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**St. Lucie Public Schools**

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

I, Terrance Davis, 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)** |
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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].**  Monthly School Advisory Council (SAC) meeting are held to include parents on the decision making of how funds for Title I will be used. |

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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)**  During the 2019-2020 school year parents will be provided opportunities to participate in curriculum nights that will include instructional staff providing information regarding grade level expectations, standards- based instruction/assessments as well as “make and take” activities that they can take home and use to support their child in reading and math. In addition, subject specific family activities will be provided to showcase student’s work and aligned to our environmental studies focus. | |
| **Program** | **Coordination** |
| Curriculum Nights for  K-5 | Grade Teams, Coaches and Administrators coordinate learning opportunities for parents on grade level expectations as well as providing resources for parents to utilize at home with their child |
| Subject Specific Family Activities | Parents and families are invited to participate in subject specific activities including- Astronomy Night, Permaculture Garden, Reading Night, Science Showcase for Science Fair Projects |
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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.**   A Title I Annual meeting will be held in September 2019 to inform parents and families about the school’s Title I program. The Principal will share the school-wide performance data and the academic goals for the 2019-20 school year. There will be information shared about how Title I funds are allocated to assist with supporting student’s academic success. Within this presentation the Principal will explain the right of parents in a Title One school. |

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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].**   During the 2019-20 school year we will offer a flexible number of meeting on various days afterschool to ensure our working parents can attend. If parents of young children attend, we will provide childcare, so they can actively participate. |

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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].** | | | | |
| **Activity** | **Materials Provided** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Family Math Night  Family Literacy Night  Student Led Conferences | Various make and take activities so parents can support students at home in math (flashcards, number lines, etc.)  Various make and take activities so parents can support students at home in reading (flashcards, games, etc.)  Data sheets/binders | Kim Masters, Instructional Coach  Kim Masters, Instructional Coach    Jennifer Avellino, AP and Kids at Hope Committee | During the second nine weeks  During the third nine weeks  To occur at the end of the first nine weeks and the third nine weeks | Students increasing number fluency.  Students increasing reading fluency.  Through creating academic goals and tracking progress student will increase overall academic achievement. |

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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].** | | | | |
| **Activity** | **Person**  **Responsible** | **Area of Focus** | **Timeline** | **Evidence of Effectiveness** |
| Volunteer Training | Volunteer Coordination  Person Responsible: Janet Sievers | Parent involvement in school activities | Throughout the year | Increase in volunteer hours contributed by parents/family members when compared to last year |

**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].**

There will be several events held during the 2019-20 school year sponsored by our Parent Teacher Organization (PTO) and our Positive Behavior Interventions and Supports (PBIS) Committee that will encourage parents/families to come out to the school to support their child(ren). These include holiday themed nightly events, a carnival, etc.

**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].**

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| **Accessibility** |

Parents and families will be contacted about Title I programs and activities through notices sent home, school

marquee signs, and through messages via social media (i.e., school website, class dojo, etc.) Progress reports

and report cards are sent to communicate academic progress. All teachers have access to an application called

Class Dojo which allows teachers to communicate with parents with translations available in several languages.

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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].** | |
| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome Barrier** |
| Communication with parents of a second language | Providing all notices to parents in Spanish and Creole.  Providing translators during all family nights |