taken by a teacher who is assigned to be the school 'scribe" for all important meetings. Meeting notes were typed for all stakeholders. During the year, input from stakeholders will be documented via meeting minutes.
How will stakeholders be involved in developing the plan?
The previous compact and policy plan were reviewed and a two-way discussion took place. Parents were providing input for affirmation of the plan, changes or discussion. During the school year, stakeholders will be involved in the discussion and development of the plan by providing input at SAC and Parent input meetings, and participating in District surveys.
How will Title I parent and family engagement funds be used?
The funds will be divided into the 3 required groups: Parent involvement (supplies; school handbook, kindergarten round-up materials, fine motor manipulatives) ; Professional development -(substitutes for lesson study and other trainings); Classroom supplies (online subscriptions, materials and copy paper, ink, literacy books, math manipulatives,post-it chart paper, I pad covers, batteries for Title 1 purchased items, velcro, AAC devices, and White Boards).

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?

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?

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?
September 19, 2019 at 8:30 a.m.
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 Flyers, phone link, marquee, and newsletters
What resources do you plan to prepare for stakeholders?
We will use Powerpoint provided by District, handouts including an overview of how funds will be spent, Parent Compact and the Parent and Family Engagement Plan. We will prepare by setting up room, interpreters, child care, review test results of FSAA, evaluation form, sign-in sheets
What materials/supplies are needed for the Annual Meeting?
Copies of District Title I PowerPoint school documents, evaluation forms, sign-in sheets, pens, copies of handouts
How do you plan to reflect on the effectiveness of the Annual Meeting?
Review the parent evaluations and minutes from the meeting and then make changes and incorporate parent suggestions based on evaluation results and discussion.

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
At home math and science strategies	Provide breakout session working in groups with math manipulatives and directions on usage of the materials at home with their child	Prepare their child with kindergarten readiness skills, register child and meet with staff to address students ESE needs. Students will be more prepared for kindergarten classes	11/13/19	Sharon Donegan	Math and science manipulatives

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
Find and Gross motor	Provide parents with trainings on usage of fine motor materials to prepare their child for pre-writing and pre-math skills , There will be breakout session with parents working in small groups with the fine motor materials and instructions on the usage of the materials for at home usage with their child. to train parents on usage of fine motor manipulatives	Parents will be able to show students how to utilize fine motor materials and students will show increase in fine motor skills such as writing.	10/16/19	Andrea Main Lisa Newbold	Fine motor manipulative

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
Technology & literacy	Provide parents with skills on teaching literacy, There is a breakout session where parents make a book with their child and receive directions on how to create books and to include reading and literacy activities with their child. Parents are also and also learn about academic websites so that they may use various online academic websites that will assist them with their child's academic courses	Gain literacy strategies to work with their child and use websites to teach child core academic content	9/11/19	Donna Ott, Dawn Francella	Books, paper

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
Special Olympics program	We host Special Olympics events for ESE students in the district. Parents and teachers serve as coaches to assist their child while participating in the events. We have a Special Olympics torch run with local police agencies in the Spring.	Meeting sign-in sheets and calendar for special Olympics	Monthly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
ESE & Behavior resource staff	ASD & behavior resource staff meet frequently with teachers and schools' Behavior Resource Teacher, attend IEP meetings and provide parents with behavioral strategies to meet the unique needs of their child	Sign-in sheets and meeting minutes	As Needed

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Multi-cultural department	Multi-cultural department meets or consults with parents at PLC meetings and CLFs and at other times to provide additional strategies to increase student achievement	Agendas, handouts, translated document	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?
Title I information will be shared via the Title I Annual meeting, SAC meetings. Parents will receive Flyers, marquee notifications, daily notes home. handbook calendar, phone link, Newsletter.	Invitations, agendas, flyers, phone link, marquee, newsletters , handbook calendar, notes homes
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?
This will be communicated to families via Open house, meet the teacher day, progress reports, parent trainings, FSAA information flyers, Title I Annual meeting, PLUSS trainings , and Parent conferences.	Agendas, sign in sheets, copies of the powerpoints and handouts
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?
Families will be invited to attend SAC meetings, Parent PLUSS trainings, Parent-Teacher Conferences and Title I Annual Meeting. Parents will be notified via invitations, Phone Link, Marquee, Flyers, Newsletters.	Copies of flyers, pictures from the marquee, phone link print out and copies of the invitations.
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?
The meetings, trainings, activities and events will be held at various times and dates and times (morning and afternoon). Interpreters and refreshments will be provided at some of the trainings.	Agendas, sign in -sheets with dates, location and time.

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 CLFS translate all written parent communication to Spanish and Creole, attend IEP meetings, parent trainings, and communicate with parents in their native language. CLFs also provide parents with headphones so they can hear the interpreters on a 1:1 basis. Parents are surveyed on their needs so that the school may provide the resources necessary for all parents. We have a bilingual Spanish speaking front office secretary. The CLFs office are situated near the front office so they have easy access to the parents as they enter the building.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Sign-language interpreters as well as a deaf and hard of hearing teacher are available for deaf/hard-of hearing parents. We are an ADA approved facility that allows easy access for disabled individuals to navigate the school. Parents are surveyed on their needs so that the school may provide the resources necessary for all parents.
Accommodations for families engaged in migratory work
Parents of migrant students are invited to all meetings. CLFs and teachers invite them to all the meeting/trainings and interpreters are available for the meetings. Migrant parents are surveyed on their needs when their child enters our school, so that the school may provide the resources and information needed. We provide migratory families with support through services provided by the ELL Coordinator, CLFs, and Migrant Liaison.
Accommodations for families experiencing homelessness
We have a homeless liaison at the school that works with parents, staff and students. She also has district contacts that can assist parents with their needs. She presents inservices at least twice a year to review the district's homeless policies. We have "clothing closet" that teachers can use for students that may need additional clothes, shoes, diapers on a short term or emergency basis. Parents are surveyed on their needs so that the school may provide the resources necessary for all parents.

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
PLUSS Training - Monthly	Brief Description: Engage parents in building skills designed to assist students at home 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: Handouts

Activity 2

Name of Activity	Brief Description
PLUSS Training - Monthly	Brief Description: 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: Handouts

Activity 3

Name of Activity	Brief Description
PLUSS Training - Monthly	Brief Description: 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: Handouts