St. Lucie PUBLIC SCHOOLS

Each Child, Every Day

St. Lucie Public Schools
2018-2019 School Level Parent and Family Engagement Plan (PFEP)

I, Eldrique Gardner, 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 andmaintenance of records will be implemented to ensure proper accountability for the expenditure of funds onthe 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)].



8/17/2020

Principal Signature Date

Parent and Family Engagement Mission Statement (optional)

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].

Parents will be recruited to join the SAC, PTO, and Parent Involvement teams via School Messenger and newsletter inserts. The parents who volunteer will be invited to an informational meeting where they will have the option to choose which committee they would like to join. All the parent based groups will review the SIP and PIP at their initial meetings and provide input. Parent input will be documented via meeting notes and changes made to the above-mentioned plans. The school will have an annual Title 1 Parent meeting in September to explain the program initiatives, budget allocations and activities. Parent input will be documented via meeting minutes

Additional parent involvement activities will be held throughout the year. Meetings will be promoted through School Messenger, newsletters, school website, flyers in take home folders and during parent/teacher conferences.

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
Virtual Open House	Parents will be provided with information of students' expectations and school curricula by allowing them to meet with their individual teachers during the Open House Night at the beginning of the school year.
Virtual Curriculum Night	Parents will be provided with information grade specific curriculum presented by teachers during the Curriculum Night in August.
ELL/ESOL	Translators are provided for parents who speak other languages. Translators will assist in parent/teacher conferences and be available during all family events.
Exceptional Student Education	The ESE chair persons will coordinate with their team to personally invite parents of ESE students who may directly benefit from academic or behavioral workshops offered at the school.
Virtual Literacy Night	Literacy Committee will coordinate the event to share close reading strategies and parents will have the opportunity to work with students using strategies.
Virtual Math Showcase/Night	Literacy Committee will coordinate the event to share close reading strategies and parents will have the opportunity to work with students using strategies.

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.**

Parents will be informed of the Title 1 Parent Meeting via School Messenger (phone system), school website, marquee sign and newsletter and notice one week prior to the September's meeting. Information regarding programs supported by Title 1 will be shared such as the before and after school tutoring along with the school performance data and the right of parents using handouts and PowerPoint presentation.

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].**

The school will offer meetings online, during school hours and in the evening during the week to accommodate and remove any barriers to family participation. Teachers will be provided support 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. In addition, child care will be provided for those families that may not afford child care while participating in the meetings. PTO and SAC will be scheduled the 3rd Tuesday and 3rd Wednesday respectively of each month. Refreshments, child care and other items necessary to increase parent participation will be available at all events. Spanish translation will be provided for each activity.

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.**

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
Curriculum Night	Handouts	Leadership Team	August	Forms Sign-in
Literacy Night	Books and Handouts	Leadership Team	January	Forms Sign-in
Math Expo	Manipulatives and handouts	Leadership Team	November	Forms Sign-in
Science Showcase	Science display boards and handouts	Leadership Team	October	Forms Sign-in
Student-Led Conference		Leadership Team	January	Forms Sign-in

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].**

Activity	Person Responsible	Area of Focus	Timeline	Evidence of Effectiveness
Importance of Parental Involvement	Leadership Team	Increase parent support	September	Participant Roster
Family Friendly Schools	Leadership Team	Increase parent support	December	Participant Roster
Goal Setting	Leadership Team	Increase parent support	August, November, February, May	Participant Roster

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].

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].**

Flyers will be sent home within 10 days of all parent involvement activities. Newsletters will be sent home quarterly and be available on the school's website. School Messenger telephone message reminders are sent within 3 days of each event. All communication will be sent home in English, Spanish, and Creole as necessary. Copies of all forms of communication will be upload in the Title 1 compliance electronic folder including School Messenger reports. Parent teacher conferences can be scheduled by parents by contacting the teacher or the school counselor via telephone, in person or email. Curriculum, proficiency levels and academic assessments will be explained at the Title 1 Annual Parent Meeting and at subsequent events.

Accessibility

SLWK8 will hold at least two ESOL/ELL parent Leadership Nights to ensure that parents/families understand their rights to equal access to all education programs. Opportunities are share with families via School Messenger, newsletters, flyers and personal contact. Considering the school's large population of speaking students, the school disseminates information to all parents in three language, English and Spanish. In addition, meetings are conducted and translated in Spanish. The Exceptional Student Education specialist is available to answer questions of parents of student's that have special needs. The school counselors are available to assist with families who may be in need. Copies of all handout materials, sign in sheets, School Messenger reports will all be uploaded in the Title 1 compliance folder.

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.)

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].**	
Barrier (Including the Specific Subgroup)	**Steps the School will Take to Overcome**