

**St. Lucie Public Schools**

**2019-2020 School Level Parent and Family Engagement Plan (PFEP)**

I, Susan Seal, 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)].

Susan Seal 8/19/2019

Principal Signature Date

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| **Parent and Family Engagement Mission Statement (optional)** |
| The mission of Performance Based Preparatory Academy is to partner with parents and community members in order to educate each student to his or her fullest potential while maintaining a safe and nurturing environment.  |

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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].**Performance Based Preparatory Academy (PBPA) will continue to actively recruit and retain parents for participation in the decision-making processes. Flyers, School Messenger, and/or newsletters will be used to notify and recruit parents. Feedback is received from parents during monthly School Advisory Council meetings, conferences and parent event opportunities regarding the expenditures of Title 1 funds. These opportunities or activities will include but are not limited to six Parent Nights/Curriculum Nights, and School Advisory Council meetings. Exit surveys are competed by parents to identify needs and assist with planning for upcoming parent involvement events.  |

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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** |
| Edgenuity /E2020 Night  | Explain curriculum software and uses of the parent portal to keep parents abreast of student progress.  |
| College Financial Aid Night | Provide insight and guidance that specifically relates to the FAFSA, scholarships and grants.  |
| After-School Tutoring  | Provide tutorial services to all students.  |
| Title 1 Parent Night | Provide parents information on graduation requirements and individual student progress based on grade level.  |

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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.**

PBPA will take a school wide approach to ensure that all families are informed about Title 1 and the role it plays in the schools. PBPA will utilize School Messenger to send Connect Ed calls to all PBPA families. Program Specialist will create a flier to send home with students two weeks before the Annual Title 1 Night. Information about the event will be posted on the school website and on the school marquee. Program Specialist will also collect additional parent contact information to keep parents abreast of upcoming events and supplemental information. Principal will share school performance data at Title 1 Night and monthly at the School Advisory Council meetings.  |

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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].**

Parents are invited to meet with PBPA staff at flexible times. Meetings can be scheduled before school, after school and during evening hours. School social workers may help facilitate transportation. In addition, a language translator may assist during meetings. Furthermore, childcare, entertainment and refreshments are provided during the meetings to add flexibility for the parents. |

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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** |
| Parent Events  | List of dates and events and academic resources  | PBPA Staff  |  6 times per year | Results and follow-up of survey provided.  |
| Academic Celebrations  | Student Incentives  | Principal  | Once per quarter  | Improved behavior, attendance, and academic progress.  |
| Title 1 Parent Night  | Parent Resources Guide Checklist  | PBPA Staff  | Once per year | Increased parental involvement and input. |
| Senior Graduation Night | Graduation Checklist  | Administration and Teachers  | Twice per year  | Increase parental involvement; Increase in graduates. |
| Community Speaker Series  | Outline and Resources  | Principal  | Once per quarter  | Increased student academic interest and focus on career oriented goals.  |

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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** |
| Edgenuity Training  | Principal/ District Personnel  | Learn to use the platform to better communicate with parents regarding student achievement. | Preschool August 2019  | Improved student achievement. |
| Content Area Professional Development  | Principal/ District Personnel | Provide parents with resources that would aid in content specific area increase student achievement. | Ongoing throughout school year | Increased student achievement in content areas.  |
| FSA/ELA and EOC Initiative | Mrs. Seal and ELA and Math Teachers  | Provide parents with resources that would aid in graduation assessment increased achievement. | Ongoing throughout school year | Increased learning gains on state assessments.  |
| SEL resources | Mrs. Seal /District | Incorporate explicit SEL instruction in classes | Ongoing throughout school year | Increased attendance; increased appropriate behavior, increase in academic progress |

**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].**

PBPA provides multiple opportunities to parents including an “open door” policy to meet with the Principal, Program Specialist, Guidance Counselor and teachers in a variety of settings. Meetings are held but are not limited to career and vocational exploration, credit checks, graduation requirements, counseling, in addition to parent and family resources.

**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].**

PBPA will provide pertinent school information to parents through newsletters, the school website, School Messenger, telephone calls, meetings, surveys and use of the school marquee.

Parents are notified of student performance every four and one half weeks, utilizing Edgenuity Reporting. Parents may also receive daily, weekly or monthly progress reports through email.

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| **Accessibility** |

 In order to maximize parental involvement and participation for all families, PBPA may arrange school

 meetings to accommodate families, conduct at home conferences, and work directly with participating children and parents who are unable to attend conferences at school.

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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** |
| Limited English Proficiency and Migratory Families  | Information may be disseminated in multiple languages, and a translator can be utilized for parent meetings and phone calls.  |
| Families with Limited Internet Access  | Students with limited internet capacity may beeligible to participate in Sprint’s 1,000,000 Project, which aims to provide free and reliable internet access to economically disadvantaged students.  |