



# **Palm Pointe Educational Research School @ Tradition**

## **2018-2019 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)**

I, Kathleen Perez, 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)(1)];
- 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 1116(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)(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)(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)].

*Kathleen Perez*

**Signature of Principal**

*8/28/18*

**Date Signed**

## **Parent and Family Engagement Mission Statement**

Florida Atlantic University Schools (FAUS) recognizes the valuable contributions that parents make to their students' education. We will embrace every opportunity to involve our parents in the decision making process. We align ourselves as full partners with the parents of our students. FAUS will provide functional guiding teamwork involving parents, teachers, administrators, staff, and teaching assistants to foster the well-being of the students and the school community. We will provide all students opportunities to reach their full potential, through utilizing research, developing challenging and relevant work, establishing school, home and community partners. Our school PFEP is jointly developed and agreed upon with parents.

At the school level, Palm Pointe is resolved to making every effort to involve parents and community members in activities and meetings at the school, in order to promote effective relationships, form a strong school-home partnership, and increase student achievement.

## **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].**

Title I programs and the Parent and Family Engagement Plan (PFEP) are first developed and monitored by the leadership team at Palm Pointe Educational Research School in partnership with the LEA administration, and considering feedback and data gathered from the previous year. Members of the leadership team include the administrators, school counselors, deans, and instructional coaches. Input, evaluation, and adoption of the plan is carried out by the School Advisory Council (SAC). The SAC consists of the principals, teachers, parents, educational support personnel, and other citizen representatives of the ethnic, racial, and economic community served by the school. Parents are also asked to complete surveys at specified times throughout the year to give feedback about grant programs, including evaluation forms following all Title I sponsored family events, and the Title I Parent Involvement/Satisfaction Survey. Information gathered throughout the current school year is used to inform the preparation of the Title I grant application and Parent and Family Engagement Plan for the following school year.

In the spring of 2019, Palm Pointe will provide parents with opportunities to review and provide feedback on the implementation of Title I programs and the PFEP from 2018-2019 through SAC and a Parent Involvement/Satisfaction Survey. Members of SAC will have time to review the current plan and offer written comments on how the plan can be improved for the following year. The parent survey will be deployed to all students in paper and online formats, and will provide families with an outlet for rating their satisfaction with PFEP events provided during the current school year, as well as feedback on their awareness of Title I programming in general. The input provided from both SAC and the parent survey will be included in Palm Pointe's Comprehensive Needs Assessment and will be used to inform the development of the PFEP for 2019-2020.

## **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].**

As part of the school's Parent and Family Engagement Policy, Palm Pointe will host events geared toward improving awareness of parents' rights under Title I, coordinate with Title IX, and provide support to early education. The school also coordinates with Exceptional Student Education under IDEA in providing equal opportunities for students with special needs and their families to participate in parent and family events.

<b>Program</b>	<b>Coordination</b>
Exceptional Student Education	Representatives from the Saint Lucie Public Schools' ESE program will be invited to participate in parent involvement meetings/events to provide information about their services to families.
IDEA	Supplemental instructional support will be discussed with parents during the development of the student's IEP.
Title IX	The Title IX liaison will communicate regularly with the Title I liaison to ensure students' rights are protected and served, and that information is disseminated regularly to families.
Early Childhood/ Kindergarten Blast-Off	The Kindergarten team will coordinate with school administration to host an informational session for parents/families geared toward incoming students for the 2018-2019 school year.

## **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.**

Palm Pointe will host its annual Title I/Title IX meeting on September 26<sup>th</sup>, 2018 in conjunction with a school curriculum event. Parents will be notified of the event by a flyer sent home within the weekly communication envelopes, through several ConnectEd phone calls, and advertisement on the school's Facebook page. Additionally, grade level teams will advertise the event in their weekly communication messages.

As part of the Title I/Title IX annual parent meeting, the Title I liaison will present information regarding programming efforts at Palm Pointe – including how Palm Pointe receives school-wide assistance – rights under Title I and Title IX, the process for giving input on Title I programs and expenditures, and additional ways to get involved in school initiatives. Following the specific information pertaining to Title I and Title IX, parents and families will be invited to meet with teachers to learn more about curriculum, assessments, and ways to support student learning at home. Attendees will be provided with individualized data reports from students' most recent iReady Diagnostic and other recent assessments, and the opportunity to ask questions regarding students' progress.

## 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].

As part of its evaluation of the 2017-2018 Parent Involvement Plan, Palm Pointe families indicated a need for meetings to continue to be offered at flexible times, and for materials to be made accessible after the event. For activities under the 2018-2019 Parent and Family Engagement Plan, Palm Pointe commits to scheduling events at various times throughout the year – including before school, during school, and after school, to provide families with advanced notice of events, and to provide event materials/resources in a timely manner after the event. Materials will either be sent home with students, provided through email, or posted to school and/or grade level website(s) as applicable for families who are not able to attend the events or meetings.

## Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement
- Implement activities that build relationship 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
Meet the Teacher	Classroom packets – welcome letters, expectations, supply lists, means for communication	Classroom teachers, overseen by administration	August, 2018	Sign-in sheets; Parent Satisfaction Survey
Algebra I Parent Meeting	Presentation	Instructional Coach and Algebra teachers	August, 2018	Sign-In sheets
Classroom Kick-off (Curriculum Night)	Presentation, hand-outs, data forms	Instructional Coaches, Title I Liaison, Team Leaders, Administration	September, 2018	Sign-in sheets and evaluation forms from events; Feedback from SAC; Parent Satisfaction Survey
Title I Annual Meeting	Presentation posted to school website	Title I Liaison	September, 2018	Sign-in sheets and evaluation forms from events; Feedback from SAC; Parent Satisfaction Survey
Grade Level Events	Presentation, hand-outs, data forms (as applicable)	Instructional Coach, Title I Liaison, and Team Leaders	October, 2018 – May, 2019	Sign-in sheets and evaluation forms from events; Parent Satisfaction Survey

Quarterly Curriculum Events	Presentation, hand-outs, data forms	Instructional Coach(es), Title I Liaison, Grade level teachers	October, 2018 – March, 2019	Sign-in sheets and evaluation forms from events; Parent Satisfaction Survey
Recognition Events (Dad Take Your Child to Work, Volunteer Breakfast, Cultural Heritage Breakfast, Young Author's Celebration)	Presentation and handouts as applicable	Guidance Department, Volunteer Coordinator, Administration	Quarterly	Sign-In Sheets; Parent Satisfaction Survey
Grade Band Event (Currently there are 3 planned)	Presentation, hand-outs, resources for supporting learning	Instructional Coaches	January, 2019 – March, 2019	Sign-In sheets and evaluation forms; Parent Satisfaction Survey
Kindergarten Blast-Off	Presentation, hand-outs/resources to support learning	Administration, Instructional Coach, Kindergarten teachers	Spring, 2019	Sign-In sheets and evaluation forms
Parent Academy of St. Lucie County	Presentation, hand-outs and resources as applicable	Guidance Dept.	September, 2018 – May, 2019	Sign-In sheets
Middle School Matters Event	Presentation, hand-outs/resources	Guidance Dept., Instructional Coaches	May, 2019	Sign-In Sheets and evaluation forms

### 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
Design of PFEP Events Overview Session	PFEP Liaison/ Title I Liaison	Family Involvement	August, 2018 (ongoing as applicable)	Evaluations provided following each family event; Parent Satisfaction Survey
Quarterly sessions regarding communication with parents and families at Faculty Council Meetings	PFEP Liaison/ Title I Liaison	Communication	September 2018 – May 2019	Sign-in sheets, session notes, Parent Satisfaction Survey

Grade Level Meetings	Team Leaders, Administration, Instructional Coaches	Communication and family involvement in supporting achievement	Quarterly	Planning notes (as applicable); grade level family communication (newsletters, email blasts, etc.)
Teacher Leadership Academy	Instructional Coaches and administration	Effective communication; motivation strategies	Quarterly	Sign-In Sheets; presentation materials; Parent Satisfaction Survey
Title I/Title IX Meeting(s)	Title I Liaison and Title IX Liaison	Understanding Title I/Title IX programs and parent/family rights	September, 2018 and May, 2019	Sign-In sheets; presentation materials

### Other Activities

**Describe other activities, such as the parent resource center, that 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].**

Palm Pointe will encourage parents to utilize the materials and technology available on its school website. Information regarding the resources available on the website will be shared in the Orbiter, the school's monthly parent newsletter, as well as at the Title I annual parent meeting sessions.

### 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].**

Palm Pointe will communicate with parents/families regarding academic progress, and programs and events in a timely manner. The school will promote events using flyers, the school's Facebook page, and ConnectEd phone calls at least one week prior to the scheduled event. A Title I/Title IX information night followed by curriculum sessions presented by teachers will occur in the beginning of the year. Additionally, grade level teams will have the opportunity to plan and present parent/family events geared toward understanding the curriculum and assessment expectations at various times throughout the year. Teachers will also send home graded work and provide academic progress reports through weekly communication folders, including access to data reports for iReady diagnostics as requested. Parents can also access student performance scores for classwork and assessments using Skyward. Grade level teams will send home a weekly communication email, flyer, or text alert apprising parents/families of upcoming content, assessments, and announcements. Parents/families will have opportunities to schedule conferences with teachers to discuss academic, social, and/or behavioral progress as applicable, and parents will also be invited to participate in meetings with the Problem Solving Team (PST), or for IEP or 504 considerations whenever appropriate. Additional communication, including reminders about Title I, Title IX, and other school programs/initiatives, will be shared in the school's monthly newsletter (The Orbiter.)

## Accessibility

Describe how the school will:

- Provide full opportunities for participation in parent/family engagement activities for all parents and families,
- 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 can understand.

Palm Pointe will make certain that information related to curriculum, assessment, and academic progress is sent to and shared with the parents of participating children in a timely manner, in an understandable format, and to the extent practicable, in a language the parents can understand, including English, Spanish, and Creole. Formats will include information sessions, workshops, progress reports, report cards, and parent-teacher conferences. Graded work and informational flyers will be sent home weekly via a school-home communication envelope, which must be signed by the student's parent/guardian and returned to school. Informational flyers will be posted on multiple school media platforms, including the school's website and Facebook site. Pertinent information/presentation materials with voice-over narration (when applicable) will be provided on the school website for those who are unable to attend events. Materials from family engagement events will also be available upon request from the Title I liaison.

## 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.)

Not Applicable

## 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
Parent and Family Engagement: In tracking attendance, the same parents/families continue to attend academic/informational activities, usually those of high-performing students.	The school will continue to host PTO trainings to provide techniques to equip parents with the necessary skills to successfully reach out to other parents. Additionally, the school will continue to incorporate student presentation opportunities into activities, plan engaging educational

	events intended for the whole family, and offer activities at flexible times and dates. Information about becoming involved at school will be available at Meet-the-Teacher and other large-scale events.
Accessibility: Palm Pointe families have a diverse ethnic background, with a percentage of the population having a home language that is not English.	Translations of key documents, such as the Parent School Compact in Spanish and Haitian Creole, will be provided to diminish language barriers. Information related to advertising parental involvement events and/or meetings will be offered in several formats, such as hard-copies, student planners, social media, ConnectEd messages, and the school marquee.
Transportation: Due to the nature of Palm Pointe's lottery enrollment, the school serves students and families who live all over St. Lucie County. This makes it difficult for some families to come to the school to attend events and activities, especially when busing is not available.	Presentation materials (with voice-over narration when appropriate and possible) will be provided and posted on the school website so families who are unable to attend live events may still receive the information.