

FY20 Title I Schoolwide Plan - Forest Hill High (0581) 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
Forest Hill High School believes in engaging all parents to become informed, active participants in their child's learning community.

## 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?
Ms. Esther Rivera;Principal;Mr. Antonio Loyd;Assistant Principal;Mr. John Provenzano;Assistant Principal;Dr. Demetrius Permenter;Assistant Principal;Dr. Saara Saarela-Vening;Assistant Principal;Dr. Pamela McDonnough;Assistant Principal;Ms. Doris Younce;Assistant Principal;Ms. Lauren Cook;Single School Culture Coordinator;Mrs. Marlaina Skowron;SAC Chairperson;	Our SAC members are comprised of students, parents, staff, and administrators, allowing for varied stakeholder perspectives regarding how to build a stronger parent-family connection. We do ask for volunteers from the community(parent link / invitation) and try to get a true representation of our school population.	We use feedback and minutes from PFEP Input meeting, Title 1 survey, annual meeting, conferences, and SAC and try to incorporate new ideas or make changes to procedures / practices.	Stake holders will be involved in developing the plan by input from evaluations, surveys, parent meetings and SAC meetings	

**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?
FASFA / Financial Aide	65	hands on training - getting parents on computers to assist them with FASFA process. We had PBA students to assist with the hands on activities.	try to increase participation - include lower grades , different windows of time to reach more parents and students. try to have a set date / time such as an appointment.	Parents were better educated on Financial assistance and assisted on filing out the documents properly. We are trying to get more students enrolled in post secondary experiences

## 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?
SIS - Student information System	120	Information presented to staff was very informative but needed to have hands on training with access to labs to make sure the information was being transferred to ALL participants. Everyone was given a task as follow up activity from training.	The training should be broken down into smaller segments and everyone should have computer access to go through hands on with what is being presented. No follow up with activity from training	Students were shown how to send progress reports for teachers class to parents to increase communication form school to home / academics.

**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?
Technology - used by teachers to enhance academics away from the classroom / tutorials/ enrichment	20	List of resources to enhance classroom activities and knowledge that was occurring inside the classroom. The resources were shown and presented to staff and staff were able to interact with the different resources.	We need to open this up to more staff to be able to share the resources with ALL staff and ultimately more students.	Staff was told to utilize one of the resources inside their classroom and to show evidence to the implementation inside the classroom.

## 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.
Ms. Esther Rivera, Principal Mr. John Provenzano Assistant Principal SAC Chairperson, Mrs. Marlaina Skowron Lauren Burk - teacher, Robert Cochrane - teacher, Tamantha Proby-Guidance, Diane Lampi - parent, Melissa Buckmaster - parent, Terry Bushway - parent, Anna Viguez - Parent
What are the procedures for selecting members of the group?
Our SAC members are comprised of students, parents, staff, and administrators, allowing for varied stakeholder perspectives regarding how to build a stronger parent-family connection. We do ask for volunteers from the community(parent link / invitation) and try to get a true representation of our school population.
How will input from stakeholders be documented?
We use feedback and minutes from PFEP Input meeting, Title 1 survey, annual meeting, conferences, and SAC and try to incorporate new ideas or make changes to procedures / practices.
How will stakeholders be involved in developing the plan?
Stake holders will be involved in developing the plan by input from evaluations, surveys, parent meetings and SAC meetings
How will Title I parent and family engagement funds be used?
Forest Hill Community High School wishes to continue expanding its parent training via trips to local and state universities. We also use funds for parent communication, training supplies, child care, and CLF services. A 0.5 Social Service Facilitator is also funded to support students/parents/families.

## 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?
Communication with Parents Through the Student Information System (SIS)	Teachers will explore and practice communication aspects through the SIS system. Teachers will be shown how to send progress reports and emails through SIS to update progress of their child's academic progress . This will assist with building communication and fostering the academic partnerships with parents.	November	Administration	Teachers will be shown and practice how to send emails / progress reports through the SIS system. Will provide samples of teacher evidences (emails/ progress reports)

**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?
Resolution to Promote Welcoming and Inclusive Schools for all Students and Families	Staff will learn about the district resolution to promote welcoming and inclusive schools for students and families. Staff will learn how to create a positive and welcoming environment for their parents and students. This strategy will help build relationships with parents that will lead to open communication and positively impact student achievement.	August 9	Administration	Teachers will complete Google survey detailing how they have implemented this strategy with parents and families. Provide a sample of evidence to document implementation.



## 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
<b>What is the date and time of the Annual Meeting?</b>
Saturday, October 5, 2019 at 9:00 am (tentative date)
<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>
I will be putting this information in monthly newsletter, send home flyer with all students, call-out / email -one voice, marquee
<b>What resources do you plan to prepare for stakeholders?</b>
Title I resources include the PowerPoint, agenda, PFEP Summary, school compact, sign-in sheets, and evaluations,(translated for attendees).
<b>What materials/supplies are needed for the Annual Meeting?</b>
Pens, pencils, folders, chart paper
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
Admin will review the evaluations and feedback after the training. Administrator will look at feedback and make adjustments to current procedures and practices.

## 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
High School Graduation Readiness and Beyond Graduation / requirements, college entrance requirements, SIS Gateway for parents, paying for college	High School Graduation Readiness / , college entrance requirements, SIS Gateway for parents, paying for college	Increase graduation rate to 94%, increase college readiness, and increase parent communication with the school . Activity: Parents will gain a deeper understanding of the course work and expectations for high school success and workforce readiness. Parents will also be equipped with the tools and knowledge to communicate with teachers and monitor their student's progress. Parents will log into SIS and practice sending an email to staff and being able to monitor child's progress.	September 17, 2019	Proby, Provenzano, Kokotoff, Lares	Refreshments (\$200.00) 70 people, folders , pens, highlighters, chrome book cart

**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
FASFA / Financial Aide	showing parents how to apply for college / financial aide for college/ university	Building parent capacity regarding the college application and admission process. Assisting parents in the application process for financial aids, grants, and scholarships. Activity: Parent will log into the FASFA website and complete an application so that we reach our goal of post secondary experiences to 75% of our senior class (2020)	January 28, 2020	Proby,Provenzano, Kokotoff, Lares	Refreshments (\$200.00) 70 people, folders , pens, highlighters, chrome book cart

## 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
The Norton Art Gallery	Support of year-long art and literature student project that culminates in a showing and special presentation at the gallery for parents and the community.	Student PowerPoint project demonstrations, field trip documentation of visits to the galleries.thank you notes	As Needed

**Partnership 2**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Palm Beach Atlantic University	The university provides tutors who work in partnership with our school to provide remediation to students.	Volunteer sign-in/registration in main office.	As Needed

**Partnership 3**

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Florida Atlantic University	Fostered a research relationship with FAU to provide aquarium in main office; support of our new medical choice program (field trips and curricular support).	Aquarium and environmental science academy field work, FAU field trip documentation.	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 Annual Meeting, SAC, Newsletters / Call outs, SIS- emails, social media, school website	Agendas, sign-in sheets, photos, snip-its, social media posts, email / text print outs, phone call-outs transmissions
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?
We meet quarterly with students to discuss these items, and parents receive mailings regarding back-to-school curricular nights as well as monthly newsletters , call-outs regarding our assessment calendar, SIS, website, social media posts	We will use SIS, emails to parents, social media posts, copies of flyers, calendars, call-outs- documentation
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?
Our school does an excellent job of placing this information online, in e-mails and text messages to parents, and in our monthly newsletters with contact information included. We also use the call-out system regarding meetings, nighttime events and encourage Parent Conferences	We will use SIS, emails to parents, social media posts, copies of flyers, calendars, call-out documentation
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?
We are planning to offer trainings at different dates and time to accommodate our working parents schedules	Training documentation will be represented with different dates / times. Feedback from parents through SAC will be documented through SAC agenda and minutes.

## 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
<b>Accommodations for parents and families with limited English proficiency</b>
Our school meets every semester to hold parent meetings with CLFs and ESOL guidance counselors to discuss student academics and other issues. Additionally, each semester our ELL Coordinator conducts these informative parent meetings en Espanol with our ELL parents and families, with materials provided en Espanol as well. The ELL Coordinator, in conjunction with ELL counselors and CLFs, maintains quarterly contact with parents in the advising of academics, behavioral issues, and attendance concerns.
<b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</b>
For special events at night, our ESE Contact will invite the sign-language interpreter or other support as necessary in order to fully accommodate all parents who need support. We will have accessible parking, centrally designated rooms selected for meetings, and audio enhancement is available if necessary. We are an ADA compliant school and have flexible meeting times. We even do home visits if necessary.
<b>Accommodations for families engaged in migratory work</b>
Support is provided by our migrant contact (who is also our ELL Coordinator) in collaboration with the District's Migrant Program Staff. To make parents feel comfortable we provide flexibility with meetings and conduct home visitations if necessary.
<b>Accommodations for families experiencing homelessness</b>
Counselors refer to the appropriate agency and/or the District department tasked with helping our families in need. Every student completes the Student Residency Questionnaire at the time of registration. We have one counselor who is designated to work with our homeless families to ensure that homeless families are given the opportunities that are needed to be able to attend any parent trainings and conferences and accommodate any needs they may have to be an active participant in their child's education.



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
Preparing our Athletes for College and Beyond	Educating parents on eligibility, entrance requirements, sliding scale, and scholarship opportunities.