

Angela Moore - Principal
2017-2018

School District of Palm Beach County

Title I Parent and Family Engagement Plan

Glades Central Community High School - 2301

The PFEP has been given conditional approval. This will be revisited in August to verify dates and make minor revisions based on the notes below.

1. ☐ Parent capacity training #3, Staff Trainings #1 & #2 have comments in the outcomes column to address.
2. ☐ FY18 Parent Capacity Training #2 – add date(s) of training.
3. Please DO NOT resolve the comments as you complete them. That is for me to do when approval has been given.

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>Glades Central's Title I Parent Involvement mission is to empower parents and families to support and enrich the academic achievement of their children. Parent trainings and information is aligned to the needs of families and to the School District of Palm Beach County's 2016-2021 Strategic Plan.</p> <p>The Title I program for parents is designed to:</p> <p>Inform parents about Title I regulations</p> <p>Involve parents in local Title I decisions</p> <p>Provide literacy trainings</p> <p>Educate parents on ways they can monitor their children's academic progress</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
Raider Roadmap to Graduation Parent Meeting by Grade Level	93	<ul style="list-style-type: none"> Parents received individual graduation status information on their student(s) Parents were made aware of the 24 credit requirements, grade forgiveness policy and virtual credit requirements 	<ul style="list-style-type: none"> Increase parent participation Parent notifications-send out reminders- social media, robo call-outs, remind app texts 	Better understanding of graduation requirements and behavior expectations

Parent Capacity Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
AVID Parent Meeting	12	<ul style="list-style-type: none"> Information on AVID binder and how it assist students Workshop was well organized Materials provided assisted parents with their learning 	<ul style="list-style-type: none"> Increase parent participation Parent notifications- send out reminders- social media, robo call-outs, remind app texts Provide more information about tutorial request form (TRF) 	Parents gained knowledge on how to assist their students with organizing their AVID binders and other AVID strategies to assist students at home

Parent Capacity Training #3

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
D & F Data Parent Meetings	158	<ul style="list-style-type: none"> Met with parents one-on-one to discuss the student's individual academic progress Created an action plan to assist students with getting on track academically and/or behaviorally Attendance/ grade trackers created to monitor student progress Provide parents with information on credit recovery (E2020) and other options for students to complete credit recovery (PBVS, FLVS) 	<ul style="list-style-type: none"> Update Google Doc to reflect most current meeting notes Meet with assigned students/parents according to the provided timeline. 	<p>Parents receive one-on-one assistance with strategies to assist students with homework and other related academic support programs like Reading Plus, Khan Academy and Math Nation. Parents were also assisted with setting up Edline accounts to monitor student's academic progress from home.</p> <p><u>** discuss the impact from what the outcome was related to student achievement/participation, etc.</u></p> <p>Increase in overall graduation rate. More parents are aware of their child's academic status and ways to support student learning at home. Parents are better equipped with accessing and monitoring student grades/academic process from home.</p>

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
Tools for Effective Parent Conferences	80	<ul style="list-style-type: none"> • Helpful Tips for parent conference handout • Classroom management tracking form • Organized presentation 	<ul style="list-style-type: none"> • Provide more strategies • Allocate more time to thoroughly review the workshop materials and topics. 	<p>Teachers were provided with resources and materials to assist them with improving their communication with parents.</p> <p><u>** discuss the impact from what the outcome was related to student achievement/participation, etc.</u></p> <p>Increase in the number of parent conferences which reduced the number of ISS and OSS suspensions</p> <p>Increase parent home visits by parent liaison (referrals from teachers)</p> <p>Teachers were more organized and indicated that the management tracking form was beneficial when tracking student academic and behavior status in class. Document was easily shared during parent meetings.</p>

Staff Training #2

Name and Brief Description	Number of Participants	Strengths	Opportunities for Improvement	Outcomes
Building Stronger Relationships with Parents	75	<ul style="list-style-type: none"> ● Video - reminded teachers of the importance of building relationships with parents ● Benefits and purpose for celebrating our students ● Parking-Lot activity - How do you build relationships with parents/guardians of students in your classes ● Clearly presented 	<ul style="list-style-type: none"> ● Explain the Remind App in greater detail ● Provide additional training for teachers interested in utilizing the Remind App. 	<p>Teachers received information and tools to strengthen the relationships between parents and teachers.</p> <p><u>** discuss the impact from what the outcome was related to student achievement/participation, etc.</u></p> <p>Teachers are more opened to contacting parents prior to incidents occurring in class.</p> <p>Teachers gained a better understanding of the direct correlation of a strong parent/teacher relationship and student academic success.</p> <p>Teachers better understand the benefits of celebrating student success (not just calling when a student has a behavior issue).</p>

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.
Josette Bell, Assistant Principal; Shirley McWilliams, Paraprofessional I Jennifer Hall, Literacy Department Head; Asia-Holly, Parent Liaison; Katrina Lane, Parent <u>** Any community members and any other parents?</u> <u>Input and recommendations offered from parents that attended the input meeting was also added to the plan</u>
What are the procedures for selecting members of the group?
Group leaders were selected by the principal and/or designee and further solicitations for assistance were sent to faculty members to volunteer to be a member of the group. Volunteers were also solicited at the parent input meeting.
How will input from stakeholders be documented?
Input was documented through hard copies of all end-of-meeting evaluation/feedback forms as well as notes taken during meetings as it relates to input relevant to improving programs at the school. Input was documented through the use of the input recording form which outlined all stakeholder input. This form was also doubled as meeting minutes, as the agenda of the meeting was based upon the same format as the input recording form.
How will stakeholders be involved in developing the plan?
Stakeholders had the opportunity to review and discuss the PFEP at our Parent Input Meeting. The meeting was held at the conclusion of FY17 school year to provide a baseline moving forward in the upcoming year. Changes will be made as needed based on feedback provided by stakeholders during our Annual Title I Parent Meeting. Meetings held during the school year will further assist with evaluating the current effectiveness of the plan as well as providing opportunities for future improvements to the plan.
How will Title I parent and family engagement funds be used?
Funds will be utilized to purchase parent resource materials, food, paper, and postage to involve parents through monthly parent meetings, trainings, quarterly newsletters, parent link callouts, and Informational Road Tours.

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)
<p>Building Trust with Schools and Diverse Families</p> <p>Develop/discuss ways to acquire mutual trust between schools and families. The differences of cultural attitudes some families may have towards schools will also be addressed.</p>	October 2017	<p>Josette Bell, AP</p> <p>Shirley McWilliams, Para I</p> <p>Gwen Asia-Holley, Parent Liasion</p>	<p>Increase awareness of diversified families. Habits, customs, traditions, and beliefs that characterize a particular group of people.</p> <p>It is important for teachers to understand the various cultural differences of our families. This training will give them the necessary tools to effectively engage our parents.</p>


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)
<p>Developing partnerships between schools and families</p> <p>Develop approaches to increase and enhance partnerships with teachers and parents to support student learning.</p>	February 2018	<p>Josette Bell, AP</p> <p>Shirley McWilliams, Para I</p> <p>Gwen Asia-Holley, Parent Liasion</p>	<p>Acquire different ways that families can be involved in children's education and ways to reach out to diverse families to develop stronger partnerships.</p> <p>This training is needed to assist teachers with developing ways to increase parent participation in school related parent trainings, conferences and other meetings where student academic progressions is discussed.</p>

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?
 need date and time here of Annual Meeting - September 12, 2017 @ 5:30 pm in Auditorium ???
How will you notify teachers, parents and community of the Annual Meeting? Be specific (via EdLine, marquee, call-out, newsletter, invitation, etc.).
Stakeholders (teachers, parents, and community members) will be notified of the annual meeting date and time via robo-calls, newsletters, the marquee at the head of the school driveway, morning and afternoon announcements over the PA system, and updates to the news section of Edline / SIS.
What resources do you plan to prepare for stakeholders?
Create Meeting Agenda, Presentation and Evaluation form, invitations, and sign-in sheets.
What materials/supplies are needed for the Annual Meeting?
Handouts for participants: agenda, copy of presentation, evaluation form, copy of compact, copy of Parent and Family Engagement Plan
How do you plan to reflect on the effectiveness of the Annual Meeting?
The group members involved in planning the meeting will debrief after the meeting to evaluate the post-evaluation forms filled out by participants as well as to personally reflect on what the team members felt was well received and what parts should be "tweaked" in the future.
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
Parent “Roadmap to Moore than a Diploma” meeting/ Tune-up Meeting - parents / guardians will be given information specific to their student(s) as relates to graduation goals and yearly class goals students should meet to be graduation ready (on time with their respective cohort)	<ul style="list-style-type: none"> Parents / guardians will know the yearly goals for their student(s) that are needed in order to meet graduation requirements Parents / guardians will know the goals for the upcoming (next) school year for their student(s) which move up (ie, current parents of freshmen will receive sophomore info.) 	September 20, 2017- 1st semester April 18, 2018- 2nd semester	Angela Moore, Principal Assistant Principals Academic Coaches	<ul style="list-style-type: none"> “Roadmap” handouts, Slides presentation, exit evaluations

Parent Capacity Training # 2 (Second Trimester/Semester)

Name and Brief Description	Expected Learning Outcomes	Date of Training	Responsible Person(s)	Resources and Materials
Curriculum Night by departments: <ul style="list-style-type: none"> English and Reading Math, Science and Social Studies 	Parents will be provided with an opportunity to support instructional strategies being utilized by the school site as well as being given direct instruction on how to utilize such strategies with their students at home.	October 18, 2017- 1st semester January 17, 2018- 2nd semester	Angela Moore, Principal Assistant Principals Academic Coaches/ Department heads Core Academic Teachers	<ul style="list-style-type: none"> Focus Calendar Handouts Slide presentation, exit Evaluations

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
n/a	•			•

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
Safe Schools	Behavior Coach/ Interventionist. One-On-One interactions with students and parents supporting them with behavioral needs. Coach provides mediations, mentoring and interventions that can be used at home to support students.	Sign-in sheets, meeting minutes, Google Doc of notes/ student interactions, student rosters, and parent conference notes.	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As Needed

Partnership # 2

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
DATA - Drug Abuse Treatment Association School Based Intervention Counselor	Multiple intervention programs and services for individuals and families that focus on reducing risk factors generally associated with the progression of substance abuse and mental health programs.	Sign-in sheets, meeting notes, student roster, contact logs, Parent/Guardian Consent to Assess, and parent conference notes.	<input type="checkbox"/> One-time <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> As needed

Partnership # 3

Name of Agency	Brief Description of Partnership	Evidence of Partnership	Frequency
Title I Migrant Education	Parent informational meetings/workshops, college tours, student one-on-one academic monitoring meetings, home visits, and community awareness for migrant families.	Sign-in sheets, student rosters, parent conference notes, parent meeting agendas and flyers	<input type="checkbox"/> One-time <input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> 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. 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?
<ul style="list-style-type: none"> Title I Annual Meeting Quarterly newsletters Curriculum Nights Open house SAC meetings Edline, Social Media, Remind App, Robo-Calls, Newsletters, and Backpack informational letters/flyers Raider Roadmap to Graduation Meetings Parent Meetings/ Trainings 	On-Going Quarterly	Maintain documentation of each meeting (agenda, notes / minutes, misc. presentation documents, feedback) as well as electronic copies of any newsletters utilized.

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?
<ul style="list-style-type: none"> • Open House - implementation of “Raider Roadmap to More than a Diploma” • Informational Road-tours • Curriculum nights • Grades uploaded bi-weekly to Edline • Report cards 	On-Going	Maintain documentation of each meeting (agenda, notes / minutes, misc. presentation documents, feedback) as well as electronic copies of any newsletters utilized.
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?
<ul style="list-style-type: none"> • Parent-link callouts (in all languages represented by student population) • Updated Edline main page (news section) • Social Media, Remind App, Robo-Calls, Newsletters, and Backpack informational letters/flyers 	On-Going	Maintain documentation of each meeting (agenda, notes / minutes, misc. presentation documents, feedback) as well as electronic copies of any newsletters utilized.

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
<p>Glades Central will utilize language facilitators / translators for meetings, initiate parent-link calls made in all languages (as represented within student population), and distribute invitations / flyers which will include all languages (as represented within student population)</p> <p>Evidence will include timesheets for language facilitators, copies of flyers, completed parent evaluations, agenda(s), and transcripts of parent-link calls.</p>

Parents and families with disabilities (i.e. Hearing impaired parent may need sign language support)

Glades Central will provide assistance for parents and families with disabilities as follows:

- Parent Liaison will make home visits to bed-ridden and/or wheel-chair bound parents to relay important parent information presented at meetings held on campus
- Wheel-chair bound parents will be given special accommodations if coming to the school for meetings – i.e. meeting held in Media Center (close to front of school)
- If meeting/event is in the auditorium, wheelchair bound will be given special seating
- Support staff will be available to transport disabled by golf cart from parking lot when needed
- Sign-language facilitator will be provided for hearing impaired as needed

Evidence will include timesheets, signed notes from parent home visits

Parents and families engaged in migratory work

Provide parents with information regarding outside agencies that can assist with various social/emotional needs of families – i.e. Healthy Mothers, Healthy Babies Coalition of Palm Beach County; various counseling Agencies; Career Source; Families First of Palm Beach County; Safe School Counselors (on campus); DATA Counselor (on campus); Communities In School (on campus).

Flyers will be distributed which include all languages (as represented within student population), and parents will be encouraged to maintain an up-to-date and accurate record of their mailing address. This will be accomplished through the initial Open House, wherein parents will have the opportunity to update their contact information, as well as throughout the year during various school functions.

Evidence will include timesheets for language facilitators, copies of flyers, completed parent evaluations, agenda(s), and transcripts of parent-link calls.

Parents and families experiencing homelessness

Glades Central will work closely with the Case Manager of the McKinney Vento Program. V. Williams provides Glades Central with a list of our homeless students (List also retrieved from TERMS for updates). Glades Central's Parent Liaison and McKinney Vento case manager makes phone calls and home visits. Homeless students and parents are provided with bus vouchers. Support is provided with registration, purchasing uniforms, book bags and necessities as needed.

Parents and families experiencing homelessness will be reached via backpack flyers (sent with students), calls made to update cell phone numbers, as well as advertisements placed throughout community centers such as local churches and businesses.

Evidence will include copies of flyers, call logs, and copies of advertisements to be posted in local community centers.

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 6th
- Principal Assurance of Compliance Item KIA-1