



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

School Name: American Senior High

Loc. #: 7011

I, Francisco E. Garnica [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

12/1/17
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. | <input checked="" type="checkbox"/> The PFEP is jointly developed with, agreed upon with and distributed to all parents | 10/05/17 |
| | <input checked="" type="checkbox"/> Conduct review meetings for parents and staff, before the end of the school year and prior to the final approval of the PFEP | 10/05/17 |
| | <input checked="" type="checkbox"/> Other (explain) | 9/26/17 |
| Parents/families will assist in providing high quality instruction for all learners. | <input checked="" type="checkbox"/> School-Parent Compact | 10/05/17 |
| | <input checked="" type="checkbox"/> Monitoring attendance | Ongoing |
| | <input checked="" type="checkbox"/> Monitoring homework completion | Ongoing |
| | <input checked="" type="checkbox"/> Participation in decisions relating to the child's education | Ongoing |
| | <input checked="" type="checkbox"/> Other (explain) Also discussed at Title-1 Annual Meeting | 9/26/17 |

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. | <input checked="" type="checkbox"/> Title I Annual Parent Meeting | 9/26/17 |
| | <input type="checkbox"/> Other (explain below) | |
| Parents and families' involvement in the decision-making process of how funds for Title I will be used. | <input checked="" type="checkbox"/> Title I Annual Parent Meeting | 9/26/17 |
| | <input checked="" type="checkbox"/> EESAC meetings | 10/05/17 |
| | <input checked="" type="checkbox"/> Other (explain) Also discussed at Title-1 Annual Meeting | 10/05/17 |

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. |
|--|------------|--|
| <input type="checkbox"/> Head Start | | All Stakeholders collaborate to provide ongoing supplemental instructional support, workshops, training, group mediation and academics counseling. Activities will help parents to access support that is available in the community. Title-III provides through the ELL dept. meeting with parents and students to test and review academic progress. Alternative Outreach provides attendance, academics and counsellings for continuous progress monitoring. Overall, activities above mentioned will assist parents in overall communication with their students to improve academics, behavior and attendance. Parents also have access to referral and outreach programs in the community to assist in family needs. |
| <input type="checkbox"/> HIPPY | | |
| <input type="checkbox"/> VPK | | |
| <input checked="" type="checkbox"/> Title III | 1/27/2018 | |
| <input checked="" type="checkbox"/> Project Upstart | 11/20/2018 | |
| <input type="checkbox"/> Migrant | | |
| <input checked="" type="checkbox"/> Alternative Outreach | 2/23/2018 | |
| <input type="checkbox"/> 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) | <input checked="" type="checkbox"/> Connect-Ed message(s) <input checked="" type="checkbox"/> Apps <input checked="" type="checkbox"/> Flyers sent via backpack <input checked="" type="checkbox"/> Master Calendar <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> School marquee <input checked="" type="checkbox"/> School calendar/Newsletter <input type="checkbox"/> Other: | 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; margin: 0 auto; text-align: center;">167</div> |
| Delivery (During) | <input checked="" type="checkbox"/> Title I PowerPoint (Program Overview, Budget Allocation, Curriculum) <input checked="" type="checkbox"/> Consultation & Complaints <input checked="" type="checkbox"/> PFEP, School-Parent Compact, & Parent Rights | Title-1 Meeting, Open House, EESAC Meeting |
| Documentation (During) | <input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Agenda(s) <input checked="" type="checkbox"/> Sign-in sheets <input checked="" type="checkbox"/> Parent Surveys <input type="checkbox"/> Images, photos of meeting | DAC Meeting, Sign-in Sheet, Agendas |
| Follow-Up (After) | <input checked="" type="checkbox"/> Compilation of survey results <input checked="" type="checkbox"/> Meeting minutes <input checked="" type="checkbox"/> PFEP <input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Monthly Report – Title I Annual Parent Meeting Attendance | Agendas, Teachers, Parents, EESAC Meeting |

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 |
|--|---|-------------------------|---|
| <input checked="" type="checkbox"/> Morning Meetings (8:00 a.m. – 12:00 p.m.) <input checked="" type="checkbox"/> Afternoon Meetings (12:00 p.m. – 3:00 p.m.) <input checked="" type="checkbox"/> Evening Meetings (4:00 p.m. – 6:00 p.m.) | MDCPS, Principal, CIS | ongoing | American Sr. High provides flexible amount of parent and family meeting engagement meeting |
| <input checked="" type="checkbox"/> Home Visits | MDCPS Social Workers | August 2017 - June 2018 | MDCPS Social Worker provides ongoing support through home visits for a variety of needs on a as need basis |
| <input checked="" type="checkbox"/> Webinar | n/a | n/a | n/a |
| <input checked="" type="checkbox"/> Teleconference | Principal, administration, CIS, Counselor | August 2017 - June 2018 | Teleconference are done during schools hours at times best fitting all parties |
| <input checked="" type="checkbox"/> Video Conference | Principal, administration, | August 2017 - June 2018 | Video conference are held to assist parent who are unable to attend meeting due to physical limitations |
| <input checked="" type="checkbox"/> Face-to-Face Meeting/Workshop | Principal, administration, CIS | August 2017 - June 2018 | Face-to-Face Meetings workshops/activities are provided to educate and advocate on the importance of parent and family engagement |
| Services: <input type="checkbox"/> Child Care <input type="checkbox"/> Transportation <input checked="" type="checkbox"/> Other | MDCPS, Principal, Administration, CIS | August 2017 - June 2018 | Translation available in 3 languages |



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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 | Title-1 CIS | Handouts, Flyers | Educational & Community Resources Meeting |
| ✓ Agency Referrals | Project Upstart | Handouts, Flyers | Follow up on services provided by Agency |
| ✓ Community Partnership/Activities | Wells Fargo | Handouts, Flyers | Materials to enhance financial and budget knowledge |
| ✓ District Advisory Council (DAC) General and Executive Board, Parent Advisory Council (PAC), Educational Excellence School Advisory Council (EESAC), and Title I Annual Parent Meetings | MDCPS, Title-1 Administration, Principal, CIS | Handouts, Flyers, Agenda | Provides training to improve parent involvement |
| ✓ Parent & Family Engagement Workshops | MDCPS, Title-1 Administration, Principal, CIS | Handouts, Flyers, Activities | provides training to increase parent and family engagement |
| ✓ Parent & Family Engagement Survey | Principal, Title-1 Administration, CIS | Survey Handout and Technology | Connect Ed, backpack, District and School Parent 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 | MDCPS | Valuing and utilizing parent contributions | 12/06/2017 | Master Plan Points |
| ✓ M-DCPS Meetings/Training/Workshops | Schoolbased | Enhancing capacity to work with parents and families | 9/28/2017 | Master Plan Points |
| ✓ CIS/CLS Orientation Meeting | Title-1 Administration | Implementing/Coordinating parent/family programs | 10/27/2018 | Agenda, sign-in sheets, handout, PowerPoint and implementation of knowledge gained. |
| ✓ CIS/CLS Training Sessions | Title-1 Administration | Implementing/Coordinating parent/family programs | 01/25/2018 | Agendas, handouts, PowerPoint and implementation of knowledge gained. |
| ✓ How to Engage Hard to Reach Parents | MDCPS, Principal, Administration | Communicating with parents as equal partners | 9/28/2017 | PowerPoint, follow-up activity and/or MPPs; sign-in sheets. |
| Professional Learning Community/ School-based Project | MDCPS, Principal, Administration | Implementing/Coordinating parent/family programs | 4/20/2018 | Sign-in sheet, artifacts (photos, Twitter, etc.) |
| ✓ Other: Faculty Meeting | Principal, Administration | Student achievement and best practices for parent engagement | August 2017 - June 2018 | Sign in sheets, Agenda, District data |



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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 checked="" type="checkbox"/> Workshops <input checked="" type="checkbox"/> Community-based Partnerships Other: | Title-1 Administration, MDCPS, Principal, CIS, EESAC Chair | <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Assessments <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Social Media <input checked="" type="checkbox"/> Parenting <input checked="" type="checkbox"/> Data-Driven Instruction <input checked="" type="checkbox"/> Parent Portal | August 2017 - June 2018 | Student Achievement, Tutoring Schedule, Saturday Success Academy |

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: | MDCPS, Principal, Title-1, CIS | August 2017 - June 2018 | All meeting material is translated in English, Spanish, Haitian-Creole |
| Parents with Special Needs | <input checked="" type="checkbox"/> Parking <input checked="" type="checkbox"/> Ramp <input checked="" type="checkbox"/> Sign Language Interpreter <input checked="" type="checkbox"/> Other: Hearing Impaired | MDCPS, Principal, Title-1, CIS | August 2017 - June 2018 | There are clear assigned parking and ramp usage for disabled parents and will other accommodations when needed |

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 | 9/26/17 | 167 | Number of parents who attended the meetings as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> EESAC | 2/1/2018 | 3 | |
| | <input checked="" type="checkbox"/> Electronic Communication to Parents | 5/5/2018 | 2166 | |
| | Mailout to Parents | | | |
| | <input checked="" type="checkbox"/> Title I Parent Newsletter | 2/21/2018 | 2166 | |
| | Other: | | | |
| Curriculum | FSA Night | | | Number of parents who attended the meetings as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> Title I Annual Parent Meeting | 9/26/17 | 167 | |
| | 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 | | | |
| | ✓ Open House | 9/26/17 | 1512 | |
| | ✓ EESAC | 2/1/2018 | 3 | |
| | Student Backpack | | | |
| | ✓ Website | 1/27/18 | 2166 | |
| | Other: | | | |
| Assessment/Achievement Levels | ✓ Title I Annual Parent Meeting | 9/26/18 | 167 | Number of parents who attended the meeting as evidenced through the sign-in sheet(s). |
| | ✓ Open House Night | 9/26/17 | 1512 | |
| | ✓ EESAC | 10/5/2017 | 2 | |
| | ✓ Response to Intervention (Rtl) | 10/5/2017 | 2 | |
| | ✓ Links to websites Containing Assessment/Data Information | 1/27/2017 | 2166 | |
| | Other: | | | |
| Parent Concerns | PTA/PTSA meeting | | | Number of parents who attended the meeting as evidenced through the sign-in sheet(s). Parent Survey Compilation of Results. |
| | ✓ EESAC meeting | 10/5/2017 | 3 | |
| | ✓ Parent Survey | 9/26/2017 | 167 | |
| | Other: | | | |
| Attendance | ✓ Parent/Teacher Conference | weekly | varies | 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 | 2/23/18 | 6 | |
| | ✓ Meetings with School Social Worker | 2/23/2018 | 6 | |
| | 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 | not applicable | | | |
| Home Visits | Parent Compact, Parent Survey, Truancy | Social Worker, CIS | 8/21/2017 - 6/1/2018 | Home visit log, DISIS, Truancy form |
| Literacy Training | not applicable | | | |
| Community/Faith-based Organization Collaboration | Volunteering, Mentoring | Title-1 CIS | 8/21/2017 - 6/1/2018 | sign-in sheets |
| Other | not applicable | | | |



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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) |
|--|---|
| <input checked="" type="checkbox"/> Language | <p align="center">Language</p> <p>Bilingual Staff members are available upon request for parents with limited English language. Parent information is disseminated in parent/student home language</p> |
| <input checked="" type="checkbox"/> Disabilities | <p align="center">Disabilities</p> <p>The school provides parents with disabilities with reasonable accommodations; ramp, accessible seating and bathroom</p> |
| <input type="checkbox"/> Transportation | <p align="center">Transportation</p> |
| <input type="checkbox"/> Child Care | <p align="center">Child Care</p> |
| <input checked="" type="checkbox"/> Unfamiliar with School System | <p align="center">Unfamiliar with School System</p> <p>The Parent Resource center and CIS provides information and resources</p> |
| <input checked="" type="checkbox"/> Cultural Differences | <p align="center">Cultural Differences</p> <p>A variety of cultural diverse activities are provided for parents and stakeholders</p> |
| <input type="checkbox"/> Economic Disadvantages | <p align="center">Economic Disadvantages</p> |
| <input checked="" type="checkbox"/> Homelessness | <p align="center">Homelessness</p> <p>The Upstart Program is established and available for families</p> |

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