School Name Parent and Family Engagement Plan (PFEP) 2017-2018

I, Jon Spencer, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. 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 this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. 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.

**Assurances**

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), 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 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan 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 parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [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 shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(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 is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(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 (h)(6)(A)].

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**Parent and Family Engagement Statement**

**Engagement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(a)(2)(D) and 1116(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | District School Advisory Council | This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern. |
| 2 | District Parent Advisory for Advanced Academics | This Parent Advisory Council is actively involved in the support and increasing the advanced academic program. |
| 3 | IDEA | Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP. |
| 4 | Exceptional Students Education | This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies. |
| 5 | Migrant Parent Advisory | The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs. |
| 6 | Homeless-Title X Part C & Title 1 Part A | Student Services coordinates with Title 1 Part A and Title X to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title X also funds a homeless advocate for homeless students. |
| 7 | VPK | These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector. |
| 8 | Adult Education | Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available. |
| 9 | Nutrition Programs | LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snacks are also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.  |
| 10 | Supplemental Academic Instruction (SAI) | Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers. |
| 11 | Title III | Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education. |
| 12 | Title II | Provides for teachers and administrators professional development and supports all teachers to be highly qualified. |
| 13 | Title I Part A | Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers administrators, and parent involvement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver. |
| 14 | Title I Part C, Migrant | Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program. |
| 15 | ELL | The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities. |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Annual Meeting | SAC/Administration | 9/5/17 | Parent Involvement plan, sign in sheet, powerpoint, handouts, agenda, and minutes |
| 2 |  Title 1 Annual Meeting Notificaiton  | Administration/Office Staff | Week before meeting | Flyer, newsletter, connect ed phone calls, parent calendar, school website, Facebook page |
| 3 | Title 1 Annual Meeting Agenda | Administration | Week before meeting | Agenda |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1116(c)(2)].

 All evening meetings will have available translation in Spanish and child care for school aged children provided upon request. Each year in August we begin with a Back to School Orientation. All events will be advertised in English and Spanish by way of Connect Ed telephone messages, school newsletters, grade level newsletter, school website, school Facebook page and our school app. Our migrant liaison is available to coordinate transportation barriers. Meetings focus on curriculum, subject expectations, and data on student progression are provided at least twice a semester. School grade and FSA/FCAT results will be reviewed. Attendance records will be kept for all parent meetings.

 Parent involvement workshops and meetings are offered at flexible times. The window for parents to attend includes a two and a half hour time span. For parents who are unable to attend during the scheduled time, a separate meeting can be made with the teacher to discuss topics missed. A social worker can be requested to make a home visit when needed.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1116(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Orientation Night | Administration | Confirm expectations and get an opportunity to meet the teacher | 8/7/17 | Parents will understand procedures, rules and homework assignments for the classroom; invitation and sign in sheets |
| 2 | Curriculum Night | Grade Level Teams | Information about academic expectations and standards | 9/12/17 | Parents will understand the proficiency standards in each grade level for end of year promotion as well as information regarding MTSS and Florida Standards; connect ed; sign in sheets; parent survey |
| 3 | Parent Lighthouse Team | Jerry Wright | Planning | Meeting every other month on the second Tuesday of the month | Parents will work together to create school action teams and understand/develop plans for fundraising and parent opportunities to volunteer.  |
| 4 | Dad Take Your Child to Work Day | Jon Spencer | Opportunity to promote father involvement | 9/27/17 | Dads will participate in morning activities with their child. |
| 5 | Parent Conference | Teachers | Student Progression | 10/17/17, 4/3/18 | Parents will be informed of their child’s academic progression; conference schedules; sign in sheet |
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**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

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| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
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**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1116 (e)(4)].

**Communication**

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(c)(4)(A)];
* 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 [Section 1116(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1116(c)(4)(C)]; and
* If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1116(c)(5)].
	+ Response:

**Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Response:

**Evidence of Input from parents-**have evidence of parent input in the development of the plan.

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

**Evaluation of the previous year's Parental Involvement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents and families to help their children academic achievement [Section 1116 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
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**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116(e)(3)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 |  |  |  |  |
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**Barriers**

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(D(i)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 |  | . |
| 2 |  |  |