

**St. Lucie Public Schools**

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

I, D’Jion Jackson, 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)].

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Principal Signature Date

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| **Parent and Family Engagement Mission Statement (optional)** |
| Frances K. Sweet is a traditional academic magnet school that maintains excellence by establishing positive partnerships between school, home and community. We take pride in providing all students with opportunities for success. |

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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].**Frances K. Sweet Magnet School believes in involving parents in all aspects of its Title 1 programs. The School Advisory Council has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent Involvement Plan (PIP). The School Advisory Council (SAC) is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the community served by the school. More than 50 percent of the members of the SAC are parent (non-employee) representatives. In addition, all parents are given the opportunity to review the plan and offer their input prior to approval. Notifications of SAC meetings are sent out via e-mail, monthly newsletters, and School Messenger. Documents including sign-in sheets, agendas, minutes, and any other additional information will be available through the school office. Parents who are unable to attend SAC can e-mail or speak with administration regarding any feedback and/ or questions they may have. |

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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** |
| VPK | The Kindergarten teachers will work together to coordinate transition into the public school program. The Kindergarten teachers will discuss the specific learning needs of students, joint parent meetings to discuss transitioning. |
| ESOL Parent Nights | School staff will collaborate with district ESOL personnel to coordinate ESOL parent nights. |
| Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the students IEP. |
| Curriculum Nights | Administration and teacher leaders coordinate curriculum nights that assist parents with how to help their child at home. |

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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.**

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Annual Parent Meeting: | Administration | September  | Copies of agendas. PowerPoint presentation and handouts |
| 2 | Develop and disseminate invitations | Parent Liaison | September | Flyer with date of dissemination posting on school Web site |
| 3 | Advertise/publicize event | Ms. Lott | September | Posting on school Web site and Newsletter |
| 4 | School Messenger | Administration | September | School Messenger Report |
| 5 | Marquee Message | Maintenance | September | Parent Participation |
| 6 | Maintain documentation | Administration | September | Title 1 documentation box housed in Principal’s office. Documentation will be shared with LEA Title 1 office for monitoring purposes.  |

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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].**

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| The leadership and staff of Frances K. Sweet have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our first annual meeting for parents of participating children will be offered twice during the second month of school. The meeting will be held during the day and at night. Our School Advisory Council meetings will be during the morning and our Parent Teacher Organization meeting will be held after school. This will ensure that all parents have an opportunity to be involved.  |

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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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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement (Materials)** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Open House- Teacher provides expectations of student achievement; what students need to know and be able to do.  | Frances K. Sweet Staff | Provide information to parents on expectations and how parents can help their children. Welcome packets for each child. | August 8, 2019 | Sign-in sheets, invitations, presentation materials |
| 2 | K-5th Grade Curriculum Common Core State Standards | K-5 grade teachers | Provide information to parents on expectations and how they can help their child. | September, 2019 | Sign-in sheets, invitation, agenda, presentation materials. |
| 3 | Title 1 Parent Involvement Meeting/Curriculum Night | Principal/Assistant Principal, Teachers | Provide information to parents on Title 1 and content specific sessions that will include grade level proficiency, strategies parents can use at home, and assessment methods | September, 2019 | Sign-in Sheets, handouts, agendas, and presentation materials. |
| 4 | Assessments discussed during individual conferences | Classroom Teachers | Teachers will conduct individual conferences to discuss each child’s assessment results, expectation, and goals for the school year. | October Conferences | Conference logs |
| 5 | Curriculum Night -Writing  | Fourth Grade Teachers | Teachers will provide parents with specific strategies they can use to help their child at home with writing. | November  | Sign-in Sheets, handouts, agendas, and presentation materials. |
| 6 | Curriculum Night - Science  | Teachers | Teachers will provide parents with specific strategies they can use to help their child at home with Science. | Once a Year | Sign-in Sheets, handouts, agendas, and presentation materials. |
| 7 | Curriculum Night- Reading  | Teachers | Teachers will provide a make and take workshop to provide parents materials and strategies they can use to help their child at home with reading. | Yearly | Sign-in Sheets, Handouts, agendas and presentation materials. |
| 8 | Curriculum Night - Math  | Teachers | Teachers will provide a make and take workshop to provide parents materials and strategies they can use to help their child at home.  | Yearly | Sign-in sheets, handouts, agendas, and presentation materials. |
| 9 | Curriculum Night - Technology  | Teachers | Teachers will provide help to parents in how to log-in and access the Parent Portal | Yearly | Sign-in Sheet, handouts, agendas, and presentation materials.  |
| 10 | PTO Monthly Meetings | Parent Liaison | Tips will be presented on how parents can work with their child at home to build student achievement. Students whose parents are actively involved in their child’s education demonstrate improved student performance. | September – June Monthly | Sign-in sheets, presentation materials, parental feedback |
| 11 | School Advisory Meetings | Principal/Assistant Principal | Provide information to stakeholders of student achievement.  | September - May Monthly meetings | Sign-in sheets, presentations. |

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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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| **Content and Type of Activity** | **Person Responsible**  | **Area of Focus** | **Timeline** | **Evidence of Effectiveness** |
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**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].**

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| Frances K. Sweet Magnet school has a very active Volunteer Program. Many volunteer hours are logged each year. We also provide Honor Roll Assemblies and Star Student Assemblies for our students to honor their accomplishments. Many family members and friends attend these ceremonies. We provide our parents with a Monthly Newsletter which keeps our parents involved in their child's education. Our teacher also provides their parents with a weekly calendar which let them know the curriculum standards that are being taught each week. Parents are informed of their child's progress through progress reports, report cards, and daily planner notes.  |

**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].**

## At the annual meeting of parents, Frances K. Sweet will hold a general meeting where information will be presented about the Title 1 programs, the curriculum, and academic assessments. The school will also provide information regarding Title 1 programming utilizing various methods. Monthly Parent Newsletters, the school website, School Messenger, and daily planners and homework folders are some of the ways the school will communicate information to parents. Information concerning assessments and curriculum information and the way in which it is assessed will be discussed throughout the year. These times may include Meet Your Teacher, Title 1 Night, Curriculum Nights, School Advisory Meetings, Parent Conferences, IEP meetings and PST/MTSS meetings. Title 1 brochures and information regarding programs are available in the front office. Progress monitoring, data, including but not limited to FCAT, and Progress Monitoring will be shared with parents during SAC meetings and parent conferences. Parents will be notified of Title 1 Meetings, Curriculum Nights, SAC and PTO meetings in the parent newsletters, marquee, and School Messenger. The parent newsletter is sent home with the students and is available on the school's website. Activities that will occur during the month will be on a calendar for parents. Follow-up School Messenger messages will be made prior to the events. Parental feedback and sign-in sheets will be used to monitor attendance.

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| **Accessibility** |

The Parent Involvement Plan will be summarized in a brochure that will be printed in English, Spanish, and Haitian Creole and provided to all parents at the beginning of the year. The brochure will outline the major components of the plan and provide parents with pertinent information. The completed PIP will be posted on the school's website. Written communication will be provided for parents in English, Spanish, and Haitian Creole. Translators will be available at all parent meetings if needed. At Frances K. Sweet we will ensure that information is available to parents with student that have disabilities through the School Messenger, Monthly Newsletters, School's Website and during the annual Individual Education Planning meeting. We will use the School Messenger to notify all parents of the activities and services available at Frances K. Sweet. At Frances K. Sweet we have a very stable population. Students do not move from our school unless they are leaving the school district. Once a student has enrolled in our school they stay until they have finished fifth grade.

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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.)** |
| **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | Seek parent input on how to better equip our families in all curriculum areas.  | Administration | Improve student performance | On-going |
| Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Plan meetings, presentations, and celebrations at varying times (mornings, afternoons, and evenings.). | Leadership Team | Improved student achievement via Home Support and Affirmations for Successes | On -going |
| Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Encourage Parents to become involved in the PTO and SAC committees. | Parent Liaison | Parent Involvement | On-going |
| Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Parent Teacher Conferences | Administration, teachers | Progress monitoring | On-going |
| Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Home school communication, positive phone calls, conferencing | Administration, faculty, and staff | Improved Academic and Behavioral Achievement | On-going |
| Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | School supply donations, partnerships that include, but not limited to reading to and with students, sponsoring incentive activities | Administration | Improved Academic and Behavioral Achievement | On-going |

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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 Barrier** |
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| **count** | **Barrier (Including the Specific Subgroup)** |
| 1 | Communication (Limited English Speakers) |
| 2 | Parents Work |

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| **Steps the School will Take to Overcome** |
| 1. Provide translator during parent conferences.2. Letter of notification of MTSS placement. 3. Flexible conference times to accommodate parent schedules.  |
| 2. Provide times that are before and after work hours.  |

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