



**APPROVED**

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

**School Name:** Phyllis Ruth Miller Elementary School

**Loc. #:** 3431

I, Donna M. Lewis [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)].

  
Signature of Principal or Designee

4/3/18  
Date Signed



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

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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.	<input checked="" type="checkbox"/> The PFEP is jointly developed with, agreed upon with and distributed to all parents	09/27/2017
	<input checked="" type="checkbox"/> Conduct review meetings for parents and staff, before the end of the school year and prior to the final approval of the PFEP	10/24/2017
	<input type="checkbox"/> Other (explain)	
Parents/families will assist in providing high quality instruction for all learners.	<input checked="" type="checkbox"/> School-Parent Compact	09/27/2017
	<input checked="" type="checkbox"/> Monitoring attendance	Ongoing
	<input type="checkbox"/> Monitoring homework completion	Ongoing
	<input checked="" type="checkbox"/> Participation in decisions relating to the child's education	Ongoing
	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/27/17
	<input type="checkbox"/> Other (explain below)	
Parents and families' involvement in the decision-making process of how funds for Title I will be used.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/27/17
	<input checked="" type="checkbox"/> EESAC meetings	09/2017
	<input type="checkbox"/> 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 checked="" type="checkbox"/> Head Start	Ongoing	Phyllis Ruth Miller Elementary School offers multiple opportunities for parents to attend a variety of meetings, workshops, and functions throughout the school year. These meetings include, but are not limited to, PTA Meetings, Parent Academy classes, Educational Excellence School Advisory Council (EESAC) Meetings, FSA and SAT Preparation, Book Fairs, Science Fair, McDonald's Family Night, Second Cup of Coffee, and Fathers in Education activities. Parents of students who participate in the Head Start program are offered meetings, hosted by Head Start Staff, throughout the school year, and VPK teachers are highly encouraged to schedule parent conferences to discuss academic progress as well as their transition to kindergarten. Title III allows for the implementation of a Tutorial Program that will assist our English Language Learners with English language proficiency as well as the enhancement of academic skills. Additionally, we collaborate with Project Upstart, as needed, when our displaced and homeless families encounter obstacles that they require assistance with.
<input type="checkbox"/> HIPPY		
<input checked="" type="checkbox"/> VPK	Ongoing	
<input checked="" type="checkbox"/> Title III	Ongoing	
<input checked="" type="checkbox"/> Project Upstart	As needed	
<input type="checkbox"/> Migrant		
<input type="checkbox"/> Alternative Outreach		
<input checked="" type="checkbox"/> Other: Family Activities	Ongoing	



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### 2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

#### 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 type="checkbox"/> Apps <input checked="" type="checkbox"/> Flyers sent via backpack <input checked="" type="checkbox"/> Master Calendar <input type="checkbox"/> Website <input checked="" type="checkbox"/> School marquee <input checked="" type="checkbox"/> School calendar/Newsletter <input type="checkbox"/> Other: _____	Number of parents who attended the Title I Annual Meeting as evidenced by the sign-in sheet(s):  <div style="border: 1px solid black; padding: 5px; display: inline-block;">146</div>
Delivery (During)	<input checked="" type="checkbox"/> Title I PowerPoint (Program Overview, Budget Allocation, Curriculum) <input type="checkbox"/> Consultation & Complaints <input type="checkbox"/> PFEP, School-Parent Compact, & Parent Rights	PowerPoint, Agenda, Sign-In Sheets
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 type="checkbox"/> Images, photos of meeting	DAC/PAC FM-6996, agenda, sign-in sheets, parent surveys, social media posts and PFEP/Parent-school Compact documented input.
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	Compilation of survey results, meeting minutes, PFEP, DAC/PAC FM-6996 and Monthly Report.

#### 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.)	Community Involvement Specialist Administration	Various	Meetings Morning (800 am -12:00 pm) Afternoon (1200 pm - 300 pm) Evening (4:00 pm - 6:00 pm)
<input checked="" type="checkbox"/> Home Visits	Community Involvement Specialist Social worker	Various	Home visits, as needed, throughout the day.
<input type="checkbox"/> Webinar			
<input type="checkbox"/> Teleconference			
<input type="checkbox"/> Video Conference			
<input checked="" type="checkbox"/> Face-to-Face Meeting/Workshop	Community Involvement Specialist Administration	Various	At various times to accommodate parent school dates.
<b>Services:</b> <input checked="" type="checkbox"/> Child Care <input type="checkbox"/> Transportation <input checked="" type="checkbox"/> Other	Involvement Specialist Administration	Various	Child Care will be provided, when feasible.





## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### 2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

#### 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
<input checked="" type="checkbox"/> The Parent Academy	Community Involvement Specialist	Brochures	Build the capacity of all stakeholders to work effectively with parents.
<input checked="" type="checkbox"/> Agency Referrals	Counselor	Contact Information	Assist parents with services, as needed.
<input type="checkbox"/> Community Partnership/Activities	Community Involvement Specialist	Various	Second Cup of Coffee Meetings
<input checked="" type="checkbox"/> District Advisory Council (DAC) General and Executive Board, Parent Advisory Council (PAC), Educational Excellence School Advisory Council (EESAC), and Title I Annual Parent Meetings	Community Involvement Specialist	PFEP, Agendas, Brochures, Compact,	Attend and participate in regularly scheduled meetings, including, Second Cup of Coffee, EESAC, PTA, and the Annual Title I Meeting.
<input checked="" type="checkbox"/> Parent & Family Engagement Workshops	Community Involvement Specialist	Various	Build the capacity of all stakeholders to work effectively with parents.
<input checked="" type="checkbox"/> Parent & Family Engagement Survey	Community Involvement Specialist	Surveys	Determine the needs of parents and brainstorm ways to target them.
<input type="checkbox"/> Other: <i>PFEP/Parent Compact</i>	Administration	Title I Brochures	Elicit parental input in the development of the PFEP.

#### 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
<input type="checkbox"/> Online PD: Building Relationships with Parents		Valuing and utilizing parent contributions		Master Plan Points
<input checked="" type="checkbox"/> IM-DCPS Meetings/Training/Workshops	Administration	Enhancing capacity to work with parents and families	08/2017 - 06/2018	Master Plan Points
<input checked="" type="checkbox"/> CIS/CLS Orientation Meeting	Community Involvement Specialist	Implementing/Coordinating parent/family programs	08/2017 - 06/2018	Agenda, sign-in sheets, handout, PowerPoint and implementation of knowledge gained.
<input checked="" type="checkbox"/> CIS/CLS Training Sessions	Community Involvement Specialist	Implementing/Coordinating parent/family programs	08/2017 - 06/2018	Agendas, handouts, PowerPoint and implementation of knowledge gained.
<input type="checkbox"/> How to Engage Hard to Reach Parents		Communicating with parents as equal partners		PowerPoint, follow-up activity and/or MPPs; sign-in sheets.
<input type="checkbox"/> Professional Learning Community/ School-based Project	PLST Members	Implementing/Coordinating parent/family programs	08/2017 - 06/2018	Sign-in sheet, artifacts (photos, Twitter, etc.)
<input type="checkbox"/> Other:				



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

### 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 type="checkbox"/> Other: <span style="border: 1px solid black; display: inline-block; width: 150px; height: 1.2em; vertical-align: middle;"></span>	<b>Administration</b>  <b>CIS</b>  <b>Parent Academy</b>  <b>Teachers</b>	<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	08/2017 - 06/2018	Connect-Ed messages, flyers, agendas, sign-in sheets, meeting minutes, social media.

### 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: <span style="border: 1px solid black; display: inline-block; width: 150px; height: 1.2em; vertical-align: middle;"></span>	Community Involvement Specialist	08/2017 - 06/2018	Agendas, Flyers, Translators
Parents with Special Needs	<input checked="" type="checkbox"/> Parking <input type="checkbox"/> Ramp <input type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Other: <span style="border: 1px solid black; display: inline-block; width: 150px; height: 1.2em; vertical-align: middle;"></span>	M-DCPS	08/2017 - 06/2018	Handicapped parking spots are available; M-DCPS is ADA compliant.

### 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	09/27/2017	146	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	Monthly	5	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	Ongoing		
	<input checked="" type="checkbox"/> Mailout to Parents	As needed		
	<input checked="" type="checkbox"/> Title I Parent Newsletter	Monthly		
	<input type="checkbox"/> Other: <span style="border: 1px solid black; display: inline-block; width: 150px; height: 1.2em; vertical-align: middle;"></span>			
Curriculum	<input checked="" type="checkbox"/> FSA Night	Nov. - Feb.	30	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/27/2017	146	
	<input checked="" type="checkbox"/> Science Fair/Night	12/2017	100	



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

Communication Focus Areas	Content and Type of Activity	Date	Attendance	Evidence of Effectiveness
Curriculum (Continued)	<input type="checkbox"/> Reading Under the Stars			
	<input checked="" type="checkbox"/> Open House	09/27/2017	200	
	<input checked="" type="checkbox"/> EESAC	Monthly	5	
	<input checked="" type="checkbox"/> Student Backpack	10/07/2017		
	<input checked="" type="checkbox"/> Website	Ongoing		
	<input type="checkbox"/> Other: <input type="text"/>			
Assessment/Achievement Levels	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/27/2017	146	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Open House Night	09/27/2017	200	
	<input checked="" type="checkbox"/> EESAC	Monthly	5	
	<input type="checkbox"/> Response to Intervention (RtI)	Ongoing		
	<input type="checkbox"/> Links to websites Containing Assessment/Data Information			
	<input type="checkbox"/> Other: <input type="text"/>			
Parent Concerns	<input checked="" type="checkbox"/> PTA/PTSA meeting	Monthly		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	Monthly	5	
	<input checked="" type="checkbox"/> Parent Survey	Annually		
	<input type="checkbox"/> Other: <input type="text"/>			
Attendance	<input checked="" type="checkbox"/> Parent/Teacher Conference	As needed		Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Truancy Child Study Team	Monthly		
	<input checked="" type="checkbox"/> Meetings with School Social Worker	Bi-Weekly		
	<input type="checkbox"/> Other: <input type="text"/>			

**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				





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

### 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	<div style="text-align: center;"><b>Language</b></div> <div>All written communication will be provided in English, Haitian Creole, and Spanish. Additionally, translation services will be provide on an "as needed" basis.</div>
<input checked="" type="checkbox"/> Disabilities	<div style="text-align: center;"><b>Disabilities</b></div> <div>The specific needs of parents with disabilities will be addressed to the best of our abilities. If we are unable to provide specific resources (i.e. sign language interpreter, braille, etc.) we will reach out to the SPED office for assistance.</div>
<input type="checkbox"/> Transportation	<div style="text-align: center;"><b>Transportation</b></div> <div></div>
<input checked="" type="checkbox"/> Child Care	<div style="text-align: center;"><b>Child Care</b></div> <div>Child care will be offered to parents, when feasible.</div>
<input checked="" type="checkbox"/> Unfamiliar with School System	<div style="text-align: center;"><b>Unfamiliar with School System</b></div> <div>An overview of M-DCPS, our policies, and procedures, will be discussed at a Second Cup of Coffee meeting.</div>
<input type="checkbox"/> Cultural Differences	<div style="text-align: center;"><b>Cultural Differences</b></div> <div></div>
<input checked="" type="checkbox"/> Economic Disadvantages	<div style="text-align: center;"><b>Economic Disadvantages</b></div> <div>Flexible meeting times will be instituted in order to ensure that all members of our school community can attend without having to miss out on work.</div>
<input checked="" type="checkbox"/> Homelessness	<div style="text-align: center;"><b>Homelessness</b></div> <div>Homeless will be addressed on an "as needed" basis, utilizing resources from Project Upstart.</div>

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