

FY18 Title I Schoolwide Plan - Palm Beach Lakes High (1851) Parent Family Engagement Piece 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
Palm Beach Lakes Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

17-18 Parent Trainings

NaN-2019 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?
Financial Aid Training - 10/21/17 & 10/27/17 - During this training we provided the parents with assistance in completing the Financial Aid form.	null	Doing the meeting earlier in the year, more parents attended.	Try to have more parents follow through with the completion of paperwork.	Accurately fill out the FAFSA in order to get funding for school.

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?
Graduation Requirement Trainings (11/9/17) - During this training we discussed the necessary requirements for graduation and provided resources for the parents to support the students at home	null	There was a high attendance of parents. Parents were more knowledgeable about requirements early in the year. It was easier to intervene earlier.	Continue to work on increasing parent attendance.	Parents were able to intervene with their at risk children.

Parent Capacity Training 3

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?

Title I - Summary Panel

AICE, AVID & AP Parent Night (3/14/18) - During this training we discussed the various necessary prerequisites in being a part and success in the AVID, AICE, & AP programs	null	Parents were able to learn more about the accelerated offerings at our school	Continue to work on increasing parent attendance in order to help more parents understand the benefits of these accelerated courses.	Parents who attended learned about the benefits of taking accelerated courses. There was a slight increase in students taking accelerated classes. The 9th and 10th grade students were motivated to take these classes.
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17-18 Staff Trainings

NaN-2019 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?
Parent Conferences (10/26/17) - During this training we provided resources and strategies on effective parent conferences	null	Teachers received resources to improve communication with parents and the conference process.	More hands on practice to obtain information and ways to communicate, i.e. Google Voice.	Teachers were able to learn about the new parent conference process and ways contact parents.

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?
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10/4/2018

Title I - Summary Panel

Building Parent Relationships (2/13/18) - During this training we provided effective strategies on building relationships with families	null	Teachers were given information about the value of building family relationships, and best practices of how to do so.	A follow up workshop would be beneficial to understand if the strategies worked.	Effectively reach out to families to build stronger relationships.
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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.
David Alfonso, Principal Rosalind McCray, Assistant Principal Lynne Hayes, SAC Secretary/Chair
What are the procedures for selecting members of the group?
The members were selected by an invitation being sent to all stakeholders and those who volunteered assisted. We ensured that we had equal representation from the various groups based on the interested volunteers.
How will input from stakeholders be documented?
The stakeholders' input in the development of the PFEP and CNA was documented in the minutes. During the school year, stakeholders' input will be documented through minutes taken at the meeting.
How will stakeholders be involved in developing the plan?
Parents and school personnel will work together to develop the the PFEP and the School-Parent Compact by evaluating feedback from the district family involvement school wide survey. Stakeholders will provide their input and included in the plan accordingly. Feedback will be collected during parent training events.
How will Title I parent and family engagement funds be used?
Title I parent and family engagement funds will be used to build parent capacity. All stakeholders will have opportunity to give input on type of trainings and other items they would like to include in the plan and budget.

18-19 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, presentaitons or handouts, clear expectations for teachers, teacher feedback, administration's analysis of teacher feedback.

(1851) Palm Beach Lakes High

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?	File Attachments
SIS Gateway communication training for teachers to communicate with parents	The new SIS Gateway platform will be demonstrated and taught to teachers in order use	November	R. McCray District support	Teachers will be able to utilize effectively the new SIS platform to communicate with parents.	N/A

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?	File Attachments

Parents engagement and relationship building	Effective strategies and best practices related to social emotional needs of families will	February	McCray S. Docekal	Teachers will be better equipped to build strong relationships with the parents of their students.	N/A
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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
What is the date and time of the Annual Meeting?
Thursday, October 25, 2018
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 SIS, Marquee, Call Out, Remind, and Social Media
What resources do you plan to prepare for stakeholders?
We will prepare for this meeting by making copies of Parent and Family Engagement Plan, School-Parent Compact, Flyer with all community and organization partnerships, Parents' Right to Know, Special Programs Information. We will prepare sign-in sheets, evaluations, pens, etc. We will also make arrangements for interpreters, and child care.
What materials/supplies are needed for the Annual Meeting?
We will need powerpoint presentation, agenda, sign-in sheet, evaluations, pens & papers, snacks, computer, projector.
How do you plan to reflect on the effectiveness of the Annual Meeting?
Administration will determine effectiveness of the Annual Meeting by reviewing parent feedback/evaluations, discussion, attendance, and surveys.

18-19 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 monitoring their child's academic progress. Evidences include the invitation, agenda, sign-in sheets, 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	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	File Attachments
FAFSA Night	Parents will learn how to accurately complete the FAFSA paperwork	Parents will be able to turn in a completed FAFSA packet in order to get funding if applicable.	November 29, 2018	R. McCray W. Thomas	Computers, CLF, handouts, refreshments (\$500)	N/A

Parent and Family Training #2 (First Trimester/Semester)

Name	Brief Description	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	File Attachments
Graduation Requirement Training	Guidance Counselors will provide information regarding graduation requirements.	Parents will be able to understand graduation requirements and discuss their own child's individual needs.	January 24, 2019	R. McCray W. Thomas	handouts of graduation requirements, student transcripts, list of resources of support services, refreshments (\$500)	N/A

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
D.A.T.A.	Drug and Alcohol Substance Abuse prevention program. The counselor not only provides support for the student in need, but also the student's family is necessary.	Students meet with Ms. Jodie Edwards our D.A.T.A. counselor when referred for substance abuse. She is on our campus everyday.	Weekly

Partnership 2

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
Community Partners/ Parent Child Center	Provides social emotional support to students in need. Provides therapy and other living essentials for students and their families when necessary.	Two therapists and a case worker are full time on campus working with students who are referred to them from SBT.	Weekly

Partnership 3

Name of Agency	Brief Description of how Agency/Organization Supports Families	Documentation	Frequency
AVID	Prepares students and informs parents on the strategies needed for students to be college ready. AVID focuses on first generation family members being successful in high school, graduating high school, applying and attending college. The teacher works with both the students and the parents in this process.	Our AVID teachers works closely with the guidance department to assist with the students college applications, scholarships and college tours.	Quarterly

Communication

NaN-2019 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, 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 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?	Sign-in Sheets of Events Call-out Transmissions
We will inform parents about timely information about the Title I programs through parent link, Remind, social media and letters/flyers to parents through student backpacks.		
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?	Sign-in Sheets of Events Call-out Transmissions
Parents will be informed about curriculum at the school and academic assessments used to measure student progress and proficiency levels students are expected to meet through parent conferences, progress reports, report cards, SIS Gateway, and Graduation meetings. Additionally we will host a curriculum night/open house and such items will also be discussed in SAC and parent conferences as well as parent training.	Sign-in Sheets and parent communication logs	
Describe how school will inform parents about opportunities to participate in decision making relating to the education of their children.	How will the school document that the information was shared?	
Parents will be informed about opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children through parent link, Remind, social media and letters/flyers to parents through student backpacks.	Sign-in Sheets of Events Call-out Transmissions	
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?	
Our school community's best time to meet is in the evening. We offer our parent meetings in the evening. If necessary, there are four case managers that are available for home visits. I.E.P. and L.E. P. meeting are scheduled at times that are convenient for parents. When possible childcare is provided.	Call outs Invitations Letters Flyers	

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
Accommodations for parents and families with limited English proficiency
All communication regarding Title I Programs (Annual Meeting, Tutorial programs, parent trainings, etc.), is provided in English, Spanish, and Creole. Community Language Facilitator's are available at meetings, trainings, conferences, and workshops. SIS Gateway also has the capability to translate in a number of languages. School Compact and Family Involvement Plan is also provided in various languages. The Policy/Plan is also addressed at IEP and ELL meetings with parents and students regarding parent participation in workshops, trainings and activities that will benefit students. Additional workshops are also
Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)
Provisions are made for parents during school and district events. Materials for students or parents that need assistance with vision and/or hearing are modified accordingly. Sign-language interpreters and accessibility modifications are provided when necessary. Also, the school is ADA compliant (accessible handicapped ramp and parking located at the front of the school). We will contact district staff for assistance if additional parent needs are required.
Accommodations for families engaged in migratory work
School activities and programs are designed to provide migrant parent and families with resources to help their children overcome disruption in their education and overcome cultural, language, and social barriers. Resources are also provided to families to help their children increase their ability to succeed in the school setting through the Guidance department. If needed, we will contact the district Migrant Department for additional support for families.
Accommodations for families experiencing homelessness
School staff will work with families and assist them in removing barriers that prevents them from participating, being involved in their child's education and in school activities. Students and families will be referred to the Community Partner therapists and case worker for support when necessary. If needed school personnel will assist families by connecting them with the district McKinney-Vento program.

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
null	null