

FY20 Title I Schoolwide Plan - Boynton Beach High (2361) Parent Family Engagement Plan Summary

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?
Jump Start to Graduation - Junior Summit	11	Parents received valuable resources regarding graduation, scholarships, and financial aid	More parents in attendance.	The parents were able to know the current graduation status for their child, how and when to complete the financial aid process, how and where to look for scholarships "free money". The students were prepared for their senior year.

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?
FSA and EOC Readiness	8	Parents were able to review sample FSA and EOC questions, and learn helpful study tips and testing taking strategies.	More parents in attendance, reaching out on social media, provide transportation.	Assist their children with study tips and testing taking strategies.

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?
Social and Emotion Learning	106	Teachers were engaged in the presenter and receiving the information. Teachers made connections.	Finding funding for presenter in the future.	Make valuable social and emotional connections with students to increase student achievement. Teachers were able to understand family dynamics.

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?
ELL	92	Teachers were engaged in the activities.	Have a separate training for the ELL content area teachers.	Teachers are able to embed ELL strategies within their curriculum.

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.
Anthony Lockhart- Interim Principal William Chad Park- Choice Coordinator Leslie Cooper-Dunbar - Assistant Principal Fredrina Combs - ESOL Coordinator Leola Horton - SSCC LaTessa S. Miller-Assistant Principal Angela Hammond- Assistant Principal Marsha Mosely - Assessment Coordinator Michael Douthat- SAC Chair Portia Newton-Community Member Sonja Haywood - Math Coach Errick Lowe - Dean Catalina Constantin- Parent
What are the procedures for selecting members of the group?
The opportunity for providing input was open to all parents through invitation to the Parent Input meeting held in May 2019, further opportunities for input will be provided at SAC meetings and parent engagement events, teachers and staff are continually given the opportunity to provide input and serve as members of the planning group.
How will input from stakeholders be documented?
Input will be gathered at the Parent Input Meeting, SAC meetings, and faculty meetings. All input will be documented in minutes and meeting notes, as well as survey results and evaluations from parent engagement events and staff training for parent engagement.
How will stakeholders be involved in developing the plan?
Stakeholders were provided an opportunity to give input at the Stakeholder Input Meeting. Stakeholders will also have the opportunity to give input at meetings or through surveys. Input will be synthesized and implemented as appropriate.
How will Title I parent and family engagement funds be used?
Parent engagement funds will be used to compensate teachers who interact with parents at Parent Engagement events, refreshments for events, and supplies for events.

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?
Reaching the ESE and ELL student through strategies.	Staff will receive training on strategies to reach the ELL and ESE. And increase student achievement	November	Leola Horton LaTasha Miller Marsha Mosely Leslie Dunbar Fredrina Combs Tina Bostick	Teachers will be able to incorporate ELL and ESE strategies within their lessons to increase student achievement for struggling students. The impact will be for all students to be successful in the classroom and on track for graduation.

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?
Social and Emotional Learning for all	Staff will receive training on SEL.	February	Leola Horton LaTasha Miller Leslie Dunbar Marsha Mosely Sonja Haywood Dunier Valbrun	The teachers will be able to make valuable connections with all students. The anticipated impact will be to bridge the gap between teachers, students, and families.

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 @ 5:00pm.
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)
Parents will be notified via callouts, invitation letters, texts and emails, social media page and school website page.
What resources do you plan to prepare for stakeholders?
We will provide an agenda of the topics to be covered at the meeting and copies of the Parent/School/Student Compact for parents to take home. We will provide information regarding SAC and invite their input. We will let them know that information will be on parent input link. We will modify the Title I resource PowerPoint with specific information regarding our school and use it to present the explanation of Title I and how our school uses the funding.
What materials/supplies are needed for the Annual Meeting?
Copies of compact, directions for accessing the SIS system, laptops so parents can activate SIS Accounts, and sign up for free and reduce lunch. We will need copy paper, pens, folders and index cards for our parents.
How do you plan to reflect on the effectiveness of the Annual Meeting?
The family engagement committee will reflect by reviewing the parent feedback on evaluation forms and make adjustments as needed. This will occur at a meeting to be held within two weeks of the annual meeting.

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
Pathway to Graduation	Seniors parents will be trained on how to read the Graduation Status report, how to complete the Financial Aid forms, and where to look for scholarships.	Parents will be able to know to apply for financial aid, scholarships, and know the graduation status of their senior student. Seniors will be on track for graduation, which will increase our graduation rate overall.	Tuesday, October 15, 2019	Leslie Dunbar	Hands outs, folders, powerpoint presentation, laptop computers and pens

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
Jump start to Graduation	Parents of Juniors will be training on how to read graduation status report, and interpret the requirements that are left for their child.	Parents of Juniors students will know the graduation status and information on scholarships and financial aid. Juniors will be more prepared as they enter their Senior year.	Tuesday, January 21, 2020	Leslie Dunbar	Paper, folders, and pens

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
Literacy Night	Parents will be trained on test taking strategies to help their child on the ELA FSA, SAT, and ACT standardized tests	Parent will gain resources on assisting their children with literacy strategies. Students will increase their literacy proficiency on state standardized test, SAT and ACT test.	Tuesday, February 18, 2020	Leola Horton	Paper, folders, and pens.

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
Multicultural Department	Provides translation of documents and on site language support during events.	translated documents, phone logs, presence at events, thank you letters, log of planning communication, emails that reflect planning	As Needed

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Florida Department of Education	College Representative from Palm Beach State College will provide insight on admission. And an Financial Aid Representative will give detailed information on how to apply for financial aid.	presence at event, PowerPoint presentation, thank you letters, log of planning communication, emails that reflect planning to	One-time

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Publix	Provides schools supplies that are distributed to classrooms, used to support schoolwide AVID strategies, and given to families at parent engagement events	inventory of supplies in building from Tools for Schools event, thank you letters, email communications	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?
Parents will learn of Title I programs through the Title I Annual Meeting. We will also include a new Title I section on the school website which will include facts regarding how funds are allocated, announcements of parent engagement activities, schedule of after school tutorials, and avenue for providing parent feedback. (Information will be shared with families in appropriate languages)	Through screenshots from the website, social media and samples of flyers that are sent home.
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?
Parents will learn this information at the Assessment parent involvement event. School counselors' email addresses will be posted to support parent contact. Families can also access grades through SIS and the schedule of mid-term progress reports and report card distribution will be posted. (Information will be shared with families in appropriate languages)	Samples of flyers, invitations, and emails.
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?
Meetings will be advertised through callouts, marquee, text messages, and flyers sent home in multiple languages, and on Facebook and Twitter. Also on the school website.	Through screenshots from the website, social media and samples of flyers that are sent home.
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?
Meetings will start later at 6:00pm instead of 5:00pm. And child care will be provided through the Early Childhood Academy. (Information will be shared with families in appropriate languages)	Through screenshots from the website, social media and samples of flyers that are sent home.

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
Key documents and information will be translated to major languages (handouts & callouts). Language facilitators will be available at parent engagement events. Evidences include School-Parent Compact, academic reports, invitations, flyers.
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Provide RSVP with provision to request specific support such as physical disability, hearing impairment, etc. We will reach out to the appropriate district resources to provide hearing support, sign language, etc. We will also ensure preferential seating and/or a staff member to work one on one with any individual who has a need. Additionally, we always have a golf cart available for those who need assistance getting around the building or to the parking lot. Evidences include meeting RSVPs, sign-in sheets, photos of handicap parking/ramps.
Accommodations for families engaged in migratory work
Reach out to the parents and help them become familiarized and comfortable with the school using home visits, CLF's, translated letters, later meeting times. Evidences include CLF sign-in sheets, translated documents, home visit notes.
Accommodations for families experiencing homelessness
Provide light meal/refreshments at each event. Consider sending bus for transportation (response to family involvement survey). A counselor will discreetly reach out to homeless families to assess needs and make face to face contact. Resources will be provided as needed. Evidences include family involvement survey, referrals to McKinney-Vento program, notes on services provided.

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