

17-18 Lucille Moore's Parent and Family Engagement Plan

1. Parent and Family Engagement Plan

a. How will the school jointly develop with parents and family members the Parent and Family Engagement Plan?

Form a committee to meet and draft PFEP including administrator, Parent Liaison, Title I rep, ESOL rep and parents. A Spanish speaking parent will serve on the draft committee. The draft will be submitted to SAC for revision and approval. Plan will be submitted on website. Spanish Liaison will review PFEP draft with ESOL parent representatives.

Documentation: Actual PFEP, sign in sheet, input form and SACs minutes.

b. Based on the needs identified by parents in the Title I Parent Spring Survey, what changes, if any are being made to the strategies/activities in this Parent and Family Engagement Plan?

Implementing Child care during some workshops, Look at providing information for community resources for ESOL population, providing Spanish interpreter at workshops.

Documentation: PFEP plan and Title I survey results, sign in sheets, input forms

c. List the barriers parents reported in the Title I Parent Spring Survey and the assistance the school will provide to overcome these barriers.

The top five barriers are: work schedule, child care, transportation, better communication and limited English. We will offer child care. Transportation will be explored however our clientele all live within a very close range. We will give more notice of and continue to offer many Parent Involvement Activities at varying times of the day. We will provide a Spanish interpreter at Parent Involvement events.

Documentation: Copy of correspondence to parents and district, log of child care and transportation. Correspondence with Risk Management, board policy. IRIS in Spanish

d. How will the school distribute to parents and family members of participating students the Parent and Family Engagement Plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand?

Created summary will be distributed through backpacks, plan on the website, Plan located in front office in purple note-book, DOJO, newsletter

Documentation: copy of plan, copy of summary, copy of newsletter.

e. How will the school make the Parent and Family Engagement Plan available for the local

community and update it periodically to meet the changing needs of parents and the school?

The PFEP is available in the front office for all to review, plan and summary will be distributed to SACs committee, the summary will be provided to community partners. The summary will be given to the Chamber of Commerce. The plan will also be available on school website. Plan will be updated through SACs committee in which community partners are invited.

Documentation: SACs minutes and copy of summary distributed to community.

2. Policy Involvement

a. Title I Annual Meeting – Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, how the funds are used, that the school is required to have parents involved in planning, reviewing, and improving the Parent and Family Engagement Plan and in the development of the School Improvement Plan, and that all parents have the right to be involved.

List the timeline, person(s) responsible, and steps the school will take to plan/prepare for the annual meeting.

Timeline	Action Step	Person(s) Responsible
Aug/Sept	Prepare materials and notices, prepare PowerPoint, information given at Orientation	Parent Liaison Title I RT
Sept	Conduct in conjunction with Open House Hold a second meeting during daytime	Parent Liaison Title I RT
Sept/Oct	Hold Title I Annual Meeting for Spanish speaking parents	ESOL Staff Parent Liaison
Ongoing	Hold mini-Title I Annual meetings monthly for new-to-the-school families	Parent Liaison Title I RT

Documentation: Powerpoints, parent notifications and Sign-in sheets

Number of participants:

b. How will the school ensure that a flexible number of meetings, such as meetings in the morning or evening are offered to accommodate parents' schedules?

Review Title I Spring Survey results and write strategies to reflect the desires of the parents. The top two responses are in the evening and right after school starts.

Documentation: Meeting Notices

c. How will the school involve the parents and families in an organized, ongoing, and timely

manner, in the planning, review and improvement of the Parent and Family Engagement Plan and the joint development of the School Improvement Plan?

Committee Name	Frequency of Meetings	Method of Recruiting Parents	Documentation
PFEP Committee and School Advisory Council	Every other month	IRIS, flyers, website	IRIS notices, flyers, website and agendas

d. What process will the school follow to ensure parents are given timely information about parent activities and programs?

A monthly calendar will be sent home for parents, calendar will be placed on the website and section with upcoming events. Meeting notice will be backed up with DOJO, IRIS alerts, Stickers, newsletter.

e. What opportunities/methods will the school use to describe and explain to parents the:

- curriculum to be used,
- forms of academic assessments used to measure student progress
- achievement levels of the State academic standards that students are expected to obtain

Open House, SIP, SACs, Parent Workshops, teacher conferences, DOJO, information provided in Spanish.

f. If requested by parents, list other opportunities the school provides for parents to meet regularly to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

Activity Name	Frequency	Documentation
IEPs, CSTs, Community Outreach, admin conferences	Ongoing	IEP copies, CST notes, flyers, sign-in sheets, IEP, Admin and CST schedules

g. If the School Improvement Plan is not satisfactory to the parents of participating students, what process will the school use to submit any parent comments on the plan to the district?
Our school will use the District Notification of Parents Dissatisfaction of the School Improvement Plan

3. Building Capacity for Involvement

a. List the activities planned that will assist parents in the understanding of such topics as the Florida State Standards, FSA, MAP and other state and local assessments, use of Parent Portal, how to monitor a child's progress and work with educators to improve the

achievement of their children.

Also, list the activities planned that will provide materials and trainings to assist parent/families to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy).

Elementary must include their planned pre-k to k transition activities.

Timeline	Name of Activity	Topic(s) Covered	Person(s) Responsible	# of attendees
Ongoing	Title I Annual Meeting	Standards, FSA, MAPPS testing, Right-to-Know, ESOL test, etc	Parent Liaison, Title I RT, Spanish Interpreter	
Ongoing	Academic Workshops	Standards, FSA, MAPPS	Classroom Teachers, Parent Liaison, Sp. Int.	
April/May	Transition Meeting	Kindergarten	Parent Liaison, Title I RT, K Teachers	
Fall/Spring	Training from District Coaches	Reading and Math (Curriculum and Assessment) PTSD, ESE	District Reading and Math Coaches and ESE RTs, Mental Health Rep, Spanish Int	
Fall	Parent Portal Training	Parent Portal	Parent Liaison, Title I RT, Spanish Int.	
Fall	DOJO Training	DOJO	School Staff	
December	Title I Open House	Stand/Assess, At-home learning	Parent Liaison	
Monthly	Leader In Me Book Study and other activities	Parenting Skills	Social Worker, Title I RT, PL	

Documentation: Agendas and Sign in Sheets

b. How will the school educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents,

- in the value and utility of contributions of parents
- in how to reach out to, communicate with, and work with parents as equal partners
- in implementing and coordinating parent/family programs, and in building ties between parents/families and the schools

Specialized training on PTSD, The new teacher modules required by Title I, Volunteer training, Parent

Involvement training to all faculty members through PLCs

Documentation: Sign in sheets, sign in sheets for modules

Number of participants:

c. To the extent feasible and appropriate, how will the school coordinate and integrate parent involvement programs and activities with other federal, state and/or local programs, including public pre-school programs.

DCF ACCESS assistance, partnering with local community partners, Backpack Blessings, Dental Bus, PAEC, Church partnerships, ELL events, business partnerships

Documentation: School Calendar

d. List any other activities, such as the parent resource center, the school will conduct to encourage and support parents and families to participate more fully in the education of their children?

Name of Activity	Person(s) Responsible
Parent Resource Center	Parent Liaison

Documentation:

e. What process will the school follow to ensure that all information related to school and parent/family programs, meetings, school reports, and other activities is sent to the parents of participating children in a format and, to the extent practicable in a language the parent can understand?

ELL teacher and staff (school and district) will translate parent communications in the language applicable. English and Spanish communication will be sent through IRIS alerts, Request sticker will be added to parent communication.

Documentation: Copy of communication and stickers

f. List, as requested by parents, other reasonable supports for parental involvement activities.

Parent feedback indicates that food is one of the most important factors in increasing attendance. Another highly requested resource that encourages high attendance is performances included with workshops. Others are make and takes, parent incentives and child care.

Documentation: Copy of flyers, agendas, sign in sheets

4. Accessibility

a. What process will the school follow to disseminate to each family in a timely manner a notice concerning their right to request information on the professional qualifications of the classroom teacher and paraprofessional?

Parent Right to Know letter will be sent out first day of school. Google Doc will be signed to indicated date letter was sent out per student folders and/or planners.

Documentation: Google Doc

b. What process will the school follow to notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field?

Payroll clerk will inform the school of when the date will be. The Principal will send out a letter to family of each student effected.

Documentation: Copy of letter

c. How will the school provide each family with an individualized student report about the performance of their child(ren) on the State assessments?

The district provided performance reports will be disseminated per the district timeline. Reports may also be given during Parent Portal training, in the Parent Center, during Title I Open House, or as requested at the front desk.

Documentation: Flyers, district dissemination directions

d. Elementary only – How will the school ensure that parent-teacher conferences are held for individual students at least annually, during which the compact is discussed?

Conference Days will be held for all classroom teachers. As hard-to-get parents come for other events such as Title I Open House, parents will be provided conference time. New parent meetings will include compact meetings. Compact meetings will also be placed in the conference room. Compacts will be included as part of CST/IEP meeting checklist. Google Doc for accountability. Continue 100% Club incentives. Email update completion status. Opportunities are also available at Parent Workshops where teachers are present.

Documentation: Flyers, agendas, sign in sheets, emails

5. Discretionary Activities (optional)

a. If needed, how will the school involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

b. If needed, how will the school provide necessary literacy training from funds received if the LEA has exhausted all other reasonable available sources of funding for such training?

Administration and faculty will provide Literacy training all throughout the year.

c. If needed and/or not discussed in other areas within this plan, how will the school pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions?

We will explore grant funding to cover these types of things. We do connect with the local food bank because we are a high poverty school. Also, explore other business partner resources. We will ask to see if churches could partner with us with church bus transport. We will provide refreshments during our parenting events.

d. If needed, how will the school train parents to enhance the involvement of other parents?

This will be addressed during Volunteer Orientation and addressed in SACs.

e. If needed, how will the school arrange to conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation?

The Social Worker and Title I Resource teacher conduct home visits. Risk and safety are issues in many areas where our students live so teacher phone conferences are highly encouraged.

f. If needed, how will the school adopt and implement model approaches to improving parental involvement?

Possibly observe model schools and implement highly effective strategies.