



Each Child, Every Day

I, Brooke Wigginton, 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)].


Principal Signature

8-1-19
Date

Parent and Family Engagement Mission Statement (optional)

Port St. Lucie High School will provide relevant parent informational sessions throughout the school year, so that parents can stay informed and have access to the necessary resources available at school and in the community to help their child to be college and career ready.

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 and Families are invited to attend the School Advisory Council (SAC) monthly. During the September SAC meeting, families will have the opportunity to assist with planning and reviewing the Title I Plan. Additionally, families are invited through a connect ed phone call along with information placed on the school website and calendar to improve and finally approve the plan.

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 Agency Night	Connect parents with agencies that offer assistance to Children with Disabilities such as: Vocational Rehabilitation Services, Healthy Kids, Sams Club. To include jobs or services, such as transportation.
Dual Enrollment Night	Provide information to families on attending institutions of higher learning while in high school with access to free tuition, books and transportation. To increase student access to rigorous curriculum and enhance their knowledge.
Financial Aid Night	Connect families with financial aid representatives from universities to assist with completing FAFSA and scholarship applications to facilitate university acceptance.
Student Led Conferences	To reengage and facilitate communication with families. Allowing students to share their performance in multiple subject areas. Specifically, areas of need and opportunities for success.
Operation Graduation	Connect with the guidance department along with institutions of higher learning. Along with the Title 1 Office - Using the Graduation Coach we will target students in danger of not graduating and their parents to discuss graduation requirements, using Skyward and other resources to keep or get students on track for graduation. The Project ROCK coordinator for St. Lucie County will be invited, to teach parents about alternatives to suspension.
Athletics/NCAA Parent Night	Coordinating with the FHSAA, PSLHS will develop a parent information plan on meeting the requirements for athletic scholarships.

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.
1. Set a date
 2. Advertise using school website and connect ed phone call
 3. Offer refreshments
 4. Provide detailed information utilizing multimedia presentation and handouts about the Title 1 plan, including the budget. Student achievement data and the targeted goals to improve student achievement across the school.
 5. Finally, the rights of the parents will be shared and all questions or concerns will be addressed

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Alert the SAC Committee of our Meeting on September 17 th 2019	Myrna Belgraves	August 20 th , 2019	SAC member attendance at meeting.
2	Place meeting date on school webpage.	Linda Cooper	August 9 th , 2019	Additional parents at SAC meeting
3	Communicate through social media	Brad Lehman	August 20 th – Sept. 17 th 2019	Continued parent communication and surveys throughout the year.
4	Send School Messenger Alert on 9/110/19	Myrna Belgraves	September 10 th , 2019	Additional parents at SAC meeting
5	Use power point to explain Title I, rights of parents, timelines, persons responsible.	Myrna Belgraves	September 19, 2019	Power Point

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].

School meetings can be held in the morning prior to the school day or in the afternoon after the school day. Parents in need of meetings during the school day can also be accommodated. School Advisory Council and Title I Meetings will be advertised through connect ed phone calls along with the school website. Families will be welcomed to attend meetings with their children when offered after hours. Additionally, if necessary, personnel are available to make home visits specifically for students with severe absenteeism and / or behavioral issues.

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
Career & College Night (Whole School)	College & Career Readiness IRSC Programs	Guidance Team	September 11 th 2019	Increased student achievement, Parent involvement and access to career resources and financial information.
Parent Agency Night	Multiple Agency Resources	Mario Aleus Kaitlyn Kloser	November 2019 March 2020	Community Connections Opportunities / Job / Career Placement for Students Survey
Student Led Conferences	Portfolio of student achievement	Louisa Saget Bradley Lehman	December 2019 May 2020	Increased student achievement, Parent attendance and transition to 11 th & 12 th Grades

Open House	. Access to Skyward . Free Reduced Lunch Apps . Meet faculty	Louisa Saget	Each Semester	Attendance Parent Engagement Increased Student Achievement
Annual Title 1 Meeting	School Data	Adrian Ocampo Myrna Belgraves	September 2019	Scheduled date & Agenda from meeting
SAC Membership / Meeting	Agenda Academic Expectations Parent Involvement	Myrna Belgraves	August 2019 Monthly (10)	Agenda & Minutes
Junior – Senior Credit Checks	Student Data	Dana Sheffield	Each Semester	Increased graduation
Drama Club Parent Support	Agenda	Patrick Madden	November 2019 January 2020	Increased student involvement in the arts
JROTC Parent Boosters	Agenda	R. Pollino A. Nevarez	Monthly September – May 2020	Increase in ROTC scholarships and awards
Band Parent Night	Agenda	Troy Wiley	Quarterly	Increased parent involvement and overall increase in the size of the band and overall volunteers

Facebook / Twitter	Post	Brad Lehman Jerry Earley	Monthly Aug – May 2020	Increased awareness of school activities through social media
Junior / Senior Parent Night	Dual Enrolment AICE / IB At Risk	Guidance Team	February 2020	Increased student achievement, Parent involvement and access to career resources and financial information.

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
Social / Emotional Support	Guidance Team	Ensuring the health and emotional well-being of students	Beginning of the year	Well-adjusted students
SLC Meetings	Administration	Value of Parent Contact & Resources to accomplish	On-going	Increase parent contact through phone calls, emails and the web Survey
PBIS	Louisa Saget	Attendance and discipline	August 2019 – May 2020	Increased attendance and decrease in discipline referrals.

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].

Commitment to Graduate seminars are held with every grade level (9th – 12th) and their families to review the graduation requirements and provide insight to the process and steps necessary to cross the stage at graduation. Families are invited to attend along with guidance counselors and other district and community personnel to receive resources on the steps towards graduation.

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].**

Title 1 information is provided to parents through use of the Annual Title 1 parent meetings, School Advisory Council meetings, social media and connect ed calls home. The student compact is sent home with students to be signed by a parent and a teacher.

School curriculum and assessment information is shared with parents at Open House, Title 1 Parent Meetings and during parent/teacher conferences.

Parents are encouraged to provide input to the school through parent input forms and parent teacher conferences. Parents are also invited to attend SAC meetings which are advertised on the school website and through social media.

Teachers will maintain sign in sheets and provide copies to the staff who will maintain documentation on the dissemination of information, distribution methods and timelines. Furthermore, if families would like to meet they can contact the school to speak with the appropriate administrator.

Additional communication methods: Facebook, School messenger, Jag TV, YouTube Channel, Twitter, Remind, Open House, ESE Parent Agency Nights, Student Led Conferences and Operation Graduation, and postal mail.

Accessibility

Spanish and Creole speaking staff members are available to translate as needed. Emails and connect ed calls can also be easily translated to be sent home to English as a second language (ESOL) families. Voicemails can also be translated, and the school is handicap accessible. Furthermore, with requests a district sign language interpreter can be made available.

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.)

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
Lack of parent availability, especially among low socioeconomic (SES) students	Offering multiple opportunities throughout the year at different dates and times to accommodate parents' work schedules. PSLHS also uses multiple channels of communication (web-based, social media, email, School Messenger, and postal mail).
Childcare	Ensure a family friendly environment where children are welcomed.

Lack of parent interest (all groups)	Improve communication, variety of offerings, and synchronizing offerings with athletic events to attract more participants. Specific opportunities for ESOL parents will be included in this year's parent offerings. Provide interpreters (utilize world languages teachers or multilingual teachers).
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