

**Jesus Armas**  
**2017-2018**

School District of Palm Beach County

# Title I Parent and Family Engagement Plan

**Royal Palm Beach High School 2331**

## 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
<p><i>Royal Palm Beach High School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the faculty and staff at Royal Palm Beach High School welcomes input from parents and community members and encourages them to join us as equal partners in the educational process. All stakeholders involved with Royal Palm Beach High School recognize the shared responsibility of the school, home, and student for high student academic achievement. Toward that end, all of the actions that Royal Palm Beach High School's stakeholders will encourage to ensure that all community members are living their <b>Wildcat Best</b>, therefore fulfilling the school's vision.</i></p>

## 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
FAFSA Step by Step Training: Helping parents and students complete the FAFSA process. Parents/Guardians/Students bring tax information to complete FAFSA	18 Families	<ul style="list-style-type: none"><li>Great information and FAFSA, for many, was completed that evening.</li></ul>	<ul style="list-style-type: none"><li>More families to come prepared.</li></ul>	This training will be offered again next year. We feel as a school it is extremely important.

### Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Dual Enrollment Parent Night: Helping Parents, guardians, and students know what it takes to take college course for free in high school.	53 Families	<ul style="list-style-type: none"><li>Information was geared to a higher achieving student which is why we believe it's more likely to have higher attendance.</li></ul>	<ul style="list-style-type: none"><li>Based on Parent Feedback: Need this meeting earlier in the year.</li></ul>	We will do this training again. We are considering one in first semester and one in second semester.

### Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Tests, Tests, and More Tests: Help Parents, guardians, students know what resources are available for state exams as well as IB, AP, AICE and how to help at home.	2 Families	<ul style="list-style-type: none"><li>Very informative</li></ul>	<ul style="list-style-type: none"><li>Need more</li></ul>	There does not seem to be an interest for this training and we may need to rethink how we want to present this to parents next year.



## 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/School Compact/ SwPBS: Helping Faculty and Staff build positive relations with parents	89	<ul style="list-style-type: none"><li>• Important information shared and discussed among colleagues.</li></ul>	<ul style="list-style-type: none"><li>• A new innovative way to create ongoing relationships with parents.</li></ul>	Better communication with parent throughout the school year.

### Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Interactive Homework: Getting families involved with student homework.	92	<ul style="list-style-type: none"><li>• Good content</li></ul>	<ul style="list-style-type: none"><li>• This training would have been more valuable in the beginning of the year.</li></ul>	Teachers were introduced to the concept of Interactive Homework to get parents involved in high school students' homework.

## 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	
<b>List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School-Parent Compact.</b>	
Monique Parramore, current ESOL and AVID Coordinator, and SAC Chair; Robert Kreitzman, parent, SAC Vice Chair and PTSO Chair; Joseph Leyland, current Dean of Students and SAC Treasurer. Brad Johnson, teacher, SAC Secretary and PTSO Member; Crystal Amado, Principal's Designee; Nikki Lanier, parent and Guidance Coordinator; Brandi Marolla, teacher and Reading Coach; Devika Peters, parent; Juan Lizcano, teacher; Neal Hagans, Assistant Principal; Adrian Seepersaud, Assistant Principal; Lisa Jones, Assistant Principal of Curriculum; Mason Chamberlin, student; Grace Lanier, student; Dexter Dixon, student; Javier Ortolaza, parent; Rodrick Emerson, teacher; Lee Mowry, parent and business partner	
<b>What are the procedures for selecting members of the group?</b>	
Asking for volunteers to be a part of the process through summer newsletter and callouts throughout the year.	
<b>How will input from stakeholders be documented?</b>	
The parent input meeting as well as ongoing meetings will documented through minutes. SAC agenda and minutes will also be used to document ongoing input related to parent engagement.	
<b>How will stakeholders be involved in developing the plan?</b>	
They will be involved in all parts of development such as giving input at meetings, being a part of special committees to ensure parent involvement and input.	
<b>How will Title I parent and family engagement funds be used?</b>	
It will be used for postage, printing, and supplies.	

## 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)
<ul style="list-style-type: none"> <li>● Importance of Parent Communication with both Academics and Behavior</li> <li>● Proper Attendance Taking</li> <li>● SwPBS</li> <li>● School-Parent Compact</li> </ul>	August	-Adrian Seepersaud -Neal Hagans  (Give copies of PowerPoint, Agendas, Handouts, and sign-ins to Renee Houck to upload to the e-box)	<ul style="list-style-type: none"> <li>● Research shows that parental involvement and communication can free teachers to focus more on the task of teaching students. Also, by having more contact with parents, teachers learn more about students' needs and home environment, which is information they can apply toward better meeting those needs. Parents who are involved tend to have a more positive view of teachers, which results in improved teacher morale. There's also plenty of evidence that shows positive communication between parents and teachers helps improve academic performance.</li> <li>● Teachers are legally and contractually required to take attendance daily and to ensure that all attendance records/data are accurate. Review our Attendance Plan to clearly outline all attendance procedures, roles &amp; responsibilities, including teachers responsibility to submit attendance daily for each period by a specified time (ie: first 15 minutes of each class). ATTENDANCE IS THE FIRST STEP IN DROPOUT PREVENTION ( we need to stay on top of it). Increased student attendance leads to higher student achievement and improved graduation rates.</li> <li>● SwPBS is a systematic approach for implementing proactive schoolwide discipline. SWPBS include: (1) building a culture within the whole school that will serve as a foundation for both social and academic success, (2) emphasizing early identification and prevention of problem behavior, (3) directly teaching appropriate social skills to all students, and modifying or rearranging the school context when necessary to prevent problem behavior, (4) using a three-tiered continuum of behavior support practices in order to prevent problem behavior, and (5) actively using data for decision-making. SWPBS focuses on achieving social and academic achievement outcomes by establishing data, systems, and practices.</li> <li>● The school-parent compact is a written agreement between teachers and parents and provides an opportunity to create new partnerships in your school community. It is a document that explains what families and schools can do to help children reach high academic standards of excellence. This is a review and input session for the compact with all of our teachers.</li> </ul>

## 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)
Using SIS to better parent communication and relationships	February	-Adrian Seepersaud -Neal Hagans  (Give PowerPoint, Agendas, Handouts, and sign-ins to Crystal Amado to upload to the e-box)	With the new SIS system we want to ensure teachers are getting the most use of the new technology. Again, research shows that parental involvement and communication can free teachers to focus more on the task of teaching students. This new system can help to provide insight to both teachers and parents. This training will include helpful tips with the new system.



## 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
<b>What is the date and time of the Annual Meeting?</b>
October 3, 2017
<b>How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).</b>
RPBHS Website, Edline, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers
<b>What resources do you plan to prepare for stakeholders?</b>
Title I agenda, Title I Family Involvement Engagement Plan, School-Parent Compact, SAC Dates, PTSO Dates and membership for, create evaluations/feedback forms, sign-in sheets, invitations, handouts for meeting
<b>What materials/supplies are needed for the Annual Meeting?</b>
Sign-ins, pens, note-brochures, Feedback Forms, LCD to show podcast, literacy resources
<b>How do you plan to reflect on the effectiveness of the Annual Meeting?</b>
Collect Feedback Forms and then meet with team to discuss outcomes of minutes taken in each of the three sessions. Review attendance as well. *Side Note* -Lisa Jones (Creole) -Neal Hagans (Spanish) -Adrian Seepersaud (English) -Brandi Marolla (Literacy Training) -Renee Houck (Give copies of PowerPoint, Agendas, Handouts, and sign-ins to Renee Houck to upload to the e-box)
Note: You must provide evidence of the implementation of the Annual Meeting.

## 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 Training	<ul style="list-style-type: none"> <li>Provide parents with resources to help their children to be successful on the FSA, but truly in all subject areas.</li> </ul>	10/3/2017	Brandi Marolla Lisa Jones	<ul style="list-style-type: none"> <li>Websites and Handouts</li> </ul>

### Parent Capacity Training # 2 (Second Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
Dual Enrollment Night	<ul style="list-style-type: none"> <li>Provide parents with Dual enrollment eligibility information, checklist, placement score information, and updates.</li> </ul>	1/16/2018	Nikki Lanier Lisa Jones	<ul style="list-style-type: none"> <li>Websites and Handouts</li> </ul>

### 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
	<ul style="list-style-type: none"> <li></li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>

## 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
Multicultural Department	They partner with us to help our masterboard and monitoring the academic progress of English Language Learners through rigorous academics emphasizing critical thinking and creativity, students are prepared to effectively engage the global marketplace while embracing participatory citizenship.	Mrs. Higley and Ms. Paramore work together to ensure a successful ESOL department as well as emails, meeting notes, and agendas.	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed

### Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Palm Beach County's Youth Services Bureau	They partner with our Guidance Department and administration to provide resources, individual counseling to students, family counseling, and other counseling courses including, but not limited to: <ul style="list-style-type: none"> <li>• ANGER MANAGEMENT: Learning to tackle your anger</li> <li>• GRIEF / BEREAVEMENT: Support and help moving on</li> <li>• DIVORCE: Adjusting to my two homes</li> <li>• PEER PRESSURE: Kids under pressure</li> <li>• BULLYING: Looking at both sides</li> <li>• SELF ESTEEM: The wonderful me</li> <li>• SOCIAL SKILLS: Social butterfly</li> </ul>	Referrals to YSB as well as meeting notes, agendas, emails, and community resource sign-in	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed

**Partnership # 3**

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Best Foot Forward	<p>For children in foster care, educational achievement is the greatest counterweight to the negative effects of abuse and neglect. Best Foot Forward removes many barriers and offers the guidance and advisement needed for educational success. Their programs works with RPBHS to ensure students have the same tools and support afforded to children in traditional homes. Through one-on-one attention and the following strategies, high school graduation is within reach for every foster care youth in our program. Best Foot Forward uses the following strategies that lead to academic success:</p> <ul style="list-style-type: none"><li>-Analysis of Diploma Options</li><li>-Comprehensive Education Plans</li><li>-Test Taking &amp; Study Skill Development</li><li>-Organizational Skills</li><li>-Graduation Tracking</li><li>-Online/Virtual Education Support</li><li>-Individual Academic Tutoring</li><li>-EOC and Assessment Preparation</li><li>-SAT/ACT Preparation</li><li>-Core Course Remediation</li><li>-Communication &amp; Self Advocacy Development</li><li>-Post-Secondary Placement Plan</li></ul>	Guidance Department and Best Foot Forward Log	<ul style="list-style-type: none"><li><input type="checkbox"/> One-time</li><li><input type="checkbox"/> Weekly</li><li><input type="checkbox"/> Monthly</li><li><input type="checkbox"/> Quarterly</li><li><input type="checkbox"/> Annually</li><li><input checked="" type="checkbox"/> As needed</li></ul>

## 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. Evidences 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?
We will provide information and invitations on the RPBHS Website, Edline, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, at the annual Title 1 Meeting, at SAC Meetings, and Flyers	As often as possible and as needed	Through our Activities Coordinator, ESOL Coordinator, and Title 1 Administrator
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?
RPBHS Website, Edline, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers	As often as possible and as needed	Through our Testing Coordinator, Instructional Coaches, LTF, Guidance Coordinator, Activities Coordinator, ESOL Coordinator, Assistant Principal of Curriculum, and Title 1 Administrator
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?
We will provide information at parent conferences, Grad checks with students, reports to parents as well as information given through the RPBHS Website, Edline, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers	As often as possible and as needed	Through our Testing Coordinator, Instructional Coaches, LTF, Guidance Coordinator, Activities Coordinator, ESOL Coordinator, Assistant Principal of Curriculum, and Title 1 Administrator

## 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	
<b>Parents and families with limited English proficiency</b>	
RPBHS will do it's best to translate letters, agendas, sign-in sheets, flyers, transportation logs, parent evaluations and any other written document parents are provided. Additionally, CLFs will be available during parent conferences and trainings when needed.	
<b>Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)</b>	
RPBHS will do it's best to provide resources or people to help parents and families with disabilities including home visits if necessary. Also have ADA accommodations for parents with physical disabilities - accessible meeting rooms - providing resources for parents with special needs such as a sign language interpreter.	
<b>Parents and families engaged in migratory work</b>	
Reaching out to families to see how the school can remove barriers, such as flexible meeting times, transportation, home visits, etc. Making everyone feel welcomed.	
<b>Parents and families experiencing homelessness</b>	
RPBHS has an assigned guidance counselor who knows the ins and outs of resources available for homeless teens and families. As well as reaching out to families to see how the school can remove barriers, such as flexible meeting times, transportation, home visits, etc.	

### 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
		<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

**Activity # 2**

Name of Activity	Brief Description	Frequency
		<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

**Activity # 3**

Name of Activity	Brief Description	Frequency
		<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

## Uploads

Please prepare evidences below. Directions on how these documents will be collected is forthcoming.

- Evidence of Parent Involvement in the Development of the School Parent and Family Engagement Plan (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
- Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
- Parent-School Compact (Final in all languages)

## Resources

Support resources are available on the Title I SharePoint site under the Resource tile. Go to Annual Requirements/Parent and Family Engagement Plan. In this folder you will have access to editable documents to support the development of your school's Parent and Family Engagement Plan.

- Parent Input Meeting Invitation
- Parent Input Meeting Agenda
- Parent Input Meeting Sign-in Sheets
- Parent Input Meeting Evaluation
- Parent Input Meeting PowerPoint
- Parent Input Meeting Recording Template
- Parent Input Meeting Minutes Checklist
- Parent and Family Engagement Plan Template
- Recording of Technical Assistance Chat held April 6<sup>th</sup>
- Principal Assurance of Compliance Item KIA-1