



MIAMI-DADE COUNTY PUBLIC SCHOOLS
2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

School Name: Jack D. Gordon Elementary School

Loc. #: 2151

I, Maileen Ferrer [Principal's Name], do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on the Parent and Family Engagement Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited. This plan has been jointly developed and agreed upon by stakeholders (i.e., staff, families, community members, etc.) in compliance with Title I Federal funding regulations. The school will adhere to the plan of action for parent and family engagement activities throughout the academic year and will ensure its transparency of efforts by providing communication to parents and families in multiple languages, flexible meeting times, needs-based workshops, and accommodations to parents and families with special needs. Additionally, the school will disseminate this document in multiple languages and make it accessible by making it available on our school's website. The school will also ensure that its PFEP is aligned to the School Improvement Plan (SIP) for the current school year.

PARENT AND FAMILY ENGAGEMENT PLAN ASSURANCES

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-level PFEP, distribute it to parents of participating children, and make the plan available to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the School-level PFEP and the joint development of the schoolwide program plan under Section 1116(c)(3);
- Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan [Section 1116(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family with an individualized student report about the performance of their child on the State assessments [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112 (e)(1)(A)].

Maileen Ferrer

Signature of Principal or Designee

11/28/17

Date Signed



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MISSION STATEMENT

Parent and Family Engagement Mission Statement

To enhance parent and family engagement, access, and advocacy in order to build parents' and families' capacity for stronger parent, family, school and community engagement, in support of measurable improvement in student achievement.

Describe how the School-level PFEP is a shared responsibility and how parents/families will assist in providing high quality instruction for all learners.

Focus Area	Evidence	Date
The School-level PFEP is a shared responsibility.	✓ The PFEP is jointly developed with, agreed upon with and distributed to all parents	09/27/17
	✓ Conduct review meetings for parents and staff, before the end of the school year and prior to the final approval of the PFEP	05/18/17
	Other (explain)	
Parents/families will assist in providing high quality instruction for all learners.	✓ School-Parent Compact	05/18/17
	✓ Monitoring attendance	Ongoing
	✓ Monitoring homework completion	Ongoing
	✓ Participation in decisions relating to the child's education	Ongoing
	Other (explain)	

INVOLVEMENT OF PARENTS

Describe how the school will involve parents and families in an organized, and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how funds for Title I will be used [ESEA Section 1116].

Focus Area	Evidence	Date
Parents and families' involvement in the planning, reviewing, and improvement of Title I programs.	✓ Title I Annual Parent Meeting	09/27/17
	Other (explain below)	
Parents and families' involvement in the decision-making process of how funds for Title I will be used.	✓ Title I Annual Parent Meeting	09/27/17
	✓ EESAC meetings	10/03/17
	Other (explain)	

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe how the school site will coordinate and integrate parent and family engagement programs and activities. Describe how these activities will teach parents how to help their child(ren) at home [ESEA Section 1116].

Focus Area	Date	Explanation of how these activities help their child(ren) at home.
<input type="checkbox"/> Head Start		Coordinate periodic meetings with parents and kindergarten teachers to discuss programmatic transition; curriculum development; workshops.
<input type="checkbox"/> HIPPI		
<input checked="" type="checkbox"/> VPK	Ongoing	
<input type="checkbox"/> Title III	Annually	
<input checked="" type="checkbox"/> Project Upstart	As Needed	Title III supplemental tutoring program targeting ELL students is school-wide and provides academic enrichment.
<input type="checkbox"/> Migrant		Project Upstart targets children of families in transition and offers strategic support to enhance family living and ensure adequate assistance.
<input type="checkbox"/> Alternative Outreach		
<input type="checkbox"/> Other:		



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TITLE I ANNUAL PARENT MEETING

Describe the specific steps the school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school's Title I Program. Include a description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance). Describe how the school will communicate topics such as school performance data, school choice, and the rights of parents at the annual meeting. Describe how the school site will document that the communication has been provided to stakeholders.

Activity/Tasks	Description	Evidence of Effectiveness
Advertise (Before)	<input checked="" type="checkbox"/> Connect-Ed message(s) <input checked="" type="checkbox"/> Apps <input checked="" type="checkbox"/> Flyers sent via backpack <input checked="" type="checkbox"/> Master Calendar <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> School marquee <input checked="" type="checkbox"/> School calendar/Newsletter <input checked="" type="checkbox"/> Other: School-wide parent volunteer program	Number of parents who attended the Title I Annual Meeting as evidenced by the sign-in sheet(s): <div style="text-align: center;">54</div>
Delivery (During)	<input checked="" type="checkbox"/> Title I PowerPoint (Program Overview, Budget Allocation, Curriculum) <input checked="" type="checkbox"/> Consultation & Complaints <input checked="" type="checkbox"/> PFEP, School-Parent Compact, & Parent Rights	Principal & A.P. presented Title 1 school-wide program on 09/27/17
Documentation (During)	<input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Agenda(s) <input checked="" type="checkbox"/> Sign-in sheets <input checked="" type="checkbox"/> Parent Surveys <input checked="" type="checkbox"/> Images, photos of meeting	Parents signed-in; received program information; surveys; DAC/PAC officers selected;
Follow-Up (After)	<input checked="" type="checkbox"/> Compilation of survey results <input checked="" type="checkbox"/> Meeting minutes <input checked="" type="checkbox"/> PFEP <input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Monthly Report – Title I Annual Parent Meeting Attendance	All documents and materials were collected; reviewed; and information disseminated.

FLEXIBLE PARENT MEETINGS

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening. Describe how the school will provide, with Title I funds, webinars, teleconferences, video conferences, or home visits, as such services relate to parent and family engagement [ESEA Section 1116].

Activity/Tasks	Person(s) Responsible	Meeting Time(s)	Description
<input checked="" type="checkbox"/> Morning Meetings (8:00 a.m. – 12:00 p.m.) <input checked="" type="checkbox"/> Afternoon Meetings (12:00 p.m. – 3:00 p.m.) <input checked="" type="checkbox"/> Evening Meetings (4:00 p.m. – 6:00 p.m.)	Principal/AP/CIS	Ongoing	Varied meetings will be offered to meet the needs of a diverse and dynamic community.
<input checked="" type="checkbox"/> Home Visits	SSW/ARC/CIS	Ongoing	Conducted as needed/Administrative request
<input type="checkbox"/> Webinar			
<input checked="" type="checkbox"/> Teleconference	SSW/CIS/AP/SC	Ongoing	Mtgs. conducted to enhance student proficiency and development.
<input type="checkbox"/> Video Conference			
<input checked="" type="checkbox"/> Face-to-Face Meeting/Workshop	CIS/SC/AP	Ongoing	Parent Academy/PSA/Title 1 Orientation/VPK Transition/Magnet Fair; to inform & build capacity.
Services: <input checked="" type="checkbox"/> Child Care <input type="checkbox"/> Transportation <input type="checkbox"/> Other	CIS/PTA/Dade Partners	Ongoing	Child Care provided to assist parents in attendance at school-level meetings.



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BUILDING CAPACITY

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement. Include a description of how the school implements activities that build relationships with the community in order to improve student achievement and what materials and trainings will be provided to assist parents/families to work with their child(ren). Provide details on how the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

Activity/Tasks	Person(s) Responsible	Resources/Materials Provided	Description of Implementation
✓ The Parent Academy	CIS/AP	Flyers/Brochures/PowerPoint	Relevant topics identified to empower and assist parents.
✓ Agency Referrals	SSW/SC/CIS	Flyers/Brochures/Contact Info.	Assist in directing parents to agencies equipped to impact their well-being
✓ Community Partnership/Activities	CIS/AP	Neighborhood/Agency/Businesses	Build community/Dade Partnerships to enhance school-level resources and achievement.
✓ District Advisory Council (DAC) General and Executive Board, Parent Advisory Council (PAC), Educational Excellence School Advisory Council (EESAC), and Title I Annual Parent Meetings	CIS/Principal	Flyers/Agendas/Brochures/Notices/Surveys/Minutes	Invite & provide access to all stakeholders in developing input & participation in all Title1 activities in order to promote student achievement.
✓ Parent & Family Engagement Workshops	CIS/AP	Flyers/Brochures/PowerPoint	Relevant topics to enhance and build parent capacity.
✓ Parent & Family Engagement Survey	CIS	Electronic & Hard Copied Surveys	Surveying parent needs/concerns to enhance the school-level Title1 program.
Other:			

STAFF DEVELOPMENT

Describe the professional development activities that the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents/families that includes:

- How to value and utilize the contributions of parents/families;
- How to reach out to, communicate with, and work with parents/families as equal partners; and
- How to implement and coordinate parent/family programs and build upon bonds between parents/families and the school.

Activity	Person(s) Responsible	Parent/Family Engagement Focus Areas	Timeline	Evidence of Effectiveness
✓ Online PD: Building Relationships with Parents	CIS/SC	Valuing and utilizing parent contributions	08/21/17 - 06/07/18	Master Plan Points
✓ M-DCPS Meetings/Training/Workshops	Administration	Enhancing capacity to work with parents and families	08/21/17 - 06/07/18	Master Plan Points
✓ CIS/CLS Orientation Meeting	CIS/Title 1 Facilitator	Implementing/Coordinating parent/family programs	08/21/17 - 06/07/18	Agenda, sign-in sheets, handout, PowerPoint and implementation of knowledge gained.
✓ CIS/CLS Training Sessions	CIS	Implementing/Coordinating parent/family programs	08/21/17 - 06/07/18	Agendas, handouts, PowerPoint and implementation of knowledge gained.
✓ How to Engage Hard to Reach Parents	CIS/Title 1 Facilitator	Communicating with parents as equal partners	08/21/17 - 01/31/18	PowerPoint, follow-up activity and/or MPPs; sign-in sheets.
Professional Learning Community/ School-based Project	Admin./CIS	Implementing/Coordinating parent/family programs	08/21/17 - 02/28/18	Sign-in sheet, artifacts (photos, Twitter, etc.)
Other:				



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OTHER ACTIVITIES

Describe other activities, such as the parent resource center, that the school will conduct in order to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116].

Content and Type of Activity	Person(s) Responsible	Parent/Family Engagement Focus Areas	Timeline	Evidence of Effectiveness
<input checked="" type="checkbox"/> Parent Resource Center/Area <input checked="" type="checkbox"/> The Parent Academy <input checked="" type="checkbox"/> DAC/PAC Meetings <input checked="" type="checkbox"/> ESSAC Meetings <input checked="" type="checkbox"/> Workshops <input checked="" type="checkbox"/> Community-based Partnerships <input checked="" type="checkbox"/> Other: Parent volunteer program.	Administration/CIS/ Grade Chairs/EESAC Chair/Academic Coaches	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Assessments <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Social Media <input checked="" type="checkbox"/> Parenting <input checked="" type="checkbox"/> Data-Driven Instruction <input checked="" type="checkbox"/> Parent Portal	08/21/17 - 06/07/18	Reflective feedback/Surveys/Si gn-in sheets/Agendas/ FSA Data/Parent Participation.

ACCESSIBILITY

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families. Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families understand.

Accessibility Focus Areas	Accommodations	Person(s) Responsible	Timeline	Evidence of Effectiveness
Language	<input checked="" type="checkbox"/> Translator <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> Other:	Administration	Ongoing	All school-level Title 1 events/activities are conducted in dual language. Resources/materials/handouts/notices/Connect-Ed// and conferences are conducted in dual-language.
Parents with Special Needs	<input checked="" type="checkbox"/> Parking <input checked="" type="checkbox"/> Ramp <input type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Other:	Administration	Ongoing	School-level ADA compliance is maintained and all stakeholders with disabilities have assigned parking and accessibility to all events/meetings.

COMMUNICATION

Describe how the school will provide timely information about the Title I programs. Describe and explain the curriculum at the school, and the forms of assessment used to measure student progress; the achievement levels students are expected to obtain; and identify students who are at risk of not meeting state standards on performance standards assessments. Describe how the school, if requested by parents, will provide opportunities for regular meetings in order to formulate suggestions and to participate, as appropriate, in decision-making related to the education of their child(ren). Provide a description of how the school will submit parents/family's comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116].

Communication Focus Areas	Content and Type of Activity	Date	Attendance	Evidence of Effectiveness
Title I	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/27/17	54	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	10/03/17	19	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	08/17- 09/17	41	
	<input type="checkbox"/> Mailout to Parents			
	<input checked="" type="checkbox"/> Title I Parent Newsletter	09/21/17	1010	
	<input checked="" type="checkbox"/> Other: Blackboard Connect-Ed	08/17 - 09/17	13,613	
Curriculum	<input type="checkbox"/> FSA Night			Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/27/17	54	
	<input type="checkbox"/> Science Fair/Night			



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Communication Focus Areas	Content and Type of Activity	Date	Attendance	Evidence of Effectiveness
Curriculum (Continued)	<input type="checkbox"/> Reading Under the Stars			Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Open House	09/27 - 09/28	476	
	<input checked="" type="checkbox"/> EESAC	10/24/17	14	
	<input type="checkbox"/> Student Backpack			
	<input checked="" type="checkbox"/> Website	10/26/17	14	
	<input checked="" type="checkbox"/> Other: <i>Magnet Fair</i>	11/15/17	64	
Assessment/Achievement Levels	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/27/17	54	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Open House Night	09/27 - 09/28	476	
	<input checked="" type="checkbox"/> EESAC	10/24/17	14	
	<input type="checkbox"/> Response to Intervention (RtI)			
	<input checked="" type="checkbox"/> Links to websites Containing Assessment/Data Information	10/26/17	14	
	<input checked="" type="checkbox"/> Other: <i>Title 1 Brochure</i>	09/27/17	476	
Parent Concerns	<input checked="" type="checkbox"/> PTA/PTSA meeting	09/27/17	55	Number of parents who attended the meeting as evidenced through the sign-in sheet(s). Parent Survey Compilation of Results.
	<input checked="" type="checkbox"/> EESAC meeting	10/24/17	14	
	<input checked="" type="checkbox"/> Parent Survey	October - 2017	17	
	<input type="checkbox"/> Other:			
Attendance	<input checked="" type="checkbox"/> Parent/Teacher Conference	08/17 - 09/17	28	Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s).
	<input type="checkbox"/> Truancy Child Study Team			
	<input checked="" type="checkbox"/> Meetings with School Social Worker	10/17	34	
	<input type="checkbox"/> Other:			

DISCRETIONARY ACTIVITIES (OPTIONAL)

Describe any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Discretionary Activities Focus Areas	Content and Type of Activity	Person(s) Responsible	Timeline	Evidence of Effectiveness
Transportation				
Home Visits				
Literacy Training				
Community/Faith-based Organization Collaboration				
Other				



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BARRIERS

Provide a description of the barriers that hindered participation by parents during the previous school year. Describe the steps the school will take during the upcoming school year to overcome the barriers (with attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

Barrier(s): <i>check all that apply</i> (Including the Specific Subgroup)	Plan of Action (Steps)
<input checked="" type="checkbox"/> Language	<p style="text-align: center;">Language</p> <p>In order to eliminate language barriers, planning and provision of suitable translation must be in place either through school-level resources / community partnerships, licensed agencies or the Office of Bilingual Education.</p>
<input checked="" type="checkbox"/> Disabilities	<p style="text-align: center;">Disabilities</p> <p>In order to increase accessibility of all stakeholders and to maintain ADA compliance, all community members with disabilities will be welcomed and given adequate school-level services after comprehensively surveying and assessing the school-level ADA requirements through the District.</p>
<input checked="" type="checkbox"/> Transportation	<p style="text-align: center;">Transportation</p> <p>All stakeholders identified as parents in need of transportation and SWD's will have an opportunity to be transported by making arrangements through the district transportation system or through private busing authorized by the district.</p>
<input checked="" type="checkbox"/> Child Care	<p style="text-align: center;">Child Care</p> <p>In order to increase parent participation in varied Title I events / activities, Child-Care will be organized and conducted with the oversight of the CIS. Assistance through the PTA and the After-Care Program will be additional support.</p>
<input checked="" type="checkbox"/> Unfamiliar with School System	<p style="text-align: center;">Unfamiliar with School System</p> <p>Parents new to the school-level program; function; expectations and activities are identified at registration and given a tour and orientation with resources provided in their home language.</p>
<input checked="" type="checkbox"/> Cultural Differences	<p style="text-align: center;">Cultural Differences</p> <p>School-level equity, access, and respect for cultural differences among all stakeholders is maintained by celebrating varied cultures in the social studies program and by arranging activities and events where students and parents are invited to participate and highlight their culture.</p>
<input checked="" type="checkbox"/> Economic Disadvantages	<p style="text-align: center;">Economic Disadvantages</p> <p>Parents who have a limited economic ability to assist their children are identified and additionally, may qualify for free or reduced lunch after applying. The FEA, Dade Partners and PTA offer economic support, food, and uniforms. The CIS conducts home visits and utilizes community partnerships to assist the economically disadvantaged students and parents.</p>
<input checked="" type="checkbox"/> Homelessness	<p style="text-align: center;">Homelessness</p> <p>At the school-level, the mandate is to notify all stakeholders, inclusive of parents and students of Project Up-Start which provides needed assistance and support of our homeless student population. In addition, counseling is provided at the school-level along with multiple support services.</p>

Deadline to submit the School-level Parental & Family Engagement Plan (PFEP) is Friday, November 17, 2017.