

FY20 Title I Schoolwide Plan - Glades Central High (2301) 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

Glades Centrals' Title I Parent Involvement mission is to empower parents and families to support and enrich their children's cognitive and social-emotional development by providing training, resource support, and information that is aligned to the needs of families, community partnerships, and to the School District of Palm Beach County's 2016-2021 Strategic Plan.

18-19 Parent Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Engagement Survey results, evaluate how the parent and family trainings provided during the 2019-2020 school year built the capacity of families to help their children learn at home.

Parent Capacity Training 1

Name and Brief Description	Number of Participants	What went well?	What improvements could be made to make the training more effective?	What were parents able to do as a result of the training? What was the impact on student achievement?
AVID Parent Night	40	Parents now have a better understanding of the meaning of AVID and what it mean for their child/children. AVID binders with the different sections for the different classes was shown to parents. Parents/families were able to see examples of note taking and how different academic subject uses the AVID binder.	Several parents recommended that we start the meeting thirty (30) minutes later. Some parents needed a language facilitator at future meetings.	Parents are not able to assist their child/children with the organization of AVID binder.

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?
Raider Road Map to Graduation Meeting	137	Parents were to see their child/children's graduation status report. Parents were now able to read the report card, how EOC credits are earned, and how GPA is calculated.	Several parents recommended that we have language facilitators at future meetings. Some parents were concern about the time of the meeting. Have some community hours paperwork/hand-outs at the meeting for the parents/families.	Based on the survey completed, several parents expressed that they acquired better understanding of the Roadmap to Graduation. Parents are able to track their child/children graduation status (assessments results, GPA, Credits, On-line course, and Community Service Hrs.

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?
Raider Family Curriculum Night	52	The parents were able to visit each core subject area and learn each subject initiatives, any upcoming projects or exam/testing schedules; and two specific ways that parents can directly support their child in the learning process by subject and department.	More advertising via social media post, the local paper, and announcing academic events at churches and other community events.	Parents were able to check SIS for updated grades Parents were able to use the F W's Chart to support/monitor their child/children. Parents were able to join Google classroom (Science Dept.) Parents were able to log in and access all videos that correspond with their child textbook and how to monitor student's IXL.

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?
AVID Collaborative Study Group (CSG)	68	Strategies and skill set to prepare students for college readiness and success in a global society	Give a list of Colleges that the students visit, so that teacher can have their students do research on these colleges before they visit them.	Teachers will be able to connect their students to college readiness skills, explore Collaborative Study Group components and implement it with fidelity. Families will know what their child need for college and what it takes to be successful in college and students will go on college tours.

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?
Communicating with Parent with the assistance of SIS Gateway	68	Keeping SIS up-dated so that parents and students are communicated with daily.	Give suggested due dates to teachers of when grades should be put into SIS.	Teachers will be able to have their Grade book updated and communicate with parents/students using SIS Gateway. Families will know how their child/children is/are doing in school/classes.

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.
Mitsie Johnson, Assistant Principal; Shirley McWilliams, Paraprofessional I Sherry Cauty, Magnet Coordinator; Bernita Cox, Business/Community, Laura Odums, Parent, Angie Fields, Parent/Community and Jra'Quanda Coney, Education Support Employee, Rickey Butts, Parent, Jennica Pierre, Student, Latoya Davis, Parent, Carthea Mann, Community, and Angela Moodie, Parent
What are the procedures for selecting members of the group?
The parents/families were invited by invitation, social media, parentlink call-out, SAC meetings, Backpack Informational Letters/Flyers. The principal extended an invitation to the faculty and staff to see if anyone would like to volunteer .
How will input from stakeholders be documented?
Input form stakeholders was documented on the Stakeholder Input Recording Template. Input from stakeholders was also documented during SAC meetings.
How will stakeholders be involved in developing the plan?
The meeting was held in the Spring for stakeholders to review and discuss the PFEP and Compact. Revisions will be made based on stakeholder's feedback. Additional SAC Meetings held during the school year to further assist with evaluating the current effectiveness of the plan as well as providing opportunities for future improvements to the plan.
How will Title I parent and family engagement funds be used?
Funds will be utilized to purchase parent resource materials, paper, and postage to involve parents through monthly parent meetings, and trainings.

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?
Kognito HS Training	Teachers were given "skill set and tools" to conduct effective parent conferences on how to identify students who are at risk for attendance, poor grades, and/or who may be in need of counseling for other social, emotional needs.	August	Melanie Bolden-Morris, Mitsie Johnson, Hansje Laguerre, Sherry Canty, Micah Mays, Tuesdai Reed	Teachers will acquire the skills set and be able to build a better rapport with the student(s) and parent(s) to increase student attendance, and achievement in school.

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?
Data Analysis and Reteaching--Action Plan Revisions	Teachers will be given "skill set and tools" to conduct effective parent conferences using data from District Assessments such as the Winter Diagnostics, FSQ's, NGSQ's, and USA's. Data chat forms along with a copy of the Departmental Action Plans with Reteaching strategies and Tutorial calendar will be provided to parents.	February	Melanie Bolden-Morris, Mitsie Johnson, Hansje Laguerre, Sherry Canty, Dr. Bell, Susan Machock, Jennifer Hall, Fay Gayle, Rachel Lutz, Maquissia Gibbs	Teachers will be able to come to parent conferences with documentation and data specific to their child progress. Teachers will also be able to provide parents with specific strategies and tutorial dates.

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?
Tuesday September 10, 2019 at 5:15 pm in the Auditorium.
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Stakeholders (teachers, parents, and community members) were notified of the annual meeting date and time via robo-calls, the marquee at the head of the school driveway, morning and afternoon announcements over the PA system. Invitations were sent home.
What resources do you plan to prepare for stakeholders?
Stakeholders was given Meeting Agenda, copy of PowerPoint presentation, evaluations (in the various languages), copy of FY 20 compact and FY20 PFEP, sign-in sheets, school calendar, Fortify FI flyer, ACT/SAT dates for FY 20, After-school tutoring information, SIS gateway parent information sheet and directions.
What materials/supplies are needed for the Annual Meeting?
Various materials/supplies that were needed for the annual meeting was paper, pens, folders, paper clips, audio enhancement equipment, and chromebooks for parents/families to sign-up for access to the SIS gateway.
How do you plan to reflect on the effectiveness of the Annual Meeting?
The group members involved in planning the meeting will debrief after the meeting to evaluate the post-evaluation forms filled out by participants as well as to personally reflect on what the team members felt was well received and what parts should be "tweaked" in the future.

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
Raider Road-map to Graduation	Parent/family will take part in looking at the child/children individual graduation requirements. GPA, Credits, FSA, EOC, Community Service, SAT/ACT, On-line credit, and Acceleration classes. College requirements. Parents will be able to complete a action plan sheet regarding what graduation requirement(s) is missing. Parents will be able to assist their child/children with ACT/SAT registration. Parents/Family will be visiting websites to show them how to navigate SIS. Parents will have the opportunity to log-on the SIS gateway and visit the various site that's on there.	Parents will be able to track their students (9th - 12th) graduation status. Parents will be able to read and understand report cards. Parents are able to track their child/children graduation status (assessments results, GPA, Credits, On-line course, and Community Service Hrs. Graduation rate will increase. Students will be able to sign-up for ACT/SAT. Parents/families will also be able to know college admission requirements.	10/29/2019	Melanie Bolden-Morris, Mitsie Johnson, Hanjse Laguerre, Sherry Canty	Ink and paper for flyers, pens/pencils, folders, laptop, and projector

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
Curriculum Night	The parent/family will take part in visiting each core subject area. While at each subject area table, the parent/family will learn each subject initiatives, any upcoming projects or exam/testing schedules, and two specific ways that parents can directly support their child in the learning process by subject and department. Parents/families will be able to complete sample work from the various academic department.	Acquired better understanding of each core subject area. learn each subject initiatives, any upcoming projects, or exam/testing schedules, and specific ways that parents can directly support their child.	02/26/2020	Melanie Bolden-Morris, Mitsie Johnson, Hanjse Laguerre, Sherry Cauty	Ink and paper for flyers, pens/pencils, folders, laptop, and projector

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
AVID Parent Training	Parent/family will take part in organizing a AVID binder. While organizing the AVID binder parents learn about the different sections Parent/family will receive College tours information and complete application for their child/children to attend college/universities tours.	Parents now have a better understanding of the meaning of AVID and what it mean for their child/children. AVID binders with the different sections for the different classes was shown to parents. Parents/families were able to see examples of note taking and how different academic subject uses the AVID binder.	9/10/2019	Melanie Bolden-Morris, Mitsie Johnson, Hanjse Laguerre, Sherry Cauty	Ink and paper for flyers, pens/pencils, folders, laptop, and projector

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
Safe Schools	Behavior Coach/ Interventionist. One-On-One interactions with students and make parent/family contact informing them of support services to assist their child/children with behavioral needs. Coach provides meditations, mentoring and interventions to students that can be used at home to support students. Safe Schools Behavior Coach is on our campus at least three times a week. If it's needed the behavior coach will make home/job visits to meet with parents regarding their child/children academic and behavior needs.	Sign-in sheets, meeting minutes, Google Doc of notes/ student interactions, student rosters, and parent conference notes.	undefined

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
DATA - Drug Abuse Treatment Association School Based Intervention Counselor	Multiple intervention programs and services for individuals and families that focus on reducing risk factors generally associated with the progression of substance abuse and mental health programs. The DATA is usually on our campus at least twice a week working with individual student and families.	Sign-in sheets, meeting notes, student roster, contact logs, Parent/Guardian Consent to Assess, and parent conference notes.	Weekly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Title I Migrant Education	Parent informational meetings/workshops, college tours, student one-on-one academic monitoring meetings, home visits, and community awareness for migrant families. Both of the Migrant Education representatives are on our campus at least 3 days a week. The Migrant Education representatives makes home visits to meet with parents/families to get signatures for college tours paperwork, academic awareness, and the different community agencies.	Sign-in sheets, student rosters, parent conference notes, parent meeting agendas and flyers	Monthly

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?
Glades Central provides various opportunities such as Title I Annual Meeting, Curriculum Nights, Stakeholders Input Meeting, Open House, SAC Meetings, Social Media, Parent Link-Call-out, Backpack informational letters/flyers, Raider Roadway to Graduation Meetings and Parent Meetings/Trainings.	Maintain documentation of each meeting such as invitations, agenda, notes/minutes, parent conference notes. presentation documents, feedback as well as electronic copies of any newsletters (documents in multiple languages when available)
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?
Glades Central provides various opportunities to inform parents/families such as Open House - implementation of "Raider Road-map to Moore than a Diploma," Curriculum Nights, Grades uploaded daily to SIS, Bi-weekly progress reports, and Report cards.	Maintain documentation of each meeting such as invitations, agenda, notes/minutes, parent conference notes. presentation documents, feedback as well as electronic copies of any newsletters, progress/report cards, (documents in multiple languages when available)
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?
Glades Central provides various opportunities such as Parent-link call-outs (in all languages represented by student population), Social Media, and Backpack informational letters/flyers, parent conferences ,and the annual stakeholders input meeting.	Maintain documentation of each meeting such as invitations, agenda, notes/minutes, parent conference notes. presentation documents, feedback as well as electronic copies of any newsletters, progress/report cards, (documents in multiple languages when available)
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?
If a parent or guardian is unable to attend a meeting due being bed-ridden and/or wheelchair bound, home visits will be made to these homes. At least one parent meeting is held at a later time, so that parents who work late still have opportunities to attend meetings.	Maintain documentation of each meeting such as invitations, agenda, notes/minutes, parent conference notes. presentation documents, feedback as well as electronic copies of any newsletters, progress/report cards, home visit logs, (documents in multiple languages when available)

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
Glades Central will utilize language facilitators / translators for meetings, initiate parent-link calls made in all languages (as represented within student population), School-Parent Compact in all languages, Academic reports in all languages, and distribute invitations / flyers which will include all languages (as represented within student population), Evidence will include time sheets for language facilitators, copies of flyers, completed parent evaluations, agenda(s), and transcripts of parent-link calls, photos when possible.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Glades Central will provide assistance for parents and families with disabilities as follows: Home visits to bed-ridden and/or wheel-chair bound parents to relay important parent information presented at meetings held on campus, Wheel-chair bound parents will be given special accommodations if coming to the school for meetings – i.e. meeting held in Media Center (close to front of school), If meeting/event is in the auditorium, wheelchair bound will be given special seating, Support staff will be available to transport disabled by golf cart from parking lot when needed, Sign-language facilitator will be provided for hearing impaired as needed, Evidence will include meeting invitations with various meeting times, sign-in sheets, signed notes from parent home visits, photos of events,
Accommodations for families engaged in migratory work
Provide parents with information regarding outside agencies that can assist with various social/emotional needs of families – i.e. Healthy Mothers, Healthy Babies Coalition of Palm Beach County; various counseling Agencies; Career Source; Families First of Palm Beach County; Safe School Counselors (on campus); DATA Counselor (on campus); Migrant Education (on campus). Flyers will be distributed which include all languages (as represented within student population), and parents will be encouraged to maintain an up-to-date and accurate record of their mailing address. This will be accomplished through the initial Open House, wherein parents will have the opportunity to update their contact information, as well as throughout the year during various school functions. Contact with the Migrant Department as needed. Evidence will include time sheets for language facilitators, copies of flyers, completed parent evaluations, agenda(s), and transcripts of parent-link calls, referrals.
Accommodations for families experiencing homelessness
Glades Central will work closely with the Case Manager of the McKinney Vento Program. V. Williams provides Glades Central with a list of our homeless students as well as providing the forms for referrals. McKinney Vento case manager makes phone calls and home visits. Homeless students and parents are provided with bus vouchers. Support is provided with registration, purchasing uniforms, book bags and necessities as needed. Parents and families experiencing homelessness will be reached via backpack flyers (sent with students), calls made to update cell phone numbers, as well as advertisements placed throughout community centers such as local churches and businesses. Evidence will include copies of flyers, call logs, and copies of advertisements to be posted in local community centers.

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.