



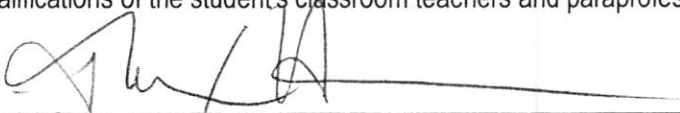
MIAMI-DADE COUNTY PUBLIC SCHOOLS
2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

School Name: Palm Springs Elementary **Loc. #:** 4261

I, Roxana Herrera [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

11-30-17

Date Signed



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

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 | 9/28/17 |
| | <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 | 10/5/17 & 10/25/17 |
| | <input type="checkbox"/> Other (explain) | |
| Parents/families will assist in providing high quality instruction for all learners. | <input checked="" type="checkbox"/> School-Parent Compact | 9/28/17 |
| | <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 type="checkbox"/> 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. | <input checked="" type="checkbox"/> Title I Annual Parent Meeting | 9/28/17 |
| | <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 | 9/28/17 |
| | <input checked="" type="checkbox"/> EESAC meetings | 10/25/17 |
| | <input type="checkbox"/> 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. |
|---|-----------|--|
| <input type="checkbox"/> Head Start | | VPK - Ongoing VPK workshops provide appropriate instructional materials and resources to use at home and are accompanied with demonstrations regarding their use. Coordinated meetings between parents and VPK teachers also take place to discuss specific learning needs of students, student data and transitioning. Bimonthly joint parent-student classroom activities also take place. |
| <input type="checkbox"/> HIPPY | | |
| <input checked="" type="checkbox"/> VPK | ongoing | |
| <input checked="" type="checkbox"/> Title III | ongoing | Title III - The activities support parents and family members of students in grades K-5 with additional strategies to help their English Language Learner increase student achievement. |
| <input type="checkbox"/> Project Upstart | | |
| <input type="checkbox"/> Migrant | | IDEA - During the joint development of students' Individualized Education Plans (IEP), strategies, supplemental instructional support, support groups and agency support information is provided and discussed with parents. |
| <input type="checkbox"/> Alternative Outreach | | |
| <input checked="" type="checkbox"/> Other: IDEA | as needed | |



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

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 type="checkbox"/> Apps <input checked="" type="checkbox"/> Flyers sent via backpack <input 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; padding: 2px; display: inline-block;">117</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 | Sign-in sheet, Parent Resource Fair, Title I Notification Letter of Consultation and Complaint Procedure |
| 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 | Sign-in sheet, meeting minutes, parent surveys, Title I School-Parent Compact |
| 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 | Parent survey results, meeting minutes, Title I School-Parent Compact, input on Title I program, input on school Title I PFEP, monthly report, teacher-parent communication log |

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.) | CIS | Varies during the day 6:00 p.m. | Our meetings and workshops are scheduled at different times and conducted in English and Spanish to offer flexibility and access to information. Meetings offer support and strategies to parents on various topics and curriculum areas, including opportunities for individualized data chats (conferences) regarding current student performance, progress, expectations, and learning goals. |
| <input checked="" type="checkbox"/> Home Visits | CIS | 8:00 a.m. - 3:00 p.m. | CIS will conduct home visits, as needed. |
| <input type="checkbox"/> Webinar | | | |
| <input checked="" type="checkbox"/> Teleconference | Administration, Teachers, Counselor, CIS | Ongoing | Telephone conferences will take place, as needed. |
| <input type="checkbox"/> Video Conference | | | |
| <input checked="" type="checkbox"/> Face-to-Face Meeting/Workshop | Administration, Teachers, Counselor, CIS | Ongoing | Our meetings and workshops are scheduled at different times and conducted in English and Spanish to offer flexibility and access to information. Meetings offer support and strategies to parents on various topics and curriculum areas, including opportunities for individualized data chats (conferences) regarding current student performance, progress, expectations, and learning goals. |
| Services: <input type="checkbox"/> Child Care <input type="checkbox"/> Transportation <input type="checkbox"/> Other | | | |



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

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 |
|--|---|--|--|
| <input checked="" type="checkbox"/> The Parent Academy | CIS | Provided by Parent Academy | Topics will be selected based on identified needs from parent surveys and information shared at meetings. |
| <input checked="" type="checkbox"/> Agency Referrals | Counselor | Provided by counselor and community agencies | The Healthy Me program is implemented on-site through Citrus Health. Other Citrus Health services are provided through school counselor or administrative referrals. |
| <input checked="" type="checkbox"/> Community Partnership/Activities | Administration, Counselor, CIS, PTA, Curriculum Leaders | Provided by community partners | The school and its community partners will maintain ongoing communication in order to design and coordinate implementation of meaningful activities that will support students and families while building relationships with the community. |
| <input checked="" type="checkbox"/> District Advisory Council (DAC) General and Executive Board, Parent Advisory Council (PAC), Educational Excellence School Advisory Council (EESAC), and Title I Annual Parent Meetings | Administration, CIS, EESAC Chairperson | Parent Resource Center (through CIS) | In order to increase academic achievement, programs will be implemented to meet the diverse needs of our student population. |
| <input checked="" type="checkbox"/> Parent & Family Engagement Workshops | CIS, Administration, Curriculum Leaders | Presentation-related handouts (deliverables) | Workshops provided on a range of topics and in a variety of curriculum areas, such as Science Fair Night, FSA Night, SAT Night, in order to inform and engage parents in student learning. |
| <input checked="" type="checkbox"/> Parent & Family Engagement Survey | CIS | Parent surveys | Results will be used to guide implementation of workshops and programs. |
| <input type="checkbox"/> 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 |
|--|-----------------------|--|-------------------|---|
| <input type="checkbox"/> Online PD: Building Relationships with Parents | | Valuing and utilizing parent contributions | | Master Plan Points |
| <input checked="" type="checkbox"/> IM-DCPS Meetings/Training/Workshops | CIS | Enhancing capacity to work with parents and families | Ongoing | Master Plan Points |
| <input checked="" type="checkbox"/> CIS/CLS Orientation Meeting | CIS | Implementing/Coordinating parent/family programs | October 27, 2017 | Agenda, sign-in sheets, handout, PowerPoint and implementation of knowledge gained. |
| <input checked="" type="checkbox"/> CIS/CLS Training Sessions | Administration, CIS | Implementing/Coordinating parent/family programs | November 30, 2017 | Agendas, handouts, PowerPoint and implementation of knowledge gained. |
| <input checked="" type="checkbox"/> How to Engage Hard to Reach Parents | CIS | Communicating with parents as equal partners | Ongoing | PowerPoint, follow-up activity and/or MPPs; sign-in sheets. |
| <input type="checkbox"/> Professional Learning Community/ School-based Project | | Implementing/Coordinating parent/family programs | | Sign-in sheet, artifacts (photos, Twitter, etc.) |
| <input type="checkbox"/> Other: | | | | |



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

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: <input type="text"/> | Administration, CIS, Curriculum leaders | <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Assessments <input checked="" type="checkbox"/> Technology <input 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 gains, family engagement in their child's education |

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: <input type="text"/> | Administration, CIS | August 2017- June 2018 | Sign-in sheet, subsequent and sustained family engagement in their child's education |
| Parents with Special Needs | <input type="checkbox"/> Parking <input type="checkbox"/> Ramp <input checked="" type="checkbox"/> Sign Language Interpreter Other: <input type="text"/> | Administration, CIS | August 2017- June 2018 | Sign-in sheet, subsequent and sustained family engagement in their child's education |

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 | 9/28/17 | 117 | Number of parents who attended the meetings as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> EESAC | monthly | Varies | |
| | <input checked="" type="checkbox"/> Electronic Communication to Parents | Ongoing | NA | |
| | <input type="checkbox"/> Mailout to Parents | | | |
| | <input type="checkbox"/> Title I Parent Newsletter | | | |
| | <input checked="" type="checkbox"/> Other: School flyers | Ongoing | NA | |
| Curriculum | <input checked="" type="checkbox"/> FSA Night | TBA | TBA | Number of parents who attended the meetings as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> Title I Annual Parent Meeting | 9/28/17 | 117 | |
| | <input checked="" type="checkbox"/> Science Fair/Night | 12/6/17 | TBA | |



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

| Communication Focus Areas | Content and Type of Activity | Date | Attendance | Evidence of Effectiveness |
|-------------------------------|--|-------------------|------------|--|
| Curriculum (Continued) | <input checked="" type="checkbox"/> Reading Under the Stars | TBA | TBA | |
| | <input checked="" type="checkbox"/> Open House | 9/28/17 | 654 | |
| | <input checked="" type="checkbox"/> EESAC | monthly | varies | |
| | <input checked="" type="checkbox"/> Student Backpack | as needed | NA | |
| | <input checked="" type="checkbox"/> Website | ongoing | NA | |
| | <input checked="" type="checkbox"/> Other: SAT Night, 3rd grade promotion, STEAM Night | TBA | TBA | |
| Assessment/Achievement Levels | <input checked="" type="checkbox"/> Title I Annual Parent Meeting | 9/28/17 | 117 | Number of parents who attended the meeting as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> Open House Night | 9/28/17 | 654 | |
| | <input checked="" type="checkbox"/> EESAC | monthly | varies | |
| | <input checked="" type="checkbox"/> Response to Intervention (RtI) | as needed | varies | |
| | <input checked="" type="checkbox"/> Links to websites Containing Assessment/Data Information | TBA | TBA | |
| | <input type="checkbox"/> Other: Data chats/individual conferences, LEP committee | TBA | TBA | |
| Parent Concerns | <input checked="" type="checkbox"/> PTA/PTSA meeting | monthly | varies | Number of parents who attended the meeting as evidenced through the sign-in sheet(s). Parent Survey Compilation of Results. |
| | <input checked="" type="checkbox"/> EESAC meeting | monthly | varies | |
| | <input checked="" type="checkbox"/> Parent Survey | 9/28/17 | NA | |
| | <input type="checkbox"/> Other: | | | |
| Attendance | <input checked="" type="checkbox"/> Parent/Teacher Conference | as needed/ongoing | varies | Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> Truancy Child Study Team | quarterly | varies | |
| | <input checked="" type="checkbox"/> Meetings with School Social Worker | as needed | varies | |
| | <input type="checkbox"/> 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 | | | | |



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

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>Meetings and workshops will be provided in English and Spanish.</p> |
| <input checked="" type="checkbox"/> Disabilities | <p align="center">Disabilities</p> <p>Arrange for an interpreter to be present during scheduled meetings or workshops.</p> |
| <input type="checkbox"/> Transportation | <p align="center">Transportation</p> |
| <input checked="" type="checkbox"/> Child Care | <p align="center">Child Care</p> <p>Provide some supervision or child care by school staff for evening meetings and workshops.</p> |
| <input checked="" type="checkbox"/> Unfamiliar with School System | <p align="center">Unfamiliar with School System</p> <p><small>CIS will provide one-to-one support for new, incoming parents to M-DCPS. Included in this support, parents will be provided with information regarding curriculum implications on testing and data so that they have an understanding of what is expected and how goals can be accomplished. They will also be informed about why they must obtain clearance in order to enter the school campus (Jessica Lunsford Act) to avoid misinterpretation or misperception of security measures.</small></p> |
| <input type="checkbox"/> Cultural Differences | <p align="center">Cultural Differences</p> |
| <input checked="" type="checkbox"/> Economic Disadvantages | <p align="center">Economic Disadvantages</p> <p>Meetings and/or workshops will be offered flexibly to provide parents and opportunity to attend. For parents unable to attend, resources will be sent home and support provided.</p> |
| <input checked="" type="checkbox"/> Homelessness | <p align="center">Homelessness</p> <p>CIS and counselor will work with identified families to provide continuous support throughout the school year.</p> |

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