

Bradley S. L. Henry
2017-2018

School District of Palm Beach County

Title I Parent and Family Engagement Plan

Royal Palm School - 1801

8/8/17 Approved by Tim

Parent and Family Engagement 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
- Be different from your school mission statement.

Mission Statement

Royal Palm School's mission is to foster a partnership with parents and community, and we acknowledge that it is s essential to the students' learning process.

Royal Palm believes that all parent involvement is important and supports this philosophy by providing opportunities for parents/families to become involved through parent training activities, volunteering, two-way communication, and decision making groups.

Evaluation of 2016-2017 Parent Capacity Building Trainings

Using your parent training reflections, parent evaluations, and the Title I Family Involvement Survey results, evaluate the parent trainings provided during the 2016-2017 school year.

Parent Capacity Training #1

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Fine & Gross Motor & writing training- OT and PTs providing hands-on materials and activities.	34	Parents participated in gross motor exercises and also receive over 30 fine motor manipulatives.	Continue to explain the function (written & oral) of the fine motor manipulatives & practice of gross motor exercises	Parents enjoyed doing the gross motor exercised and also receiving many take home fine motor manipulative.

Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
At home math & science strategies for ASD and ESE students. Training presented by ASD and ESE teachers providing parents with math and science activities for various grade levels and disabilities 10/17/16	35	Provided parents math and science academic strategies and breakout sessions provided intimate hands-on trainings	Continue to incorporate small group break-out trainings so parents can ask questions and get assistance from the presenters	Parents enjoyed the breakout sessions and many non-English speaking parents were able to ask questions etc via the interpreter and understand content due to native language handouts

Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
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Literacy & Technology Training- to train parents on early reading strategies and to utilize school district websites and available online literacy programs	41	● Parents were trained on various early literacy strategies, made a book with their child and were provided a book from PBC Library system.	● Continue to provide trainings reviewing at home early literacy strategies and online programs available to parents .	Training was well received and parents had strategies to work with their child on reading and also using some of the subscriptions that the district provides. .
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Evaluation of 2016-2017 Parent Engagement Staff Trainings

Using your staff training reflections, teacher evaluations, and feedback to teachers on implementation of strategies taught in staff trainings, evaluate the staff trainings provided during the 2016-2017 school year.

Staff Training #1

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Parent Engagement/Interaction Training -10/4/16- reviewed benefits to student, teacher and parents, discussed parent engagement research outcomes - Faculty Meeting	58	- Required staff to complete yearlong parent engagement plan - Reviewed parent engagement research with staff	Incorporate break-out sessions including sharing teachers' parent engagement strategies with others	Teachers were able to plan implement and reflect on the efficacy of their yearlong strategies

Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Challenges to parent involvement 1/10/17 - discussed various parent engagement models/framework and strategies to overcome obstacles Faculty Meeting	66	Discussed types of "hard to reach" parents and strategies to overcome barriers	Encourage staff to brainstorm and develop solutions to these barriers	Staff penned year long action plans highlighting "challenges" and 'solutions" to challenges and to reflect the reason for success or failure of the strategy.

2017-2018 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

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.	SAC Member - Elizabeth Cruise; Claudia Escovar - Parent; Irma Argueta- Parent; Monica Guzman- Parent; Ana Moreno- Parent; Maria Davial - Grandparent; Ruth Sauveur - Parent; Rebecca McDonald- Parent; All Chapelin- Parent; Monica Santomaria- Parent; Nehemie Charles- Parent CLFs Camilo Vera & Jean Paul Jean Francois. PTO president - Elise Gutierrez
What are the procedures for selecting members of the group?	All parents will be invited to attend and members will be selected to represent the diverse community. SAC chair will serve as the liaison between parents, school and community. School administrators and business partners are key stakeholders. School staff are an integral part of engaging families and increasing the home-school connections.
How will input from stakeholders be documented?	Copious notes were taken by a teacher who is assigned to be the school 'scribe' for all important meetings. Meeting notes were typed for all stakeholders. During the year, input from stakeholders will be documented via meeting minutes.
How will stakeholders be involved in developing the plan?	The previous compact and policy plan were reviewed and a two-way discussion took place. Parents were providing input for affirmation of the plan, changes or discussion. During the school year, stakeholders will be involved in the discussion and development of the plan by providing input at SAC and Parent input meetings, and participating in District surveys.
How will Title I parent and family engagement funds be used?	The funds will be divided into the 3 required groups: Parent involvement (PLUSS trainings, child care, interpreters, refreshments and supplies; school handbook, kindergarten round-up materials, fine motor manipulatives) ; Professional development -(substitutes for lesson study and other trainings); Classroom supplies (online subscriptions, materials and copy paper, ink, literacy books, math manipulatives,post-it chart paper, I pad covers, batteries for Title 1 purchased items, velcro, AAC devices, and White Boards).

2017-2018 Parent and Family Engagement Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to effectively communicate and work with parents as equal partners in order to connect learning in the classroom to learning at home.

Staff Training #1 (First Semester)

Name and Brief Description	Month training will be held	Responsible Person(s)	Anticipated Impact of Staff Development (Include explanation on why this training is needed)
Meeting the needs of parents with diverse backgrounds- Review of the numerous types of "challenging parents" and strategies to reach their parents and work with them to ensure their child's academic success.	October, 2017	Dr. Bonnie Jerome	Teachers will be provided parent engagement strategies to meet the needs of ESE, multi-cultural, single parents, bilingual and limited educated parents. Necessary as each parent had different needs and challenges for their child to be academically successful

Staff Training #2 (Second Semester)

Name and Brief Description	Month training will be held	Responsible Person(s)	Anticipated Impact of Staff Development (Include explanation on why this training is needed)
Parent engagement research to support the theory of the importance of school-parent-community relationships	January, 2018	Dr. Bonnie Jerome	Staff will learn about the research outcomes and strategies that incorporate school-parent- community connections. Staff will then implement parent engagement strategies throughout the school year.

2017-2018 Title I Annual Parent 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:

- What it means to be a Title I School;
- The school's Title I School-wide Plan;
- Parent and Family Engagement (plan), including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney Vento;
- Parents' Right to Know; and
- Other opportunities for parents.

Brief Narrative	
What is the date and time of the Annual Meeting?	
September 20, 2017 8:30 a.m.	
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).	
All stakeholders will be notified of the Annual Meeting via Flyers, phone link, marquee, and newsletters	
What resources do you plan to prepare for stakeholders?	
We will use Powerpoint provided by District, handouts including an overview of how funds will be spent, Parent Compact and the Parent and Family Engagement Plan. We will prepare by setting up room, interpreters, child care, review test results of FSAA, evaluation form, sign-in sheets	
What materials/supplies are needed for the Annual Meeting?	
Copies of District Title I PowerPoint or Vodcast, school documents, evaluation forms, sign-in sheets, pens, copies of handouts	
How do you plan to reflect on the effectiveness of the Annual Meeting?	
Review the parent evaluations and minutes from the meeting and then make changes and incorporate parent suggestions based on evaluation results and discussion.	
Note: You must provide evidence of the implementation of the Annual Meeting. (Invitation, agenda, sign-in sheets, minutes and verification)	

2017-2018 Parent Capacity Building Trainings

Describe the trainings you will offer parents that will build their capacity to support learning at home to improve student academic achievement. Parent trainings must focus on specific teaching and learning strategies that parents and families can use at home to help their child. Evidences that will be submitted through eBox include the invitation, agenda, sign-in sheets, handouts, evidence of parent and family interaction, evaluations, and reflection.

Parent Capacity Training # 1 (First Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
Literacy and core vocabulary - including the importance of school attendance. Providing parents with the core vocabulary selection	Parent will be trained in literacy strategies, core vocabulary incorporated throughout the school year and school attendance policy	9/25/17	Elizabeth Cruise, Robert Snook	Handouts, core vocabulary sheets powerpoint, compulsory school attendance law handout, refreshments (\$130)

Parent Capacity Training # 2 (Second Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
Math and science strategies for ESE students - demonstrations and hands on academic strategies to be implemented at home.	Parents will learn at home math and science strategies to work with their child and also to dialogue and network with other RPS parents about their own at home strategies.	2/12/18	Jagathy Nair	Handouts, manipulatives, refreshments (\$130)

Parent Capacity Training # 3 (Third Trimester – required for elementary schools, optional for secondary schools)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
Pre-K to Kindergarten transition training - provide parents with strategies and information about pre-k students transitioning to kindergarten	Parents will be given materials and strategies to work with their child on kindergarten readiness items	4/23/18	Shari Forman	Kindergarten readiness materials and backpacks refreshments (\$130)

2017-2018 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 Partnership	Evidence of Partnership	Frequency
Special Olympics program	We host Special Olympics events for ESE students in the district. Parents and teachers serve as coaches to assist their child while participating in the events. We have a Special Olympics torch run with local police agencies in the Spring.	Meeting sign-in sheets and calendar for special olympics	☐ One-time ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually ☒ As Needed

Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
ESE & Behavior resource staff	ASD & behavior resource staff meet frequently with teachers and schools' Behavior Resource Teacher, attend IEP meetings and provide parents with behavioral strategies to meet the unique needs of their child	Sign-in sheets and meeting minutes	☐ One-time ☒ Weekly ☐ Monthly ☐ Quarterly ☐ Annually ☐ As needed

Partnership # 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Multi-cultural department	Multi-cultural department meets or consults with parents at PLC meetings and CLFs and at other times to provide additional strategies to increase student achievement	Agendas, handouts, translated documents	☐ One-time ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually ☒ As needed

2017-2018 Communication

After reflecting on your 2016-2017 Title I Family Involvement 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. Evidence that may be uploaded in eBox include agendas, sign-in sheets, minutes, evaluations, Edline 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 inform parents about timely information about the Title I programs.	List frequency and timeline	How will school ensure information was shared?
Title I information will be shared via the Title I Annual meeting, SAC meetings. Parents will receive Flyers, marquee notifications, daily notes home. handbook calendar, phone link, Newsletter.	Monthly - quarterly	Evaluation, parent discussions at trainings, parent link reports, parent attendance
Describe how school will inform parents about curriculum at the school, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.	List frequency and timeline	How will school ensure information was shared?
This will be communicated to families via Open house, meet the teacher day, progress reports, parent trainings, FSAA information flyers, Title 1 Annual meeting, PLUS trainings , and Parent conferences.	Monthly Throughout the year	Parents attending trainings, evaluations, ongoing discussions
Describe how school will inform parents about opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.	List frequency and timeline	How will school ensure information was shared?
Families will be invited to attend SAC meetings, Parent PLUS trainings, Parent-Teacher Conferences and Title I Annual Meeting. Parents will be notified via invitations, Phone Link, Marquee, Flyers, Newsletters.	Monthly throughout the school year	Parent sign-in sheets and meetings, training agendas, responses to phone link calls

2017-2018 Accessibility

It is important to address barriers that hinder parents' and families' participation in activities. After considering your 2016-2017 Title I Family Involvement Survey results and information gathered at your parent input meetings, describe how your school will provide opportunities for participation in all activities. Evidences that may be uploaded in eBox include translated letters, agendas, sign-in sheets, flyers, child care rosters, transportation logs, CLF/sign language facilitator timesheets, and parent evaluations.

Brief Narrative	
Parents and families with limited English proficiency	The CLFS translate all written parent communication to Spanish and Creole, attend IEP meetings, parent trainings, and communicate with parents in their native language. CLFs also provide parents with headphones so they can hear the interpreters on a 1:1 basis. Parents are surveyed on their needs so that the school may provide the resources necessary for all parents. We have a bilingual Spanish speaking front office secretary. The CLFs office are situated near the front office so they have easy access to the parents as they enter the building.
Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)	Sign-language interpreters as well as a deaf and hard of hearing teacher are available for deaf/hard-of hearing parents. We are an ADA approved facility that allows easy access for disabled individuals to navigate the school. Parents are surveyed on their needs so that the school may provide the resources necessary for all parents.
Parents and families engaged in migratory work	Parents of migrant students are invited to all meetings. CLFs and teachers invite them to all the meeting/trainings and interpreters are available for the meetings. Migrant parents are surveyed on their needs when their child enters our school, so that the school may provide the resources and information needed. We provide migratory families with support through services provided by the ELL Coordinator, CLFs, and Migrant Liaison.
Parents and families experiencing homelessness	We have a homeless liaison at the school that works with parents, staff and students. She also has district contacts that can assist parents with their needs. She presents inservices at least twice a year to review the district's homeless policies. We have "clothing closet" that teachers can use for students that may need additional clothes, shoes, diapers on a short term or emergency basis. Parents are surveyed on their needs so that the school may provide the resources necessary for all parents.

Other Activities (Optional)

List other activities that are planned to strengthen parent and family engagement at your school.

Activity # 1

Name of Activity	Brief Description	Frequency
		☐ One-time ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually ☐ As needed

Activity # 2

Name of Activity	Brief Description	Frequency
		☐ One-time ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually ☐ As needed

Activity # 3

Name of Activity	Brief Description	Frequency
		☐ One-time ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually ☐ As needed