

**APPROVED**

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

School Name: Orchard Villa Elementary

Loc. #: 4171

I, Tony Ullivarri [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

1/18/18

Date Signed





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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.	✓ The PFEP is jointly developed with, agreed upon with and distributed to all parents	09/27/17
	✓ Conduct review meetings for parents and staff, before the end of the school year and prior to the final approval of the PFEP	05/17/18
	Other (explain)	
Parents/families will assist in providing high quality instruction for all learners.	✓ School-Parent Compact	09/27/17
	✓ Monitoring attendance	Ongoing
	✓ Monitoring homework completion	Ongoing
	✓ Participation in decisions relating to the child's education	Ongoing
	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.	✓ Title I Annual Parent Meeting	09/27/17
	Other (explain below)	
Parents and families' involvement in the decision-making process of how funds for Title I will be used.	✓ Title I Annual Parent Meeting	09/27/17
	✓ EESAC meetings	11/22/17
	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.
✓ Head Start	09/17-6/18	Head Start promotes school preparation by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other service.
HIPPY		
✓ VPK	09/17-6/18	
Title III		Project UP-START seeks to ensure a successful educational experience for homeless children and youth in South Florida by collaborating with parents, schools, and community through opening the doors to academic opportunities, removing barriers, and promoting a healthy sense of self with hope for bright tomorrows.
✓ Project Upstart	09/17-6/18	
Migrant		
Alternative Outreach		
Other:		





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**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)	<ul style="list-style-type: none"> <li>✓ Connect-Ed message(s)</li> <li>Apps</li> <li>✓ Flyers sent via backpack</li> <li>✓ Master Calendar</li> <li>Website</li> <li>School marquee</li> <li>✓ School calendar/Newsletter</li> <li>Other:</li> </ul>	Number of parents who attended the Title I Annual Meeting as evidenced by the sign-in sheet(s):  <div style="border: 1px solid black; width: 100px; text-align: center; margin: 0 auto;">90</div>
Delivery (During)	<ul style="list-style-type: none"> <li>✓ Title I PowerPoint (Program Overview, Budget Allocation, Curriculum)</li> <li>Consultation &amp; Complaints</li> <li>PFEP, School-Parent Compact, &amp; Parent Rights</li> </ul>	Number of parents who attended and participated with Title I meetings
Documentation (During)	<ul style="list-style-type: none"> <li>✓ DAC/PAC Representative Form (FM-6996)</li> <li>✓ Agenda(s)</li> <li>✓ Sign-in sheets</li> <li>Parent Surveys</li> <li>✓ Images, photos of meeting</li> </ul>	Number of parents who attended and participated with Title I meetings
Follow-Up (After)	<ul style="list-style-type: none"> <li>Compilation of survey results</li> <li>✓ Meeting minutes</li> <li>✓ PFEP</li> <li>✓ DAC/PAC Representative Form (FM-6996)</li> <li>✓ Monthly Report – Title I Annual Parent Meeting Attendance</li> </ul>	Number of parents who attended and participated with Title I meetings

**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
<ul style="list-style-type: none"> <li>✓ Morning Meetings (8:00 a.m. – 12:00 p.m.)</li> <li>Afternoon Meetings (12:00 p.m. – 3:00 p.m.)</li> <li>✓ Evening Meetings (4:00 p.m. – 6:00 p.m.)</li> </ul>	Mr. Ullivari PTSA President	9:00 am - 5 pm	Monthly meetings will be conducted by PTSA. Open House, SAT/FSA/FCAT data chat night
✓ Home Visits	Mr. Baker, CIS	9 - 1 pm	Conduct weekly home visits for attendance purpose
✓ Webinar	Ms. Gibson, FSS	8:45 am	RTI Procedures
Teleconference			
Video Conference			
✓ Face-to-Face Meeting/Workshop	Garcia/Tabuteau	2:15 pm	Reading and Math strategy workshops
<b>Services:</b> Child Care Transportation Other			





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### 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
The Parent Academy			
✓ Agency Referrals	Mr. Wilder	Handouts, flyers	Provide information and resources to assist parents
✓ Community Partnership/Activities	Mr. Wilder		Provide information and resources to assist parents
✓ District Advisory Council (DAC) General and Executive Board, Parent Advisory Council (PAC), Educational Excellence School Advisory Council (EESAC), and Title I Annual Parent Meetings	EESAC Chairperson, Principal	Flyers Computer Lab	Provide information to all stakeholders on school initiatives and provide access to onsite technology and resources to assist with homework and tests.
✓ Parent & Family Engagement Workshops	Ms. Gibson	Webinars	Provide information and resources to parents
Parent & Family Engagement Survey			
Other:			

### 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
Online PD: Building Relationships with Parents		Valuing and utilizing parent contributions		Master Plan Points
✓ M-DCPS Meetings/Training/Workshops	District	Enhancing capacity to work with parents and families	09/17 -05/18	Master Plan Points
✓ CIS/CLS Orientation Meeting	District personnel	Implementing/Coordinating parent/family programs	09/17- 05/18	Agenda, sign-in sheets, handout, PowerPoint and implementation of knowledge gained.
✓ CIS/CLS Training Sessions	District personnel	Implementing/Coordinating parent/family programs	09/17 - 05/18	Agendas, handouts, PowerPoint and implementation of knowledge gained.
✓ How to Engage Hard to Reach Parents	CIS	Communicating with parents as equal partners	09/17-05/18	PowerPoint, follow-up activity and/or MPPs; sign-in sheets.
✓ Professional Learning Community/ School-based Project	PD Liaison	Implementing/Coordinating parent/family programs	09/17 - 05/18	Sign-in sheet, artifacts (photos, Twitter, etc.)
Other:				





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### 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 type="checkbox"/> Workshops <input type="checkbox"/> Community-based Partnerships Other:	Tony Ullivari, Principal Derrick Baker, CIS Ms. Cadet, PTSA President	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Assessments Technology <input checked="" type="checkbox"/> Social Media Parenting <input checked="" type="checkbox"/> Data-Driven Instruction <input checked="" type="checkbox"/> Parent Portal	September 2017 - May 2018	An increase with the number of parents who are involved with PTSA and EESAC and are active.

### 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 Other:	Ms. Arocha Ms. Hernandez	As needed	Participation from parents with limited English
Parents with Special Needs	<input checked="" type="checkbox"/> Parking <input checked="" type="checkbox"/> Ramp <input checked="" type="checkbox"/> Sign Language Interpreter Other:	District personnel	As needed	Participation from parents with disabilities

### 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	09/17 - 05/18	90	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	9/17 - 05/18	20	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	09/17 - 05/18	372	
	<input checked="" type="checkbox"/> Mailout to Parents	09/17 - 05/18	372	
	<input checked="" type="checkbox"/> Title I Parent Newsletter	09/17 - 05/18	372	
	Other:			
Curriculum	<input checked="" type="checkbox"/> FSA Night	3/18	100	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/17	90	
	Science Fair/Night			



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Communication Focus Areas	Content and Type of Activity	Date	Attendance	Evidence of Effectiveness
Curriculum (Continued)	Reading Under the Stars			Number of parents who attended the meeting as evidenced by the sign-in sheet (s).
	✓ Open House	09/27/17	90	
	✓ EESAC	monthly	20	
	✓ Student Backpack	10/4/17	372	
	Website			
	Other:			
Assessment/Achievement Levels	✓ Title I Annual Parent Meeting	09/27/17	90	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	✓ Open House Night	09/27/17	90	
	✓ EESAC	monthly	20	
	✓ Response to Intervention (RtI)	monthly		
	Links to websites Containing Assessment/Data Information			
	Other:			
Parent Concerns	✓ PTA/PTSA meeting	monthly	15	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).  Parent Survey Compilation of Results.
	✓ EESAC meeting	monthly	20	
	Parent Survey			
	Other:			
Attendance	✓ Parent/Teacher Conference	monthly		Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s).
	✓ Truancy Child Study Team	weekly		
	✓ Meetings with School Social Worker	monthly		
	Other:			

**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				





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## **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)
Language	<div>Language</div>
✓ Disabilities	<div>Disabilities</div> <div>Provide parental assistance through PTSA parent workshops and assist parents with accessing parent portal.</div>
✓ Transportation	<div>Transportation</div> <div>Adjust meeting times to both mornings and after school.</div>
Child Care	<div>Child Care</div>
Unfamiliar with School System	<div>Unfamiliar with School System</div>
Cultural Differences	<div>Cultural Differences</div>
Economic Disadvantages	<div>Economic Disadvantages</div>
Homelessness	<div>Homelessness</div>

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