

**St. Lucie Public Schools**

**2018-2019 School Level Parent and Family Engagement Plan (PFEP)**

I, Kerri Walukiewicz, 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 PFEP 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 plan. 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.

**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 and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement 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 it available to the local community [Section 1116 (b)( )];
* Involve parents and families, 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3;
* Use the findings of PFEP review to design strategies for more effective parent and family engagement , and to revise, if necessary, the school's PFEP [Section 116(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
* Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(l)(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)(i)]; 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)].

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Principal Signature Date

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| **Parent and Family Engagement Mission Statement (optional)** |
| At Rivers Edge Elementary, all students will be provided challenging, engaging, and satisfying work. All students' individual differences and abilities will be nurtured in a safe and caring environment, ensuring their success each and every day. |

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| **Involvement of Parents/Families** |
| **Describe how the school involves the parents/families in an organized, ongoing 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].** We are in our sixth year of a being a Title I school at Rivers Edge Elementary. Historically, Rivers Edge has a strong parent involvement. School Advisory Council (S.A.C.) members have the responsibility for contributing to, evaluating and approving the School Improvement Plan and the Parent Involvement Plan. Parents and community members of S.A.C. are given the opportunity to assist and offer input prior to approval as documented in the minutes. As representatives of parents, they also seek input from parents regarding how funds will be used. |

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| **Coordination and Integration with Other Federal Programs** |
| **Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)** |
| **Program** | **Coordination** |
| Title III- ESOL Night | ALL ESOL parents will be informed about the various types of programs that are available to their students. |
| ESE/IDEA | Any provided supplemental instructional support by Title I will be discussed with parents at an IEP meeting. |
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| **Annual Parent Meeting** |
| **Provide a brief description of the following:*** **Specific steps your 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.**
* **The nature of the Title I program that is shared with parents (school-wide or targeted assistance).**
* **How the school, at the annual meeting, will inform parents of school performance data and the right of parents.**

Annual Title I:Parents will be informed about the upcoming meeting through parent newsletters, Rivers Edge Facebook Page and Remind. The school will inform parents of school performance data and the right of parents using a PowerPoint presentation.  |

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| **Flexible Parent Meetings** |
| **Describe how the school will:*** **Offer a flexible number of meetings, such as meetings in the morning or evening,**
* **Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].**

 Rivers Edge leadership and staff has a strong belief and commitment to having parents as an integral component to our students’ academic success. We believe that it's important for parents to be made aware of all opportunities for them to participate with their child's learning. A few examples in which parents participate is through attending our Kindergarten Parent Orientation Night, Publix Math Night or CSI Night. We also have various opportunities (times) for parents to be aware of our Literacy program (SFA) Information events. Finally, we conduct multiple volunteer orientations throughout the year on ways in which families and community members can support our students.  |

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| **Building Capacity** |
| **Describe how the school will:*** **Implement activities that will build the capacity for meaningful parent/family engagement**
* **Implement activities that build relationships with the community to improve student achievement**
* **Provide materials and trainings to assist parents/families to work with their child/children.**
* **Provide other reasonable support for parent/family engagement activities [ESEA Section 1116].**
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| **Activity** | **Materials Provided** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Dad's Take Your Child to School | Teacher and Principal | Fathers are invited to attend breakfast with their child | September 26, 2018, 8-8:30am | Sign-in Roster |
| 2 | Gardening Day | Teacher, Principal | Parents participate in an all-day gardening project with their child | October 12, 2018- 1:00-3pm= | Sign-In Roster |
| 3 | ESOL Night | ESOL Specialist and Principal | Parents will receive information regarding the ESOL programs at the school | October 17, 2018; February 19, 2019 | Sign-in Roster |
| 3 | 5th Grade Science Fair/Internet Safety Night | Teacher, Principal | Sharing with Parents science fair protocols and the safeguards to use with their children on the internet | October 23, 20185:30-7:30 | Sign-In Roster |
| 5 | Title 1 Parent Night/Bingo for Books | Teachers, Principal | Student Achievement improves when parents become involved in their child's education. | October 30, 2018 | Sign-In Roster |
| 6 | Camp Out - Science | Teachers, Principal | Student Achievement improves when parents become involved in their child's education. | November 30, 20185:30- | Sign-In Roster |
| 7 | Student-ledConferences | Teachers, Principal | Parents will be given grade level information and individual student data to use with their child so that they can goal set and increase achievement. | December 4, 2018, 5:30-7:00 pm; February 21, 2019, 5:30-7pm | Sign-In Roster |
| 8 | Pancakes with Santa | TeachersPrincipal | Families will participate in writing activities.  | December 15, 2018, 9:00-11am | Sign-in Roster |
| 9 | Family Field Day | TeachersPrincipal | Families will participate in activities centered around Science concepts. | January 12, 2019, 12:00-2pm | Sign-in Roster |
| 10 | STEAM Festival | TeachersPrincipal | Parents and students will participate in hands-on STEAM activities. | February 23, 2019, 10:00-2pm | Sign-in Roster |
| 11 | Publix Math Night | Teacher, Principal | Introduce to parents the math standards and how their being assessed | February 28, 2019, 5:30-7pm | Sign-in Roster |
| 12 | CSI Night | Teacher, Principal | Parents will participate with students in applying science standards to real life situations | April 16, 2019, 5:30-7pm | Sign-In Roster |

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| **Staff Development** |
| **Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:*** **The value of their contributions;**
* **How to reach out to, communicate with, and work with parents and families as equal partners; and**
* **How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].**
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| **Activity** | **Person****Responsible** | **Area of Focus** | **Timeline** | **Evidence of Effectiveness** |
| Positive Behavior Support | Administration/Teachers | Staff will increase effective behavior strategies impacting student achievement. | August 06, 2018 8:30am | Classroom Walk throughDiscipline data |
| CHAMPS | Administration | Teacher will learn the components of CHAMPS strategies for implementation, and delivery to students | August 06, 2018 8:30am | Classroom Walk throughDiscipline data |
| Parental Involvement Committee | Administration/Teachers | Teachers will workshop parental involvement activities  | Monthly | Committee agenda |
| Kids at Hope | Administration/Teachers | Teachers will learn the Kids at Hope philosophy, and strategies for implementation | August 06, 2018 | Classroom Walk throughDiscipline data |
| Single School Culture | Administration/Teachers | Teachers and staff will set school wide expectations  | August 06, 2018 | Classroom Walk throughDiscipline data |
| Sanford Harmony | Administration/Teachers | Teachers and staff will learn strategies to support Social-Emotional Learning | August 06, 2018 | Classroom Walk throughDiscipline data |

**Other Activities**

**Describe other activities, such as a parent resource center, the school will conduct in order to encourage and support parents/families in more meaningful engagement in the education of their child/children [ESEA Section 1116].**

Parents are sent invitations to participate with our Honor Roll/Perfect Attendance/I Try Harder Awards Assemblies quarterly - "Otterly Outstanding" Student of the Month - Cooperative Culture(PBIS) Events - Martin Luther King Parade in January - Spring Fling in May - Gardening Day. Student Achievement improves when

parents become involved in their child's education. Participation can be evidenced by sign-in sheets and/or

rosters. The timeline for events are either quarterly, monthly, and/or on-going. Members from our Solutions –

Parent and Family Involvement committee will be responsible for planning and organizing many of these events.

**Communication**

# Describe how the school will provide to parents of participating children the following:

* **Timely information about the Title I program and activities;**
* **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;**
* **If requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

# School Annual Title I Parent Meeting,

# District Title I Parent Guide/CalendarMonthly School Calendar and Newsletter

# School Messenger phone systemSchool website

# Student-led Conferences

# Parent Conferences through the year

# Open House

# Use of translators

# ESOL Parent Meetings-twice per year

# Parent Portal, Remind, teacher websites, blogs and texts

# Monthly PTO and SAC meetings Representatives to attend monthly district DAC meetings

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| **Accessibility** |

-Use of school social worker, guidance counselor and school psychologist to assist parents

-Use of outside agencies, during the school day, to support social-emotional needs of students

-ESOL paraprofessional will translate during parent conferences or other meetings

-ESOL paraprofessional will translate written communication to parents as needed

-Parents of ESE and ESOL students are provided full opportunities to participate in all parental involvement activities

 offered

-Ramps, handicap parking, accessible bathrooms, drinking fountains and furniture are throughout the school facility to

 accommodate parents and students with physical disabilities

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| **Discretionary Activities (Optional)** |
| **Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)** |

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| **Barriers** |
| **Provide a description of the:*** **Barriers that hindered participation by parents during the previous school year**
* **Steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].**
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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Time of Day Activities were held. | Multiple offerings of events. |