



I, Lori Anne Reid, 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 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)].

Lori Anne Reid

Principal Signature

8/19/19

Date

Parent and Family Engagement Mission Statement (optional)

The administration and staff of Creative Arts Academy of St. Lucie County believes that all students can learn - no exceptions; therefore, we accept the challenge to teach all students, so they may attain their maximum educational potential. In this same spirit, we commit to align ourselves as full partners with the parents of our students. Therefore, we will foster and maintain these partnerships by communicating information in a timely manner, providing parent education and training, coordinating and encouraging community outreach, reviling the effectiveness of our parental involvement plan and identifying and remove barriers to improve parental involvement. Together we will support and enhance learning for all students.

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].

Creative Arts Academy of St. Lucie County is committed to providing a variety of opportunities for parents to involve themselves in their child's education. Parents are strongly encouraged to join our SAC, PTO, PBIS, and DAC. Parents who attend these meetings will receive information in which they will learn about our school goal on increasing student achievement, attendance, schoolwide/classroom celebrations, along with schoolwide initiatives on supporting the arts. Committees are scheduled to meet monthly. These meetings will be scheduled at flexible times to accommodate parent participation. Parents will assist in creating a parent involvement calendar of events at our PTO meetings. The school will also have an annual Title 1 Meeting in September to share information such as grade level expectations, unit assessments, district/state assessments, budget, initiatives, and activities. Parent input will be documented through meeting minutes. Throughout the year, parents will receive information about meetings and activities through School Messenger, newsletter, school website, social media, flyers, the marquee, and parent-teacher conferences.

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
Curriculum Night	Parents will be provided with information of student's expectations and school curriculum by allowing them to meet with individual teachers. This will take place at the beginning of the school year. In addition, parents will receive information about standardized testing scores, student achievement, progress monitoring, and Skyward.
Title III	All ELL parents will be informed about the various types of programs that are available to their students.
Title 1C (Migrant)	Collaboration with district migrant office will occur for additional support and resources
Title II	Staff will attend Title II trainings.

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.**

Title 1 Parent Meeting	Administrators and staff	September 2019	Parent participation as evident by sign-in
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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].

The Creative Arts Academy of St. Lucie County has a strong commitment to having parents serve as an integral component to our student's academy success. We believe that it is important for parents to be made aware of all opportunities for them to participate in the child's learning. We will offer meetings in the morning, during school hours, and in the evening during the week to accommodate all families. Teachers will be provided support so they can schedule conferences as needed by families. SAC will meet once a month in the principal's conference room. For parents who have conflicts with time, information will be available for them at their leisure. PTO will meet at a day and time that meet the needs of our parents.

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.

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
Open House	Content take away	Administration and Staff	August 2019	Parent Participation as evidence by sign-in roster
Dads Take You Child to School Day	Parent Pledge	Administration and Staff	September 2019	Parent Participation as evidence by sign-in roster
Curriculum Night	Content take away	Administration and Staff	October 2019	Parent Participation as evidence by sign-in roster
Fall Performance	Fine Arts take away	Administration and Staff	December 2019	Parent Participation as evidence by sign-in roster
Math Parent Night	Math content take away	Administration and Staff	January 2020	Parent Participation as evidence by sign-in roster
Science Parent Night	Science content take away	Administration and Staff	February 2020	Parent Participation as evidence by sign-in roster
FSA Parent Boot Camp	content take away	Administration and Staff	January 2020	Parent Participation as evidence by sign-in roster

Exceptional Student Education	Information that will release	Administration and Staff	February 2020	Parent Participation as evidence by sign-in roster
Spring Performance	Fine Arts take away	Administration and Staff	April 2020	Parent Participation as evidence by sign-in roster
Project Citizen	Content take away	Administration and Staff	February 2020	Parent Participation as evidence by sign-in roster
Field Day	Field Day Take away	Administration and Staff	May 2020	Parent Participation as evidence by sign-in roster

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
Positive Behavior Intervention and Support	Administration and teachers	Staff will increase effective behavior strategies impacting student achievement.	September 2019	Teacher Participation as evidence by sign-in roster
CHAMPS Training	Administration	Gain awareness of school classroom management system	August 2019	Teacher Participation as evidence by sign-in roster
SLC Framework	Administration	Increase student Achievement	August 2019	Teacher Participation as evidence by sign-in roster
Parent Involvement Training	Administration	Increase student Achievement	2019/2020	Teacher Participation as evidence by sign-in roster
Data Meetings	Administration	Increase student achievement	2019/2020	Teacher Participation as evidence by sign-in roster
MTSS	Administration	Increase student achievement	2018/2020	Teacher Participation as evidence by sign-in roster

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].

Administration and/or principal designee will keep flyers, calendars, and computer updated with information and software that will assist parents. We will also have materials available for parents as well as workshops and activities planned for parents. We will use sign in sheets as evidence of effectiveness of these activities.

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].**

Creative Arts Academy of St. Lucie (CAST) will disseminate information of all parent involvement activities through school news letter, fliers, Skyward, Facebook and "ConnectEd" phone service. Information will also be available at the front office desk.

Monthly parent letters and/or classroom newsletters will be sent home with timely information. All communications will be available in English, Spanish, and Creole as necessary. Copies of communications will be kept in Title 1 compliance box including School Messenger reports.

Parents are encouraged to contact student's teacher or guidance, if necessary. Parent conferences can be scheduled by parents by contacting the teacher or school counselor in person, by phone, or email.

Academic expectations, proficiency levels, and academic assessments will be explained at the Annual Title 1 meeting and at other parent functions.

Accessibility

CAST will use the district translator and/or faculty members to ensure that parents/guardians, and families, understand their rights to equal access to all programs. Additional opportunities are provided for through Connect Ed, newsletters, school website, social media, Skyward, flyers, and personal contacts. Considering the diverse

population of CAST, we will disseminate information to parents in English, Spanish, and Creole. Our ESE specialist will be available to answer questions of parents with students who have special needs/ The guidance counselor is also available to assist with families who may need a social worker. Copies of all handouts, sign in sheets and reports will be placed in the Title 1 compliance folder.

Discretionary Activities (Optional)
<p>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.)</p>

Barriers	
<p>Provide a description of the:</p> <ul style="list-style-type: none"> • 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
1. Limited English speaking (Spanish and Creole) 2. Parents work schedule	Send items out in Spanish and Creole Adjust meeting schedule