

FY20 Title I Schoolwide Plan - Royal Palm Beach Comm High (2331) 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   |
|---|
| Royal Palm Beach High School recognizes the importance of forming a strong partnership with parents; in order to promote effective parent involvement, the faculty and staff are committed to involving parents in shared decision making and to encourage families to become active participants in their child's educational process. |

## 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?   |
|----------------------------|------------------------|--|--|---|
| College Admissions A to Z  | 76 families            | Parents walked away with information that would allow them to assist their students with the college application process. Parents felt as if they knew who they could reach out to if they had additional questions or needed additional assistance. | Breakout Sessions with Guidance Counselors (maybe with alpha group that they're responsible for) following the training. Tables with representation from various clubs, organizations, etc...SAC | Parents felt as if they understood student requirements by grade level and could assist in their child's preparation to meet these requirements. They were able to see step by step, grade by grade, expectations so they would be able to check off these requirements as they were met. Families would be able to assist in individual student achievement by assisting in ensuring students are on track for graduation. |

### 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?  |
|----------------------------|------------------------|--|--|--|
| FAFSA Night                | 39 families            | Parents felt as if they had step by step assistance with the FAFSA/Financial Aide process. Something that can be considered overwhelming was broken down to chunks allowing families to feel as if they had control and assistance in the process. | numbers and have more families attend these events. All who attended felt it beneficial; therefore, having a higher number of families attend would allow us to ensure more students are getting the opportunity to continue on with post secondary opportunities. | Again, parents felt as if they had a handle on the expectations of the students in order to assist them with those expectations. Parents felt as if they had assistance in the process and could go on computers and complete a task that previously seemed daunting and overwhelming. The overall process of assisting in these submissions allows us to ensure students have the highest potential to continue on with post secondary opportunities. |

### 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?   |
|---|------------------------|--|---|---|
| Accelerated Courses Night/Dual Enrollment Night | 300-500                | Parents were provided with significant resources and materials regarding accelerated courses and dual enrollment requirements. Parents were specifically instructed on how to apply for dual enrollment courses through the college website. | Parent turnout at each event may have been higher had dinner been provided on each night. | Parents were able to determine if students were ready for those types of courses, and were able to see if students met eligibility requirements prior to start of the classes. Due to the step by step instructional practice regarding the application process student enrollment in those courses have increased. |



## 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?  |
|--|------------------------|--|---|---|
| Literacy Strategies for Parents for home support | 80                     | Staff felt empowered to assist students in strengthening content knowledge through the use of writing. | More hands on activities, less teacher directing, staff needed more time to practice strategies themselves and in small groups. | Teachers were able to communicate instructional support as well as District Sites that parents could utilize at home when assisting their children in preparation for both assignments and assessments. Teachers felt empowered with strategies learned and were able to assist students with locations for support as well as overall assistance with assignments and assessments. |

### 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? |
|----------------------------|------------------------|-----------------|--|--|
|                            |                        |                 |  |  |

|                 |    |  |  |   |
|-----------------|----|--|--|---|
| Know the Impact | 83 | Participant engagement and feedback from participants was all positive. They were able to identify strategies that would lead to the greatest impact on student achievement. | Smaller groups within the rotation and a longer block of time with teachers. | As a result of the training teachers were able to identify classroom strategies that have the greatest impact on student achievement. These strategies could be shared with families to assist with making these impacts at home as well. |
|-----------------|----|--|--|---|

## 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

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|--|
| List the name and title for each group member responsible for the development of the Parent and Family Engagement Plan and School- Parent Compact.   |
| Monique Paramore, current ESOL Coordinator; Juan Lizcano, SAC Chair; Lisa Fearon, current RPBHS Parent and Vice Chairperson ; Shannon Makowski , current Literacy Coach; Marcel Bowens, SAC Treasurer. Cassandra Morgan, teacher and SAC Secretary; Crystal Amado, Principal's Designee; Nikki Lanier, parent and Guidance Coordinator ; Devika Peters, parent; Juan Lizcano, teacher; Neal Hagans, Assistant Principal; Adrian Seepersaud, Assistant Principal; Lisa Jones, Assistant Principal of Curriculum; Renee Houck, Assistant Principal and Parent; Mason |
| What are the procedures for selecting members of the group?  |
| Asking for volunteers to be a part of the process through summer newsletter and callouts throughout the year. SAC members are selected from group of volunteers that represent the culture and population of the school. At SAC meetings stakeholders were briefed on the SWP, PFEP, and compact. Stakeholders who showed an interest in being a part of the group were then verbally asked if they would partake in the planning and development SWP, PFEP, and compact.  |
| How will input from stakeholders be documented?  |
| The Comprehensive Needs Assessment, Stakeholder Input Meeting, as well as other ongoing meetings, will be documented through minutes or recording templates. Monthly SAC agendas and minutes will also be used to document ongoing input related to parent engagement and SWP. Parent feedback from trainings and family engagement survey will also be used to document stakeholders input.   |
| How will stakeholders be involved in developing the plan?  |
| They will be involved in all parts of development such as giving input at meetings (Comprehensive Needs Assessment, ongoing SAC meetings, being a part of special committees, parent training evaluations, and surveys) to ensure parent involvement and input.  |
| How will Title I parent and family engagement funds be used?   |
| It will be used for postage, printing, and supplies.   |

## 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?   |
|--|---|-------------------|------------------------------------|--|
| Developing School Home Connections_How to Make it Real_Proper utilization of SIS | Professional Development will be ongoing focusing on the work of Coleman and the importance of building a School to Home Connection. For the first training, teachers will be introduced to the use of SIS as a tool for building a positive relationship with parents/families. Teachers will learn the benefits of SIS as a means of communicating with families in a positive and informative way. | August            | Gwen Von Werne/Guidance Counselors | Teachers will be able to contact parents and keep them informed of grades, behavior, and classroom happenings. Follow up activity will include teachers sending out electronic progress reports to support academic progress and increase parental support and engagement for teacher driven initiatives. Teachers will also document communication between themselves and the families. Families will feel empowered and will be able to support the teachers when necessary. |

### 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? |
|------|-------------------|-------------------|-----------------------|--|
|      |                   |                   |                       |  |

|   |  |         |                                    |  |
|---|--|---------|------------------------------------|--|
| Developing School Home Connections_How to Make it Real_How to Communicate with Families | In on ongoing Professional Development on the importance of School to Home Connection, teachers will next be introduced to the basics of building those lasting relationships with families fostering a sense of trust and a feeling of collaboration and partnership. | October | Gwen Von Werne/Guidance Counselors | Teachers will be able to effectively communicate with families establishing a rapport of collaboration and trust creating a partnership between school and home. The follow up activity will include teachers developing a list of students who need additional support and then sending out specific electronic progress reports as academic progress occurs. |
|---|--|---------|------------------------------------|--|



## 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>  |
| October 10, 2018 at 5:00 in the RPBHS Media Center (Everglades Room)   |
| <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>   |
| RPBHS Website, 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 Parent and Family Engagement Plan, School-Parent Compact, SAC Dates, evaluations/feedback forms, sign-in sheets, invitations, handouts for meeting, Title One Annual Parent Meeting PowerPoint<br>Additional resources that will be used include Spanish and Creole translators . No child care services will be provided.   |
| <b>What materials/supplies are needed for the Annual Meeting?</b>  |
| Sign-ins, pens, note-brochures, Feedback Forms, computer and screen to show PPT, copies of handouts seen above   |
| <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. The team will review and discuss the parent evaluations and determine strengths and opportunities for growth when holding Annual meeting. *Side Note* -Adrian Seepersaud (Creole) -Neal Hagans (Spanish) -Renee Houck (English) -Renee Houck-will collect to provide evidence of the implementation of the Annual Meeting. |

## 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                                     |
|---------------------------|---|--|-----------------------------|--|---|
| College Admissions A to Z | Parents will be informed of all of the ins and outs of the College Admission process. They will be guided to a valuable career resource site, where they will be able to take surveys related to their potential career paths. Parents will also be provided with chrome books so that they can be guided to the RPBHS site where they can navigate through scholarship bulletins, the career site and admission information for various colleges and | Parents will be given all of the information necessary to feel empowered in the College Application process. Parents will feel as if they can assist in monitoring their students' progress as they are more informed of the needs/wants for various colleges/universities. Parents will then be able to use the career site at their discretion to assist their students in developing a career path and use info learned to explore postsecondary educational options for colleges, trade schools, & financials. | August 2019<br>Media Center | Natalie Pluta,<br>Cindy Rosado,<br>Guidance Counselors | PPT, Agenda, Vendor Resources, Handouts, Refreshments \$200 |

### Parent and Family Training #2 (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  |
|-------------|---|--|---|---------------------------|--|
| FAFSA Night | RPBHS Guidance Counselors will walk through the FAFSA/Financial Aide process with RPBHS parents. Families will be able to go hands on with a computer and fill out information with collaborative assistance from school personnel. | Guidance Counselors will walk the families through the FAFSA/Financial Aide process. Parents will be able to complete and submit the FAFSA process at home as a result of this training. | October 10,<br>2019 at 6:00<br>6:00 pm Media Center | Guidance Counselors/TR IO | PowerPoint, hand outs of step by step guide, computer, screen, pens, sign in sheet, agenda, evaluation, Refreshments \$200 |

### Parent and Family Training #3 (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 |
|------|--|--|------------------|-----------------------|-------------------------|
|      |  |  |                  |                       |                         |

|                          |  |   |                     |  |   |
|--------------------------|--|---|---------------------|--|---|
| Incoming 9th Grade Night | Incoming 9th grade parents and students will be informed of expectations, both academically as well as behaviorally to make high school a successful experience for all. Parents will be guided through the counseling referral process so that both academic and emotional needs can be met. Parents will also be provided with chrome books so that they can be guided to the DBUS website for valuable information. | Incoming 9th grade parents and students will be informed of expectations, both academically as well as behaviorally to make high school a successful experience for all. Parents will be able to gain an understanding of high school requirements and expectations that will assist students in having a successful high school experience. Upon completion of the training parents will be able to guide their students to their counselor for both academic and emotional support as needs arise. Parents will | May 2020 Auditorium | Jesus Armas, Principal and Instructional Leadership Team | PPT, Agenda, Vendor Resources, Handouts, Refreshments \$200 |
|--------------------------|--|---|---------------------|--|---|

## 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 |
|--------------------------|---|--|-----------|
| Multicultural Department | They partner with us by supporting families monthly parent meetings and sharing resources that will allow families to support their children. They also 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. | Ms. Paramore, our current ESOL Coordinator, will work to ensure a successful ESOL department as well as document emails, meeting notes, and agendas. | Monthly   |

### Partnership 2

| Name of Agency                            | Brief Description of how Agency/Organization Supports Families   | Documentation  | Frequency |
|---|--|--|-----------|
| Palm Beach County's Youth Services Bureau | They partner with our Guidance Department and RPBHS Administration to provide resources for families and students as needed. They provide individual counseling to students, family counseling, and other counseling courses including, but not limited to:<br>ANGER MANAGEMENT: Learning to tackle your anger<br>GRIEF / BEREAVEMENT: Support and help moving on<br>DIVORCE: Adjusting to my two homes<br>PEER PRESSURE: Kids under pressure<br>BULLYING: Looking at both sides | Referrals to YSB as well as meeting notes, agendas, emails, and community resource sign-in | Monthly   |

### Partnership 3

| Name of Agency    | Brief Description of how Agency/Organization Supports Families  | Documentation                                 | Frequency |
|-------------------|---|---|-----------|
| Best Foot Forward | 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 families and 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:<br>-Analysis of Diploma Options | Guidance Department and Best Foot Forward Log | Monthly   |

## 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?   |
| We will provide information and invitations for Parent Trainings/Information Nights, meetings, tutorial programs, mentoring, etc. on the RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, at the annual Title 1 Meeting, at SAC Meetings, Flyers, and Quarterly Newsletters.  | The Assistant Principal over Activities , ESOL Coordinator, and Title 1 Administrator will document with copies of all agendas, invitations, flyers, minutes, newsletters, Social Media- Twitter, Facebook, Remind.   |
| 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?   |
| Parent Trainings/Information Nights, RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers<br>Parents will be informed about curriculum, assessment, and proficiency levels of their students through Curriculum Night, Parent Teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards. Additionally, letters will be mailed home regarding FSA proficiency levels and learning targets for the year for each student as it relates to their unique graduation | Guidance Counselors, Assistant Principal over Activities, ESOL Coordinator, ESE Coordinator, Title 1 Administrator, and Curriculum Assistant Principal will document with copies of all agendas, invitations, flyers, minutes, newsletters, Curriculum Night ____, Parent Teacher conferences, IEP meetings, LEP meetings, notes/phone calls/texts from the teacher, home visits as needed, progress reports, and report cards. A |
| 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?   |
| We will provide information at parent conferences, Grad checks with students, reports to parents as well as information given through the RPBHS Website, Parent-link, Social Media- Twitter, Facebook, Remind, Invitations, and Flyers   | Guidance Counselors, Assistant Principal over Activities, ESOL Coordinator, ESE Coordinator, Title 1 Administrator, and Curriculum Assistant Principal will document with copies of all agendas, invitations, flyers, minutes, newsletters, etc.  |
| 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?   |
| School will provide trainings at 6:00 pm which is when parents have expressed the best time to attend. We also offer a place for students/children to go on computers as the majority of the trainings are held in the RPBHS Media Center. Parents are in the same room so child care is not necessary. The school will also conduct home visits if needed to share information with parents. IEP/LEP/ SBT meeting are scheduled at a time that is convenient for families to attend.  | Agendas with time and location of meeting, Minutes, home visit logs, invitations to IEP/LEP/ SBT meetings.  |

## 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>   |  |
| RPBHS will do it's best to translate letters, agendas, sign-in sheets, flyers, transportation logs, parent evaluations and any other written documentation parents are provided. Additionally, CLFs will be available during parent conferences and trainings as needed. Sign in sheets for staff will demonstrate that CLFs were present and the agenda will illustrate that support was provided in multiple languages.   |   |
| <b>Accommodations for parents and families with disabilities (i.e. Hearing or vision impairment, physical limitations)</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. Wheelchair accessible entrances and seating will be offered as requested. School will also provide hearing impairment audio equipment and any other support upon request. If necessary, school will contact the district office for support. Samples of meeting    |   |
| <b>Accommodations for families engaged in migratory work</b>  |  |
| School staff will reach out to families to see how the school can remove barriers, such as flexible meeting times, transportation, home visits, etc. Making everyone feel welcomed. The school will provide home visits as needed to share information and connect families with the migrant program and multicultural department to provide additional support to migratory working families as needed. A log of home visits will illustrate that home visits occurred and meeting invites and emails will show that flexible meeting times were given as an option for migrant families who may not |   |
| <b>Accommodations for families experiencing homelessness</b>  |  |
| RPBHS has an assigned Guidance Counselor who knows the ins and outs of resources available for homeless teens and families. The Guidance Counselor reaches out to families to see how the school can remove barriers, such as flexible meeting times, transportation, and home visits. School personnel will assist families in setting them up with the McKinney-Vento program if needed. Documentation that flexibility regarding meeting times and locations will include emails, agendas, and phone logs.   |  |

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 |
|------------------|-------------------|
| N/A              | N/A               |