

**St. Lucie Public Schools**

**2018-2019 School Level Parent and Family Engagement Plan (PFEP)**

I, Brie Lamb 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 PFEP 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 plan. 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.

**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 and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement 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 it available to the local community [Section 1116 (b)( )];
* Involve parents and families, 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3;
* Use the findings of PFEP review to design strategies for more effective parent and family engagement , and to revise, if necessary, the school's PFEP [Section 116(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
* Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(l)(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)(i)]; 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)].

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Principal Signature Date

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| **Parent and Family Engagement Mission Statement (optional)** |
| Windmill Point Elementary School recognizes the valuable contributions that parents make to their students’ education. We will embrace every opportunity to involve our parents in preparing each child socially, emotionally, and academically to be college and career ready. |

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| **Involvement of Parents/Families** |
| **Describe how the school involves the parents/families in an organized, ongoing 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].**Windmill Point Elementary School (WMPE) conducts an annual Title I parent night near the beginning of the school year. The purpose of this function is to inform parents about our Title I programs, provide an overview of the Parent Involvement Plan and receive feedback from parents to make improvements, as well as introduce our parent resource center, located in the office. During this meeting, parents are also informed about the implementation of Florida Standards, the Florida State Assessment (FSA), and K-2 standards-based/trend grading system.The Parent Involvement Plan is developed and monitored by the leadership team at Windmill Point Elementary School. Members of this team include the Administrative Team, the Guidance Counselor, The ESE Coordinator, and the Instructional Coaches. The School Advisory Council (SAC) provides input, evaluation, and adoption of the plan. The SAC consists of the principal, parents, teachers, educational support personnel, and other citizen representatives of the ethnic, racial, and economic community served by the school. The SIP is also presented to parents at a SAC meeting and their input is taken into consideration with final review by the leadership team.The allocation appropriated to Windmill Point Elementary School will be used to provide programs and activities that build capacity for parental involvement and promote student achievement and academic success. The school will host various parent meetings and workshops to provide parents with strategies, information, and materials when working with their children at home to support the partnership between school and parents. |

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| **Coordination and Integration with Other Federal Programs** |
| **Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)** |
| **Program** | **Coordination** |
| Families of the Treasure Coast | Representatives from Families of the Treasure Coast (Formerly known as Parent Academy of St. Lucie County) will be invited to participate in parent involvement meetings/events to provide information about their services to families. |
| IDEA | Supplemental instructional support discussed with parents during the developmental of the student’s IEP. |
| Open House  | Parents will be provided information of students’ expectations and school curricula by allowing them to meet with their individual teachers during the Meet and Greet and virtual Open House at the beginning of the school year. |
| Exceptional Student Education  | The ESE chairperson will coordinate with the Parent Involvement Contract to personally invite parents of ESE students who may directly benefit from academic or behavioral workshops offered at the school. |
| ELL/ESOL | Translators are provided for parents who speak other languages. Workshops will be provided specifically for parents who speak other languages such as curriculum night. |

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| **Annual Parent Meeting** |
| **Provide a brief description of the following:*** **Specific steps your 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.**
* **The nature of the Title I program that is shared with parents (school-wide or targeted assistance).**
* **How the school, at the annual meeting, will inform parents of school performance data and the right of parents.**

At the annual Title I Meeting held in September, parents are informed of the current Title 1 budget and how the monies will be allocated for the school year. Our Title I budget is determined based on the percentage of the student population that qualifies for free/reduced lunch. This school year, breakfast is free for all students. Parents are encouraged to be involved in their students’ academic journey and to request regular meetings to discuss academic progress. Students in grades 3 through 5 are assessed each year in the areas of reading and math on the Florida Standards Assessment (FSA), on the Florida Standards Writing Assessment (FSA Writes) in grades 4 and 5, and in FCAT Science in grade 5. School-wide academic performance data from the previous school year is also shared via PowerPoint presentation, and goals to increase student achievement and School Improvement Plan goals are discussed. The school promotes a positive relationship with parents through our Parent-School Compact that is shared at the beginning of each academic year and is signed by each family. This relationship is also encouraged through our Parent Involvement Plan, School Improvement Plan, and attendance at PTO and SAC meetings.  |

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| **Flexible Parent Meetings** |
| **Describe how the school will:*** **Offer a flexible number of meetings, such as meetings in the morning or evening,**
* **Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].**

 WMPE will offer multiple opportunities to accommodate parents and remove any barriers to family participation. Meetings will be offered in the morning, during school hours and in the evening during the week via TEAMS. Support will be provided to teachers in the classroom so that they can schedule conferences as needed by the families. Every attempt will be made to have teachers make phone calls to personally invite families to events. Spanish and Creole translation will be provided for each activity. |

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| **Building Capacity** |
| **Describe how the school will:*** **Implement activities that will build the capacity for meaningful parent/family engagement**
* **Implement activities that build relationships with the community to improve student achievement**
* **Provide materials and trainings to assist parents/families to work with their child/children.**
* **Provide other reasonable support for parent/family engagement activities [ESEA Section 1116].**
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| **Activity** | **Materials Provided** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Title 1 Annual Meeting |  Informational hand-outs | Principal | 10/2020 | Student achievement improves when parents become involved in the school organization and understand the expectations and standards that drive the curriculum and student success. |
| Curriculum Night | Informational hand-outs and resources | Leadership Team | 10/2020 | Student achievement improves when parents become involved in the school organization and understand the expectations and standards that drive curriculum and student success. |
| Literacy Night | Informational hand-outs and take-away | Instructional Coach | 12/2020 | Student achievement improves when parents become involved in the school organization and understand the expectations and standards that drive curriculum and student success. |
| Math Night | Informational hand-outs and take-away | Instructional Coach | 12/2020 | Student achievement improves when parents become involved in the school organization and understand the expectations and standards that drive curriculum and student success. |
| Open House | Student Planner, Data tracking Goal Setting, Parent Communicator | Guidance Counselor | 8/2020 | Student achievement improves when parents become involved in the school organization and understand the expectations and standards that drive curriculum and student success. |

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| **Staff Development** |
| **Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:*** **The value of their contributions;**
* **How to reach out to, communicate with, and work with parents and families as equal partners; and**
* **How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].**
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| **Activity** | **Person****Responsible** | **Area of Focus** | **Timeline** | **Evidence of Effectiveness** |
| Importance of parental involvement  | Principal | Increase parent support | 10/2020 | Parent participation in activities, including Rising Star, PTO, SAC, Curriculum Nights. |
| Reaching out and communicating with parents | Instructional Coach | Increase parent involvement and support | 12/2020 | Improved communication between teacher and families. |
| Involving parents in their child’s education  | Asst. Principal | Increase parent support | 1/2021 | Parent participation in activities and student performance. |

**Other Activities**

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

The Parent Resource area in the front office of the school is available for all families to utilize. The resource wall contains materials in multiple languages for parents.

**Communication**

# Describe how the school will provide to parents of participating children the following:

* **Timely information about the Title I program and activities;**
* **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;**
* **If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

## Windmill Point Elementary will ensure that information related to the school, parent programs, meetings, and other activities is sent to the parents of participating children in a timely manner, an understandable format, and to the extent practicable, in a language parents can understand. Additionally, Windmill Point Elementary will ensure that information is disseminated through various mediums, such as hard copies, student planner/communicator, social media, website, email, automated phone messages, and school marquees.

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| **Accessibility** |

The LEA will hold ESOL/ELL parent nights to ensure that parents/families understand their rights to equal access to all education programs. Notification of these opportunities will be provided to families via Messenger, Facebook, Skyward, newsletters, flyers and personal contact. Considering the LEA's large population of Spanish and Creole speaking students, the LEA disseminates information to all parents in three languages English, Spanish, and Creole. In addition, meetings are conducted and translated in Spanish and Creole. The Exceptional Student Education specialist is on site to answer parents’ questions of students that have special needs. The school counselors are available to assist with families who may be in need of a social worker or Migrant recruiter to ensure students’ needs are met. Copies of all handout materials, sign in sheets, Messenger, Skyward reports will all be placed in the Title 1 compliance box.

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

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| **Barriers** |
| **Provide a description of the:*** **Barriers that hindered participation by parents during the previous school year**
* **Steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].**
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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| * Events held during work hours
* Communication
* Lack of technology
* Fear or intimidation (ESE and ELL)
* Not understanding (ELL)
 | * Surveys will be done to ensure the best time for parents is used when scheduling events.
* Multiple means of communication will be used to increase parent involvement, such as, flyers, phone messages, social media, and website.
* Create more nonthreatening events that are fun, boost morale, and build relationships with staff.
* To assist our ELL families translators will be available at events to support families.
* Create and share how to access TEAMS for meetings.
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