

**St. Lucie Public Schools**

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

I, Jacqueline C. Lynch, 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)].

Jacqueline C. Lynch August 27, 2018

Principal Signature Date

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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].**  Parents are notified of monthly School Advisory Council (SAC) meetings via social media such a Facebook and School Website and also via school wide newsletter. Parents support creating agendas and/or having input on the agenda items already in place while in attendance at the SAC meeting. Most of Bayshore Elementary’s budget is secured with personnel so data shared indicates the need for the interventionist on staff. |

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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** |
| Parent Teacher Organization | This organization promotes student rewards and celebrations. Families are included in identifying initiatives for motivating student achievement practices. In order to do that successfully, parents must fully understand specifics of expectations set. |
| Student Advisory Council | This governing body is informed of data, budgets, deficiencies, strengths and expected academic outcomes. |
| iReady | iReady is a program that supports student achievement with a .82 correlation to the FSA. Parents receive informational parent letters with explanations of student data. |
| Title I Volunteer Orientation | This is coordinated by our volunteer coordinator and instruction is given for parents/volunteers to successfully work with students. |
| Title I Community Night | This is coordinated by a committee of staff including Executive Secretary, administration, teachers and interventionist to make families aware of resources available to them from the school district and community. |
| Title I Literacy  Night | Parents/families will be provided information about Journeys, websites, strategies and other online resources to increase reading fluency, comprehension and the home school connection to assist their children to become better readers. We will also collaborate with ESE, ESOL, Migrant, and VPK programs to inform parents about these activities at the district level to encourage parents to become active participant in district and school based initiatives to develop. Additionally, teachers will contact at least five families from their perspective homerooms to invite them to attend. |

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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.**   The Title I Annual Meeting partners with a school wide event ensuring an increased student/parent attendance where in dinner is also provided for families. In addition to the main school event and title I meeting, the Scholastic Book Fair is also an option for families to stop in and shop for a book to support student reading support. The Title I powerpoint includes performance data and the school’s targeted strategies for increased student achievement. |

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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].**   Bayshore offers morning meetings before school, after school meetings and school wide events after hours that can complement many family schedules. Spanish and Creole translations are available for parents so all parents will be able to participte. Flyers announcing the monthly events will be provided in 3 languages to ensure attendance. Student planners, school messenger phone messages, parent/teachers personal phone calls and the marquee will disseminate the date and time for events and meetings. |

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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].** | | | | |
| **Activity** | **Materials Provided** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Pop Up Party** | **Games**  **Food**  **Drinks**  **Stickers** | **Admin/**  **Sheriff’s**  **Dept.** | **TBD** | **Facebook photos are posted of the event. Feedback posted on the facebook serving as evidence of relationship building.** |
| **Assessment Night** | **PPT Handouts**  **Fluency Card**  **Make/Takes**  **White Boards** | **Individual Grade Teams** | **February 2019** | **Increased student assessment scores or fluency assessments**  **Student work**  **Student Observation**  **Student data meetings**  **Sign-in logs** |
| **Literacy Night** | **Make/Take**  **Books** | **Administration**  **Interventionist**  **Teachers** | **March 2019** | **Parent Surveys/Feedback** |
| **Activity** | **Materials Provided** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **Community Information Night** | **\*Various Community**  **Information Booklets**  **\*Free Giveaways** | **Administration**  **Community Members** | **March 2019** | **Parent surveys reflecting future engagement with community members.** |

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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].** | | | | |
| **Activity** | **Person**  **Responsible** | **Area of Focus** | **Timeline** | **Evidence of Effectiveness** |
| ASD Training | CARD | Autism | TBD | Teacher feedback from parents  Parent feedback from awareness of teacher training. |
| Social Media | Identified Teachers | Community Outreach | Year long | Teachers provide facebook lessons with videos, photos of printed text, photos of students performing to show what success looks like in the classroom. |
| Xtra Math | Teachers | Math | Year long | Teachers provide Xtra Math link to families to support student practice. Parents can view various math problems and observe their students successes. |
| Florida State  Assessment Website | Teachers/Admin | Math/Reading/Writing | Year long | Families are informed about the FSA website and resources for families to support their students as they are supported in the classroom. |
| Volunteers | Volunteer Coordinator | All content areas | Year long | Grandparent organization of volunteers and general family population of volunteers sign in each day supporting students as equal partners in supporting student achievement. |
| Problem Solving Team | Guidance Counselor | All content areas | Year long | Parents are invited to problem solving team meetings when their child exhibits challenges/deficiencies academically/socially/  emotionally. Parents participate in a meeting generating ideas and strategies to support the child. |

**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].**

English Language Accusation support: Parents who would like support with speaking English more fluently are given access to our computer lab after normal school hours to use the Rosetta Stone Program. Rosetta Stone is a computer program used to assist its users with language acquisition. The Person(s) responsible will be Principal and ESOL Staff. Evidence for the completion of this activity will be Parent Sign-in sheets.

STEM Night: Each year a STEM night provides support of learning for families in a select STEM

activities. Families are provided a challenging activity requiring strategic thinking for successful

completion.

**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].**

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| **Accessibility** |

Parents will gain access to communication via School Facebook Page, Printed text available in the front office,

School Webiste, Individual classroom Facebook pages, REMIND. School flyers will additionally be

distributed supporting information regarding all school wide activities.

Parent Assessment Nights: Teachers will present grade level presentations and the FSA affiliated

expectations. Parents will receive sample exams, learn about response mechanisms, receive website access

information and sample online practice test information.

Parents receive district website access information for the curriculum/scope and sequence/calendar of

assessments, and sight word lists.

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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].** | |
| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
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