

APPROVED



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

School Name: Paul W. Bell Middle School

Loc. #: 6041

I, Ingrid M. Soto [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)].

Handwritten signature of Ingrid M. Soto in black ink.

Signature of Principal or Designee

12/01/17

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 | 5/25/17 & 10/10/17 |
| | <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 | 5/25/17 & 10/10/17 |
| | <input type="checkbox"/> Other (explain) | |
| Parents/families will assist in providing high quality instruction for all learners. | <input checked="" type="checkbox"/> School-Parent Compact | 5/25/17 |
| | <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 | 10/10/17 |
| | <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 | 10/10/17 |
| | <input checked="" type="checkbox"/> EESAC meetings | 5/23/17 & 10/03/17 |
| | <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 | | Under the supervision of the Administrator for the Title III (ELA) Grant Supplemental Tutoring Academy for English Language Learners (ELL), staff will provide supplemental educational services to ELL students bi-weekly for an hour afterschool from November 2017 through May 2018. |
| <input type="checkbox"/> HIPPPY | | |
| <input type="checkbox"/> VPK | | |
| <input checked="" type="checkbox"/> Title III | Ongoing | |
| <input type="checkbox"/> Project Upstart | | |
| <input type="checkbox"/> Migrant | | |
| <input type="checkbox"/> Alternative Outreach | | Supplemental instructional support provided by Title I will be discussed with parents during the development of the student's Individualized Educational Plan (IEP). |
| <input checked="" type="checkbox"/> Other: Individuals with Disabilities Education Act | Ongoing | |



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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; text-align: center; margin: 0 auto;">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 | Agenda and Minutes of the Title I Meeting held 10/10/17, PowerPoint, handouts |
| 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 | Agenda and Minutes and sign-in sheet of the the Title I Meeting held 10/10/17 & a copy of the parent survey |
| 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 | Copy of the compilation report, minutes of Title I meeting, sign-in sheets |

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 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.) | Team Leaders, Administration, CIS, Title I Facilitator | 8:30am - 9:30am 5:00pm - 6:00pm | Paul Bell W. Middle School will offer flexible scheduling for activities and meetings for parents at varying days and times. Parent conferences will be held Mondays – Wednesdays, in the morning. Additionally, the school's Parent Resource Center will remain open to parents from 8:30 a.m. until 4:00 p.m. so that parents can pick up pertinent school information, use the parent computer lab, and request assistance. |
| <input checked="" type="checkbox"/> Home Visits | CIS/Social Worker | Ongoing | Home visits are conducted on an as needed basis. The CIS/Social Worker visits homes to ensure that all students and parents are provided educational services and support. |
| <input type="checkbox"/> Webinar | | | |
| <input type="checkbox"/> Teleconference | | | |
| <input type="checkbox"/> Video Conference | | | |
| <input checked="" type="checkbox"/> Face-to-Face Meeting/Workshop | Administration, CIS, Title I Facilitator, <i>Rozzy Afterschool Program</i> | 8:30am - 9:00am 6:00pm - 7:30pm | Face-to-Face Meetings/Workshops will be held on Mondays - Thursdays, from 8:30AM - 9:00AM. Parental workshops are offered on a monthly basis by the Rozzy Afterschool Program from 6:00PM - 7:30PM to address various topics of interest. |
| Services: <input type="checkbox"/> Child Care <input type="checkbox"/> Transportation <input type="checkbox"/> 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 |
|--|--|--|--|
| <input checked="" type="checkbox"/> The Parent Academy | Administration, CIS, Title I Facilitator | Agenda, handouts | Facilitates workshops on various educational topics for parents. |
| <input type="checkbox"/> Agency Referrals | | | |
| <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 | Administration, CIS, EESAC Chair, Title I Facilitator | District Title I Power Point, Agenda, handouts | Inform parents of the school's participation in the Title I Program, the requirements of the EESA regarding parent and family engagement, the rights of parents to be involved in programs, and Provide parents with their child's assessment data results, including areas of deficiency so that parents can provide additional assistance. |
| <input checked="" type="checkbox"/> Parent & Family Engagement Workshops | Administration, CIS, Title I Facilitator, Parent Trainer Group | Agenda, Power Points, PD In Focus Videos | Provide parents with information, resources, and services available at and through the school, District, and community |
| <input checked="" type="checkbox"/> Parent & Family Engagement Survey | Administration, CIS, Title I Facilitator | Electronic communication, Survey | Feedback from survey was compiled and the information gathered will help develop School-level PFEP and assist the school in improving the academic achievement of students. |
| <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 checked="" type="checkbox"/> Online PD: Building Relationships with Parents | PD Liaison | Valuing and utilizing parent contributions | January 2018 | Master Plan Points |
| <input checked="" type="checkbox"/> M-DCPS Meetings/Training/Workshops | Administration, PD Liaison | 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 | CIS | Implementing/Coordinating parent/family programs | Ongoing | Agendas, handouts, PowerPoint and implementation of knowledge gained. |
| <input checked="" type="checkbox"/> How to Engage Hard to Reach Parents | Administration, CIS, PD Liaison | Communicating with parents as equal partners | December 2017 | 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: | | | | |



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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 type="checkbox"/> Community-based Partnerships <input type="checkbox"/> Other: _____ | Administration, CIS, Title I Facilitator, PD Liaison, Parent Academy Personnel | <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 | Ongoing throughout school year | Monthly Parent and Family Engagement School Reports, Agendas, sign-in sheets, and minutes from meetings, electronic communications, flyers, handouts |

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: _____ | Administration | August 2017 - June 2018 | Electronic communications report, agendas, sign-in sheets, handouts, flyers |
| Parents with Special Needs | <input checked="" type="checkbox"/> Parking <input checked="" type="checkbox"/> Ramp <input checked="" type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Other: _____ | Administration | August 2017 - June 2018 | The building is A.D.A. compliant. Interpreter available upon request. |

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 | 10/10/17 | 167 | Number of parents who attended the meetings as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> EESAC | 5/23/17&10/3/17 | 12 | |
| | <input checked="" type="checkbox"/> Electronic Communication to Parents | 08/21/17 | 450 | |
| | <input checked="" type="checkbox"/> Mailout to Parents | 08/21/17 | 450 | |
| | <input checked="" type="checkbox"/> Title I Parent Newsletter | 8/21/17&10/9/17 | 450 | |
| | <input type="checkbox"/> Other: _____ | | | |
| Curriculum | <input type="checkbox"/> 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 | 10/10/17 | 167 | |
| | <input type="checkbox"/> 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 through the sign-in sheets. |
| | <input checked="" type="checkbox"/> Open House | 10/10/17 | 180 | |
| | <input checked="" type="checkbox"/> EESAC | 10/03/17 | 12 | |
| | <input checked="" type="checkbox"/> Student Backpack | 08/21/17 | 450 | ConnectEd Messages report |
| | <input checked="" type="checkbox"/> Website | 08/21/17 | N/A | |
| <input type="checkbox"/> Other: | | | | |
| Assessment/Achievement Levels | <input checked="" type="checkbox"/> Title I Annual Parent Meeting | 10/10/17 | 167 | Number of parents who attended the meeting as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> Open House Night | 10/10/17 | 180 | |
| | <input checked="" type="checkbox"/> EESAC | Ongoing | 12 - 15 | |
| | <input checked="" type="checkbox"/> Response to Intervention (RII) | Ongoing | 5 | |
| | <input checked="" type="checkbox"/> Links to websites Containing Assessment/Data Information | Ongoing | N/A | |
| <input type="checkbox"/> Other: | | | | |
| Parent Concerns | <input checked="" type="checkbox"/> PTA/PTSA meeting | Ongoing | 10 - 15 | Number of parents who attended the meeting as evidenced through the sign-in sheet(s). |
| | <input checked="" type="checkbox"/> EESAC meeting | Ongoing | 12 - 15 | |
| | <input checked="" type="checkbox"/> Parent Survey | 10/10/17 | 101 | Parent Survey Compilation of Results. |
| <input type="checkbox"/> Other: | | | | |
| Attendance | <input checked="" type="checkbox"/> Parent/Teacher Conference | 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 type="checkbox"/> Truancy Child Study Team | | | |
| | <input checked="" type="checkbox"/> Meetings with School Social Worker | Ongoing | 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 | | | | |



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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>Ensure that all parental communications, hand-outs, and informational literature are offered not only in English, but in the parent's home language. Translation will be included during school functions and events.</p> |
| <input type="checkbox"/> Disabilities | <p align="center">Disabilities</p> |
| <input type="checkbox"/> Transportation | <p align="center">Transportation</p> |
| <input type="checkbox"/> Child Care | <p align="center">Child Care</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 checked="" type="checkbox"/> Economic Disadvantages | <p align="center">Economic Disadvantages</p> <p>Offer parent involvement activities at flexible times (offering some activities in the evening and others during morning hours) in order to accommodate parents with varying work hours.</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.