

FY20 Title I Schoolwide Plan - Palm Beach Gardens High (1371) 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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| The role of the parent/guardian is vital to the successful education of all Garden's Greater Gators. The faculty and staff of PBGHS encourage parents to be actively involved in their student's education through participating in decision making on SAC and Advisory Council. As well as, attending and participating and volunteering in Parent Trainings, school events and parent conferences. |

## 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?  |
|--|------------------------|--|---|--|
| 9th Grade Parent Night - Training for incoming 9th grade parents on Parent SIS, and navigating the school website. | 350                    | Historically we have low turnout to parent events, but this event was well attended and a very successful in parent participation. | After success of the 9th Grade Parent Night it was decided in SY20 to split the Parent Night into two nights dividing the alphabet to have a smaller group for the training events. | As a result of the training parents learned how to navigate Parent SIS to track their student's attendance, grades, and test scores. As well as, parents learned who and how to communicate with administration, guidance, and teachers at the PBGHS. Parents also learned how to navigate the school website. |

**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?  |
|--|------------------------|--|--|--|
| Advanced Academic Night - training for parents on how to enroll students in advanced courses and track post high school opportunities for students taking advanced academic classes. | 35                     | Historically PBGHS does not have strong attendance @ Parent Trainings, but this training had good attendance and excellent parent participation. | PBGHS will repeat this training, but will be more selective in choosing the date and time of the training. | Due to excellent participation parents were able to make informed decisions on their student's class schedule regarding advanced AP, AICE, Dual Enrollment, and opportunities post high school graduation. Parents learned how to enroll students in advanced courses, and parents learned how to navigate college websites to see opportunities available with advanced academic classes. |

## 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?  |
|--|------------------------|--|--|---|
| Communications with Parents Importance of timely communications with parents - especially when students are being unsuccessful in class. Using SIS and other tools available to keep parents up-to-date on student progress. | 150                    | A good how to for new teachers and a refresher for veteran teachers on communication with parents. | Great training with good participation - will do again in SY20 - with expansion of examples. | Teachers learned how to navigate through SIS to learn information about their students and contacting their parents. Teachers learned how to navigate and use Parent Gateway to contact and inform parents of their students. |

**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 Parent Conference | 150                    | A good how to for new teachers and a refresher for veteran teachers on good communication with parents during a parent conference. | Great training with good participation - will do again in SY20 - with expansion of examples. | Teachers learned practical takeaways to use in parent/teacher conferences. A successful parent /teacher conference provides an opportunity for the parent/teacher to improve student performance in the classroom because parents will now have a checklist of expectations for the student in the classroom. The parent and the student can monitor the progress together. |

## 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.  |
| Dr. Don Hoffman - Principal Michele Daily - Title I Contact Parents - Cheryl Moore, Elana Cooper, Erica Prochilo, Nelie Leblanc, Susan MacFarquar, Peggy Hall, Mary Hardy   |
| What are the procedures for selecting members of the group?   |
| All parent input is welcomed in the development of the PFEP and School-Parent Compact. 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?   |
| Input will be documented by agenda, minutes, sign in sheets and evaluation of Parent Engagement Meeting and SAC Meetings.   |
| How will stakeholders be involved in developing the plan?   |
| Parents and school personnel will work together to develop the the PFEP and the School-Parent Compact by evaluating feedback from the district family involvement school wide survey and during the PFEP input meeting.   |
| How will Title I parent and family engagement funds be used?  |
| Parent and Family Engagement funds will be used to purchase Woodburn Press materials regarding college insight information, contract(s) for guest author speakers, and supplies and postage for parent communication.   |

## 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?   |
|-------------------------------|--|-------------------|-----------------------|--|
| School - Parent Communication | Effective Parent Conference - Train teachers how to have a successful parent/teacher conference with open communication. | November          | AP - Lowery           | Teachers will learn practical takeaways to use in parent/teacher conferences. A successful parent /teacher conference provides an opportunity for the parent/teacher to improve student performance in the classroom because parents will now have a checklist of expectations for the student in the classroom. The parent and the student can monitor the progress together. |

**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?                           |
|-------------------------------|--|-------------------|-----------------------|--|
| School - Parent Communication | Importance of timely communications with parents - especially when students are being unsuccessful in class. Using SIS and other tools available to keep parents up-to-date on student progress. | August            | AP - Lowery           | Understand the importance of parent contact, and improve parent contact. Learn how to use tools provided by the district to contact parents. |



## 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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| <b>What is the date and time of the Annual Meeting?</b>  |
| Tuesday, September 10, 2109 @ 5:00PM   |
| <b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via school websites, marquee, call-out, newsletter, invitation, etc.)</b>                 |
| All stakeholders will be notified via a callout, PBGHS website, and marquee(if working). An invite will also be sent home via the student.   |
| <b>What resources do you plan to prepare for stakeholders?</b>   |
| We will prepare for this meeting by setting up the room, interpreters, sign-in sheets, PPT, evaluation, pens, and copies of handouts (Compact, Parent and Families Engagement Plan). |
| <b>What materials/supplies are needed for the Annual Meeting?</b>  |
| We will need papers to make copies of handouts, PowerPoint presentation, projector, sign-in sheets, evaluation forms and pens.   |
| <b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>  |
| Administration will determine effectiveness of the Annual Meeting by reviewing parent feedback during discussion, attendance, evaluations and surveys.                               |

## 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<br>(Include the Hands-On<br>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   |
|---------------------------------|--|---|--------------------|---|---|
| 9th Grade Parent Training Night | Training night provided for our incoming freshmen parents (new students as well). T-1 purchased laptops will be available for parents to login to SIS. | Train parents on requirements for graduation, and how to track your student's progress in SIS Parent Gateway. Also navigating the school website, contacting 9th Grade APs, 9th Grade guidance counselors, and teachers. Info regarding afterschool tutoring. Increased parent understanding of what is needed for their child to graduate from high school will increase student success in high school. | August 7 & 8, 2019 | Charron Brown - 9th Grade AP<br>Michele Daily - Title I POC | Handouts Woodburn Press pamphlets purchased with T-1 parent engagement funds PowerPoint 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   |
|---------------------------------------|---|---|--------------------|--|---|
| Our Seniors - Life Beyond High School | Parent Training for our senior parents explaining the college application process, job opportunities, military opportunities. T-1 purchased laptops will be available for parents to login to the various sites provided in the training. | Senior parents will gain knowledge on how to help their Senior navigate the college application process and/or jobs and military after graduation from high school. | September 19, 2019 | Kevin Cintron - Guidance Department<br>Head Michele Daily- Title I POC | Handouts Woodburn Press pamphlets purchased with T-1 parent engagement funds PowerPoint 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 |
| Title X- Homeless | District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. | Referral log, emails to dept | Quarterly |

**Partnership 2**

| Name of Agency | Brief Description of how Agency/Organization Supports Families  | Documentation  | Frequency |
|----------------|---|--|-----------|
| Title III      | Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL. The Title III funds will be used to support tutorial services, additional teaching periods for home language/bilingual instruction in Reading and Math classes for CLF's to support the needs of ELL students and their families. In addition, this funding is also used to provide instruction after school in computer technology for credit. | CLF resources, sign-In Sheets, Agendas, emails to dept | Weekly    |

**Partnership 3**

| Name of Agency            | Brief Description of how Agency/Organization Supports Families  | Documentation   | Frequency |
|---------------------------|---|---|-----------|
| Choice Program Open House | Showcase of Magnet programs - Families learn about the various choice programs and opportunities for their children to participate in | Flyer, resources for families, agenda, sign-in sheets | Annually  |

## 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 be informed about Title I programs through callouts, SIS, PBGHS website, marquees, and flyers home, SAC meeting, Curriculum Nights, CNA and PFEP meetings and Annual Meeting.   | Callout Transmissions Marquee Photos Web Site screenshots Agendas/Sign ins (in appropriate languages) |
| 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 be informed about the curriculum, academic assessments, student progress, proficiency levels, and expectations via Open House, Parent Conferences, Progress Reports, Report Cards, School Web Page, and SIS Parent Gateway. | Callout Transmissions Marquee Photos Web Site screenshots Agendas/Sign ins (in appropriate languages) |
| 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 be informed regarding meetings through callouts, marquees, and flyers/invitations. All parents will be provided with evaluation and survey to share their feedback.   | Callout Transmissions Marquee Photos Web Site screenshots Agendas/Sign ins (in appropriate languages) |
| 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?   |
| PBGHS will provide training at convenient times for working parents. Our Parent Conference Days - will provide parents with both day and evening time slots.   | Agendas/Sign ins (in appropriate languages)   |

## 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  |
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| <b>Accommodations for parents and families with limited English proficiency</b>  |
| The school has staff that speaks parent's native language and are available for parent meetings and conferences to ensure proper communication. All correspondence (including School-Parent Compact and academic reports) will be translated for effective communication. Sample evidences include translated invitations, flyers, conference notes, and photos of interaction with interpreters.  |
| <b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>   |
| The school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). We will contact district staff for assistance if additional parent accommodation/need are required. Sample evidences include photos of interaction with parents, photos of handicapped parking ramps, seating, and audio equipment.  |
| <b>Accommodations for families engaged in migratory work</b>   |
| Once Migrant families are identified, school staff will survey families to determine their needs and allow the school to provide resources and information needed. School staff will work with families and assist them in removing barriers that prevents them from participating being involved in their child's education and in school activities. We will seek assistance from Title I Migrant Education Program. Sample evidences include referrals for services, home visit notes and flyer of services offered.  |
| <b>Accommodations for families experiencing homelessness</b>   |
| School staff will assist families experiencing homelessness by providing resources and information. School staff will work with families and assist them in removing barriers that prevents them from participating, being involved in their child's education and in school activities. School staff will also seek assistance from the McKinney Vento Program (MVP) as needed, to ensure families have equal access to the same educational opportunities as non-homeless students. Sample evidences include referrals for services, completed housing questionnaire to Mc-Kinney-Vento program and flyer of services offered. |



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               |