



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

School Name: Linda Lentin K-8 Center

Loc. #: 2911

I, Monefe Young [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	9/27/17
	<input 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	
	<input type="checkbox"/> Other (explain)	
Parents/families will assist in providing high quality instruction for all learners.	<input checked="" type="checkbox"/> School-Parent Compact	9/27/17
	<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	9/27/17
	<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	9/27/17
	<input checked="" type="checkbox"/> EESAC meetings	monthly meetings
	<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		EBD parent breakfast to assist parents with school information related to the EBD program. Discussed community programs and resources available.
<input type="checkbox"/> HIPPY		
<input type="checkbox"/> VPK		Parents Helping Parents assisting parents in how to be actively engaged in their child's education.
<input type="checkbox"/> Title III		
<input type="checkbox"/> Project Upstart		iReady Workshop was given on 11/29/17 to assist parents with understanding the iReady program in order for children to complete at home.
<input type="checkbox"/> Migrant		
<input checked="" type="checkbox"/> Alternative Outreach	11/8/17	
<input checked="" type="checkbox"/> Other: Parents Helping Parents	11/15, 11/16	



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 checked="" type="checkbox"/> Master Calendar <input checked="" type="checkbox"/> Website <input checked="" type="checkbox"/> School marquee <input type="checkbox"/> School calendar/Newsletter <input checked="" type="checkbox"/> Other: Text Messages	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: 5px; display: inline-block;">124 parents</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	
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 checked="" type="checkbox"/> Images, photos of meeting	
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	

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.)	Jocelyn Hernandez	All times	
<input checked="" type="checkbox"/> Home Visits	Jocelyn Hernandez	various	
<input checked="" type="checkbox"/> Webinar	Jocelyn Hernandez and Andy Francis	11/16/17	Mr. Francis interpreted the webinar in Creole. Ms. Hernandez interpreted in English.
<input type="checkbox"/> Teleconference			
<input type="checkbox"/> Video Conference			
<input checked="" type="checkbox"/> Face-to-Face Meeting/Workshop	Jocelyn Hernandez	various	All meetings/workshops
Services: <input checked="" type="checkbox"/> Child Care <input type="checkbox"/> Transportation <input type="checkbox"/> Other			Children are allowed to attend workshops/meetings.



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 [ESFA Section 1116].

Activity/Tasks	Person(s) Responsible	Resources/Materials Provided	Description of Implementation
<input checked="" type="checkbox"/> The Parent Academy			
<input checked="" type="checkbox"/> Agency Referrals	Andy Francois		
<input type="checkbox"/> Community Partnership/Activities			
<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	Jocelyn Hernandez		
<input checked="" type="checkbox"/> Parent & Family Engagement Workshops	Jocelyn Hernandez		
<input checked="" type="checkbox"/> Parent & Family Engagement Survey	Jocelyn Hernandez		
<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 type="checkbox"/> M-DCPS Meetings/Training/Workshops		Enhancing capacity to work with parents and families		Master Plan Points
<input checked="" type="checkbox"/> CIS/CLS Orientation Meeting	Jocelyn Hernandez	Implementing/Coordinating parent/family programs	10/27/17	Agenda, sign-in sheets, handout, PowerPoint and implementation of knowledge gained.
<input checked="" type="checkbox"/> CIS/CLS Training Sessions	Jocelyn Hernandez	Implementing/Coordinating parent/family programs	11/30/17 and 12/5/17	Agendas, handouts, PowerPoint and implementation of knowledge gained.
<input type="checkbox"/> How to Engage Hard to Reach Parents		Communicating with parents as equal partners		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"/> EESAC Meetings <input checked="" type="checkbox"/> Workshops <input checked="" type="checkbox"/> Community-based Partnerships <input type="checkbox"/> Other:	Jocelyn Hernandez Andy Francois Jude Bruno	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Assessments <input type="checkbox"/> Technology <input type="checkbox"/> Social Media <input type="checkbox"/> Parenting <input type="checkbox"/> Data-Driven Instruction <input checked="" type="checkbox"/> Parent Portal	ongoing	Agendas, sign-in sheets, power point, hand outs

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 <input type="checkbox"/> Other:	Jocelyn Hernandez and Andy Francois	ongoing	
Parents with Special Needs	<input checked="" type="checkbox"/> Parking <input checked="" type="checkbox"/> Ramp <input type="checkbox"/> Sign Language Interpreter <input checked="" type="checkbox"/> Other: Spanish and Creole translations	Jocelyn Hernandez and Andy Francois	ongoing	

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	9/27/17	124	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	monthly	sign in sheets	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	monthly		
	<input type="checkbox"/> Mailout to Parents			
	<input checked="" type="checkbox"/> Title I Parent Newsletter	9/27/17	124	
	<input checked="" type="checkbox"/> Other: Flyers sent home	monthly	on going	
Curriculum	<input checked="" type="checkbox"/> FSA Night	1/2018		Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	9/27/17	124	
	<input checked="" type="checkbox"/> Science Fair/Night	12/6/17		



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 type="checkbox"/> Reading Under the Stars			EESAC sign in sheets Open House Sign in Sheets
	<input checked="" type="checkbox"/> Open House	9/27/17	124	
	<input checked="" type="checkbox"/> EESAC	monthly		
	<input checked="" type="checkbox"/> Student Backpack	weekly	813	
	<input checked="" type="checkbox"/> Website	ongoing		
	<input type="checkbox"/> Other: _____			
Assessment/Achievement Levels	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	9/27/17	124	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Open House Night	9/27/17	124	
	<input checked="" type="checkbox"/> EESAC	monthly		
	<input checked="" type="checkbox"/> Response to Intervention (RII)	ongoing		
	<input checked="" type="checkbox"/> Links to websites Containing Assessment/Data Information	ongoing		
	<input type="checkbox"/> Other: _____			
Parent Concerns	<input checked="" type="checkbox"/> PTA/PTSA meeting	monthly		Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC meeting	monthly		
	<input type="checkbox"/> Parent Survey			Parent Survey Compilation of Results.
	<input type="checkbox"/> Other: _____			
Attendance	<input checked="" type="checkbox"/> Parent/Teacher Conference	ongoing		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	ongoing		
	<input checked="" type="checkbox"/> Meetings with School Social Worker	weekly		
	<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				



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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>Many parents speak Haitian Creole and/or Spanish however we have several translators to assist.</p>
<input type="checkbox"/> Disabilities	<p align="center">Disabilities</p>
<input checked="" type="checkbox"/> Transportation	<p align="center">Transportation</p> <p>Many parents do not have transportation however they do walk.</p>
<input checked="" type="checkbox"/> Child Care	<p align="center">Child Care</p> <p>Many parents bring children however we allow children.</p>
<input type="checkbox"/> Unfamiliar with School System	<p align="center">Unfamiliar with School System</p>
<input type="checkbox"/> Cultural Differences	<p align="center">Cultural Differences</p>
<input type="checkbox"/> Economic Disadvantages	<p align="center">Economic Disadvantages</p>
<input type="checkbox"/> Homelessness	<p align="center">Homelessness</p>

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