

FY20 Title I Schoolwide Plan - Atlantic High (0862) 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?
FSA Literacy Night Training for Parents	17	Certified teachers presented information for their subject areas Parents asked relevant questions	Increasing parental attendance Better marketing for event	They understood FSA-ELA content and testing platform Parents were provided resources to help their students practice for test

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?
EOC Math and Biology Training for Parents	11	Certified teachers presented information for their subject areas Parents asked relevant questions	Increasing parental attendance Better marketing for event	Parents were able to understand format of algebra, geometry, and biology EOC test They were able to see technology resources used in class by students Parents were able to see the results of students tests on SIS Student attendance increased in after school tutorials

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?
FASFA night	50	Compared to the previous year, the event was well attended by both parents and students Guidance counselors and other support staff were there to assist parents and students to complete the FASFA in order to receive aid	Provide a list of necessary documents prior to families coming to the event Better advertising Include PTSA to help get information shared	They were able to understand the application process for entering college Complete the financial aid portion of the college application process

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?
Diversity in Culture	44	Material was organized and presented well. Participants asked relevant questions to help understanding diversity.	Limit the amount of information presented in a shorter time frame. Have more hands on activities,	Understand barriers many of the students face at school and home.

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?
Collaboration with parents	80	Strategies were given to all teachers to help facilitate an effective parent meeting and/or any communication with parents	Provide a model of an effective conference (role play)	Communicate more effectively during a parent conference

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.

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?
Department of Safe Schools	The Impact of Social Media educates attendees on various social media platforms, how students use them to communicate with their peers, receive entertainment, and potential dangers of social media.	11-11-19	Patrick Abbondandolo, Tammy Mose-Cooper	Attendees will gain powerful monitoring solutions and will be better equipped to inform students of the potentially devastating impact of social media.

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?
Department of Safe Schools	In this workshop, we will review the major components from Building The Winning Team and The Power of an Educator workshop. Teachers will also explore various strategies of improving students' academics and student behaviors. Teachers will review the demonstrated results from various schools and districts that have shown dramatic improvements in school climate which ultimately lead to improvements in parental involvement, student achievement and teacher / administrator morale.	2-28-20	Patrick Abbondandolo, Tammy Mose-Cooper	At the conclusion of this workshop, teachers will understand that in order to improve school climate, Everyone in the building must be intentional and accountable to the collective strategy. Evidence will include agenda, sign-in, handouts, and feedback

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?
8/28/2019, 6:00 p.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 through marquee, callouts, school website, and Remind text message.
What resources do you plan to prepare for stakeholders?
School Parent Compact, Parent and Family Engagement Plan, overview/discussion of how funds will be spent, agenda, sign in sheet, and invitations.
What materials/supplies are needed for the Annual Meeting?
Tangible items: Pens, paper, chart paper, markers, refreshments
How do you plan to reflect on the effectiveness of the Annual Meeting?
School Leadership will review feedback from parents via discussion and evaluations

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
Atlantic High Guidance Department	The Impact of Social Media educates attendees on various social media platforms, how students use them to communicate with their peers, receive entertainment, and potential dangers of social media.	Attendees will gain powerful monitoring solutions and will be better equipped to inform students of the potentially devastating impact of social media.	1-29-19	Leslie, Andruela, Carismene Albert-Theus	Technology, paper, pencils, highlighters

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
Global Education	Creating Powerful Parents workshop will educate parents and students on the importance of making sound decisions to help students take their education and future seriously. Refreshments will be provided. Amount of refreshments will be approximately \$70.	Attendees will gain powerful monitoring strategies to help students make sound decisions about their education, class choices, and foster post graduation success	11-21-19	Tricia Langston, Carismene Albert-Theus	Technology, paper, pencils, highlighters

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
Hidden In Plain Sight	Hidden In Plain Sight is intended to enlighten parents and provide them with support and local resources for dealing with teens' risky behavior.	Understand the types of inexpensive, easily accessible products available to youth to hide drugs and paraphernalia "in plain sight" • Recognize warning signs of drug use, both obvious and hidden • Practice skills for having tough conversations with young people in their lives • Learn about resources available in their community	11-7-20	Lisa Shaheen, Living Skills in the Schools	Technology, paper, pencils, highlighters

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).

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, faculty meetings, and SAC meetings. Parents will receive invites, callouts, and text messages. The school marquee will also display information.	Provide copies of agendas, sign in, sheets minutes, print script for call outs and marquee, social media, and school newsletter.
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?
Students academic and behavior expectations are communicated to families via parent teacher conferences, parent nights for EOC and FSA and parent training. Progress is shared via SIS, conferences, Open House/Curriculum Nigh, progress reports, and report cards.	The school will provide copies of flyers, agendas sign-in, sheets, and the schedule of when progress reports are distributed to students.
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?
Parents will receive invites, callouts, and text messages. The school marquee will also display information to invite parents to Atlantic's SAC meetings, Title I trainings.	Provide copies of agendas, sign in, sheets minutes, print script for call outs and marquee, social media, and school newsletter.
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 school will schedule home visits through the ELL and ESE department during and after school hours to meet with parents who can't come on campus. Schedule meetings on varied nights of the week to meet the needs of their schedule.	Provide copies of agendas, sign in sheets, minutes, print script for call outs and marquee, social media, and school newsletter.

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	
Atlantic's Community Language Facilitators (CLFs) work with students, families and staff to facilitate and enhance communication and involvement. The school also provides child care at selected meetings. Sample Evidences may include: Invitations to meetings in three languages (English, Creole, Spanish), flyers to parents of ELL services, logs of parents meetings and contacts with CLF, CLF schedule and meeting logs.	
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)	
null	
Accommodations for families engaged in migratory work	
null	
Accommodations for families experiencing homelessness	
null	

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.

