



MIAMI-DADE COUNTY PUBLIC SCHOOLS
2018-2019 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

School Name: MATER ACADEMY CHARTER HIGH

Loc. #: 7160

Principal's Name: Jose E. Nuñez

Hereby certifies 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;

Engage the parents and family 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 and family the School-level PFEP, distribute it to parents of participating children, and make the plan available to the local community [Section 1116 (b)(1)];

Engage parents and family, 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 and family 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

Provide each parent and 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 and family 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 and family 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)].

Signature of Principal or Designee

9/11/2018

Date Signed



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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	Meeting 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	09/11/18
	<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	
	<input type="checkbox"/> Other (specify below):	
Focus Area	Evidence	Timeline
Parents/families will assist in providing high quality instruction for all learners.	<input checked="" type="checkbox"/> School-Parent Compact	August 2018 - June 2019
	<input checked="" type="checkbox"/> Monitoring attendance	August 2018 - June 2019
	<input checked="" type="checkbox"/> Monitoring homework completion	August 2018 - June 2019
	<input checked="" type="checkbox"/> Participation in decisions relating to the child's education	August 2018 - June 2019
	<input checked="" type="checkbox"/> Other (specify below): Attend Parent Teacher Conferences	August 2018 - June 2019

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	Meeting Date
Parents and families' engagement in the planning, reviewing, and improvement of Title I programs.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/26/18
	<input type="checkbox"/> Other (explain)	
Parents and families' engagement in the decision-making process of how funds for Title I will be used.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/26/18
	<input checked="" type="checkbox"/> EESAC meetings	09/11/18
	<input type="checkbox"/> Other (specify below):	

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].

Coordination with Other Programs	Activity	How Will Participation in the Activity Teach Parents to Help Their Children at Home
<input type="checkbox"/> Head Start		
<input type="checkbox"/> VPK		
<input checked="" type="checkbox"/> Title III (Tutoring for EL)	Meetings and Workshops	Strategies provided to parents of EL students will help enhance their academic performance.
<input checked="" type="checkbox"/> Title IX (Project UP-START)	Support Services	Resources provided to families in transition will help students overcome barriers to learning.
<input checked="" type="checkbox"/> Title I, Part C (Migrant)	Support Services	Resources provided to migrant families will help students overcome barriers to learning.
<input type="checkbox"/> Title I, Part D (Alternative Outreach)		
<input type="checkbox"/> Other (specify below):		



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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. 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].

Flexible Meetings	Meeting Time(s)	Description of Meeting/Activity
<input type="checkbox"/> Morning Meetings		
<input checked="" type="checkbox"/> Afternoon Meetings	12:00 p.m. – 4:00 p.m.	Parent Academy
<input checked="" type="checkbox"/> Evening Meetings	4:00 p.m. – 7:00 p.m.	Parent Teacher Conferences, EESAC Meetings
Flexible Meetings	Person Responsible (Position[s])	Description of Meeting/Activity
<input checked="" type="checkbox"/> Home Visits	Ann Infante (CLS)	
<input type="checkbox"/> Webinars		
<input checked="" type="checkbox"/> Conference Calls	Ann Infante (CLS)	
<input type="checkbox"/> Video Conferences		
<input checked="" type="checkbox"/> Face-to-Face Meetings/Workshops	Ann Infante (CLS)	
<input type="checkbox"/> Other (specify below):		

BUILDING CAPACITY

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement. 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 Responsible (Position[s])	Resources/Materials Provided	Description of Implementation
<input checked="" type="checkbox"/> The Parent Academy	Ann Infante (CLS)	<input checked="" type="checkbox"/> Brochure	Second Tuesday of every Month
<input checked="" type="checkbox"/> Agency Referrals	Ann Infante (CLS)	<input checked="" type="checkbox"/> Flyers	Provide to Parent as necessary (case by case)
<input type="checkbox"/> Community-Based Partnerships	Ann Infante (CLS)	<input checked="" type="checkbox"/> Handouts	
<input checked="" type="checkbox"/> EESAC, and Title I Annual Parent Meetings	Ann Infante (CLS)	<input type="checkbox"/> Materials	Parents and families involvement in the decision making process of how funds of title I will be used
<input type="checkbox"/> Parent & Family Engagement Workshops		<input checked="" type="checkbox"/> PowerPoints	
<input checked="" type="checkbox"/> Official Title I School-level Parent and Family Engagement Surveys	Ann Infante (CLS)	<input checked="" type="checkbox"/> School Supplies	Survey administered during Title I meeting and in Resource center.
<input type="checkbox"/> Other (specify below)		<input checked="" type="checkbox"/> Referral Forms	
<input type="checkbox"/> Family Support Services (FSA)		<input checked="" type="checkbox"/> Resources	
		<input type="checkbox"/> Other (list below)	



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STAFF DEVELOPMENT

Describe the professional development activities that the school will provide or encourage to educate staff:

- 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;
- How to implement and coordinate parent/family programs; and
- How to build upon ties between parents/families and the school.

Activity	Person Responsible (Position[s])	Parent/Family Engagement Focus	Evidence of Effectiveness
<input type="checkbox"/> Online PD to Build Relationships with Parents		Valuing and utilizing parent contributions	Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> M-DCPS Meetings/Training/Workshops	Kismet Ulloa	Enhancing capacity to work with parents and families	Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> District-sponsored Principal and Title I Facilitator Training Sessions	Office of Title I-MDCPS	Implementing/ Coordinating parent/family programs	Agenda, handouts, PowerPoint presentation, implementation of knowledge gained, and Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> District-sponsored Title I CIS/CLS Training Sessions	Office of Title I-MDCPS	Implementing/ Coordinating parent/family programs	Agendas, handouts, PowerPoint presentation, implementation of knowledge gained, and Master Plan Points from MyLearningPlan Professional Development Management System.
<input type="checkbox"/> Coordinate PD activities conducted by outside agencies		Communicating with parents as equal partners	PowerPoint, follow-up activity and/or MPPs; sign-in sheets.
<input checked="" type="checkbox"/> Professional Learning Community/School-based Project	Kismet Ulloa	Implementing/ Coordinating parent/family programs	Sign-in sheet, artifacts (photos, Twitter, etc.)
<input type="checkbox"/> Other (specify below):			

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].

more meaningful engagement in the education of their child(ren) [ESSA Section 1116].				
Content and Type of Activity	Person Responsible (Position[s])	Parent/Family Engagement Focus	Timeline	Evidence of Effectiveness
<input checked="" type="checkbox"/> Parent Resource Center/Area	Kismet Ulloa, Ann Infante, Vanessa Clara	<input checked="" type="checkbox"/> Curriculum	From: 8/20/2018	<input checked="" type="checkbox"/> Agenda
<input checked="" type="checkbox"/> The Parent Academy		<input checked="" type="checkbox"/> Assessments		<input checked="" type="checkbox"/> Handouts
<input checked="" type="checkbox"/> DAC/PAC Meetings		<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Minutes	
<input checked="" type="checkbox"/> ESSAC Meetings		<input checked="" type="checkbox"/> Social Media	<input checked="" type="checkbox"/> Sign-in Sheets	
<input checked="" type="checkbox"/> Workshops		<input checked="" type="checkbox"/> Parenting	<input type="checkbox"/> Photos	
<input checked="" type="checkbox"/> Community-based Partnerships		<input checked="" type="checkbox"/> Data-Driven Instruction	<input type="checkbox"/> Other (Please specify)	
<input type="checkbox"/> Other (specify below)		<input checked="" type="checkbox"/> Parent Portal		
			To: 06-07-2019	

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 Responsible (Position(s)/Title(s))	Timeline	Evidence of Effectiveness
Language	<input checked="" type="checkbox"/> Translator/Interpreter <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> Other (specify below):	Kismet Ulloa	From: 08-22-2018	<input checked="" type="checkbox"/> Accessibility accommodations and translation services statement. <input checked="" type="checkbox"/> Multi-language materials <input checked="" type="checkbox"/> Sign-in Sheets
			To: 08-22-2018	



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Accessibility Focus Areas	Accommodations	Person Responsible (Position(s)/Title(s))	Timeline	Evidence of Effectiveness
Parents with Special Needs	<input checked="" type="checkbox"/> Handicapped Parking <input type="checkbox"/> Wheelchair Accessible Ramp <input checked="" type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Other (specify below): <div style="border: 1px solid red; height: 20px; width: 100%;"></div>	Kismet Ulloa	From: 08-22-2018	<input checked="" type="checkbox"/> Accessibility accommodations and translation services statement. <input checked="" type="checkbox"/> Images and Pictures <input checked="" type="checkbox"/> Sign-in Sheets

COMMUNICATION

Describe how the school will provide timely information about the Title I Schoolwide 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	Number of Participants	Evidence of Effectiveness
Title I	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/26/18	132	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	09/11/18	64	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	08/20/18		
	<input checked="" type="checkbox"/> Mailout to Parents	08/20/18	235	
	<input type="checkbox"/> Title I Parent Newsletter			
	<input type="checkbox"/> Other (specify below): <div style="border: 1px solid red; height: 20px; width: 100%;"></div>			
Curriculum	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/26/18	132	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input type="checkbox"/> FSA Night			
	<input checked="" type="checkbox"/> Science Fair/Night			
	<input type="checkbox"/> Reading Under the Stars			
	<input checked="" type="checkbox"/> Open House	09/26/18	447	
	<input checked="" type="checkbox"/> EESAC	09/11/18	64	
	<input type="checkbox"/> Student Backpack			
	<input checked="" type="checkbox"/> Website	08/20/18		
	<input checked="" type="checkbox"/> Other (specify below): Parent/Teacher Conference	10/10/18		



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Communication Focus Areas	Content and Type of Activity	Date	Number of Participants	Evidence of Effectiveness
Assessment/ Achievement Levels	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/26/18	132	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	09/11/18	64	
	<input checked="" type="checkbox"/> Open House Night	09/26/18	447	
	<input checked="" type="checkbox"/> Response to Intervention (RtI)	08/20/18	294	
	<input checked="" type="checkbox"/> Links to websites containing Assessment/Data Information	08/20/18		
	<input type="checkbox"/> Other (specify below):			
Parent Concerns	<input type="checkbox"/> PTA/PTSA meeting			Number of parents who attended the meeting as evidenced through the sign-in sheet(s). Official Parent Survey Compilation of Results.
	<input checked="" type="checkbox"/> EESAC meeting	09/11/18	64	
	<input checked="" type="checkbox"/> Official Title I School-level Parent and Family Engagement Surveys	09/26/18		
	<input type="checkbox"/> Other (specify below):	08/20/18		
Attendance	<input checked="" type="checkbox"/> Parent/Teacher Conference	10/10/18		Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Truancy Child Study Team	08/20/18		
	<input type="checkbox"/> Meetings with School Social Worker			
	<input type="checkbox"/> Other (specify below):			

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 Responsible (Position(s)/Title(s))	Timeline	Evidence of Effectiveness
<input type="checkbox"/> Transportation				
<input checked="" type="checkbox"/> Home Visits	Visit home for parent contact		From: To: 06-07-2019	
<input type="checkbox"/> Literacy Training				
<input type="checkbox"/> Community/Faith-based Organization Collaboration				
<input checked="" type="checkbox"/> Other (Specify below):	Chess Club	Michael Mitrani	From: 8/20/2018	



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To: 06-07-2019

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)	Plan of Action (Steps) What is the school doing to overcome the identified barriers?
Please select a minimum of three (3)	
<input checked="" type="checkbox"/> Language	Continue to translate to home language all documentaton and information sent to parents.
<input checked="" type="checkbox"/> Disabilities	Provide ADA accomodations to student and family members with disabilities.
<input checked="" type="checkbox"/> Transportation	Parents in need are referred to the Department of Transportation for acquisition of EASY PASS
<input type="checkbox"/> Child Care	
<input type="checkbox"/> Unfamiliar with School System	
<input type="checkbox"/> Cultural Differences	
<input type="checkbox"/> Work Scheduling Conflict	
<input checked="" type="checkbox"/> Homelessness	Our homeless liasions will make parent contact and refer to Project Upstart. Ongoing communication and assistance.



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