

**St. Lucie Public Schools**

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

I, \_\_\_\_\_\_\_Roberto Bonseñor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 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)].

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Signature Date

|  |
| --- |
| **Parent and Family Engagement Mission Statement (optional)** |
|  |

|  |
| --- |
| **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].**At SRE, parents are invited to join the School Advisor Council and the Parent-Teacher Organization. These organizations meet monthly to plan and review the School Improvement Plan and Title I programs. All stakeholders have the opportunity to give input on decisions and vote on how the budget will be used. |

|  |
| --- |
| **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)****We will host a Parent Engagement Night to teach parents how to help students with homework, i-Ready Reading and Math, the Florida Standards, and Emergency Procedures. We will also host monthly Curriculum Nights, FSA Nights and Student Led Conferences to inform and teach parents about the home expectations to ensure students success.** |
| **Program** | **Coordination** |
| Parent Empowerment Night | Parents will be provided tools (provided with Title I funds) with technology that they can use to access sites that support home instruction in reading, math, i-Ready. Strategies will be presented re: how to choose a book for your child, how to assist your child in comprehension and fluency, how to use Skyward Portal, The technology lab will be open for parents to access i-Ready parent resources. Interpreters for ESOL families will be available. The Curriculum Committees and Grade Level Team Leaders coordinate this event. |
| Curriculum Nights | Parents will be invited to an evening of instruction re: the new phonics and science series and the school to home support that is provided in the series. Parents will learn about the new phonics and strategies that they can use at home with their child to assist with increasing literacy, math and science performance. Interpreters for ESOL families will be available. Grade chairs will coordinate these events.  |
| Student Led Conferences | Parents will learn about the variety of assessments and data tracking their students do and understand the impact of assessments on their children. They will learn about data binders, tracking student progress and how they can help their students while working with them at home. The Curriculum Committees and Grade Level Team Leaders will coordinate these events.  |
| 3rd grade FSA Night | Parents will learn about the third grade FSA that will be administered to their child and understand the impact of the assessment on their child. They will learn about test taking strategies that they can apply at home with their child while working with them at home. Interpreters for ESOL families will be available. The Instructional Coaches, Grade Chair and Teachers will coordinate this event. |
| Science Night | Parents will also attend sessions in science content to better understand the expectations in learning how they can apply support in science based on their every life. Science is in their home every day and the presenter will highlight how theycan connect science in school to science in their everyday life. Interpreters for ESOL families will be available. The Science Committee will be responsible for coordinating this event. |

|  |
| --- |
| **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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Count** | **Activity** | **Person responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Announce Title 1 meeting, marquee, School Messenger, Facebook, Twitter, website | Administration | September | Parent sign-in sheet |
| 2 | Powerpoint/Video Presentation | Administration | September | Parent sign-in sheet, Parent survey |
| 3 | Handouts | Administration, Coaches | September | Parent sign-in sheet, Parent survey |
| 4 | Translators available | ESOL Paras | September | Parent sign-in sheet, Parent survey |
| 5 | Arrange refreshments, prizes | Staff | September  | Parent sign-in sheet, Parent survey |
| 6 | Sign-in sheets | Administration | September | Parent sign-in sheet, Parent survey |
|  |  |  |  |  |
|  |  |  |  |  |

 |

|  |
| --- |
| **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].**

The meetings that the parents participate are offered at flexible times. There are meetings in the afternoon following the dismissal, evening and after speaking to parents we will host some meetings at 7:30 am in the morning to accommodate their schedules. Parents will receive phone calls to their home notifying of the meetings and they will also be posted on the marquee and in the parent newsletters.  |

|  |
| --- |
| **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].**
 |
| **Activity** | **Materials Provided** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Curriculum Nights** | **HOT Qs, Make and Take Literacy and Math materials** | **Coaches****Grade Chairs** | **Monthly** | **Parent sign-in sheets** |
| **Science Night** | **Investigation materials, Passport** |  **Science committee** | **January 2018** | **Parent sign-in sheets** |

|  |
| --- |
| **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].**
 |
| **Activity** | **Person****Responsible** | **Area of Focus** | **Timeline** | **Evidence of Effectiveness** |
| Parent-Teacher Workshops | District Title I Personnel | Teaching teachers new strategies to improve conferences | First semester | Participation rosters |
| Parent Resource Room | Parental Involvement Committee | Families will have access to resources to improve academic and social/emotional needs | First semester | Parent sign-in sheets |

**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].**

The parent resource room will be available to all families throughout the year. Resources were purchased in three languages, in both print and visual media. The resources and internet access will give families new knowledge to help improve their child's academic, social, and emotional needs.

**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].**

Information is distributed via phone, family bulletin, hard copy text, family night, and marquee (October). Student progress is measured through district, state, and informal teacher assessments. Parent conferences are welcomed and opportunities for parent conferences flexible. Feedback will be received via parent surveys and individual parent conferences.

|  |
| --- |
| **Accessibility** |

 Opportunities are provided for all families with the phone and written information going out to parents in text

 and phone delivered to the parents in English/Spanish/Creole. Additionally, limited English proficient students

 are welcome and translation services are provided in Spanish and in Creole. School reports are shared at SAC

 meetings and in the school wide family bulletin in a family friendly language. Family events are planned in the

 lower-level of the main building or cafeteria in order to accommodate those with physical disabilities. The Title

 I Migrant Program helps to identify students and provides our families with the additional support they need.

|  |
| --- |
| **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.)** |

|  |
| --- |
| **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].**
 |
| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome Barrier** |
| Scheduled times of SAC/PTO | We have changed the schedule to accommodate parents in the evening and afternoons following school dismissal. |
| Language barriers | School will increase communication in three languages to support diverse families. |