

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2018-2019 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)**

**School Name:**

E.W.F. STIRRUP ELEMENTARY SCHOOL

**Loc. #:**

5381

**Principal's Name:**

Ms. Naomi Simon

Hereby certifies 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 Parent and Family Engagement 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 project. 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. This plan has been jointly developed and agreed upon by stakeholders (i.e., staff, families, community members, etc.) in compliance with Title I Federal funding regulations. The school will adhere to the plan of action for parent and family engagement activities throughout the academic year and will ensure its transparency of efforts by providing communication to parents and families in multiple languages, flexible meeting times, needs-based workshops, and accommodations to parents and families with special needs. Additionally, the school will disseminate this document in multiple languages and make it accessible by making it available on our school's website. The school will also ensure that its PFEP is aligned to the School Improvement Plan (SIP) for the current school year.

**PARENT AND FAMILY ENGAGEMENT PLAN 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;

Engage the parents and family of children served in Title I, Part A, in decisions about how Title I, Part A, funds reserved for parental involvement are spent [Section 1116(a)(3)(b)];

Jointly develop/revise with parents and family the School-level PFEP, distribute it to parents of participating children, and make the plan available to the local community [Section 1116 (b)(1)];

Engage parents and family, 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 School-level PFEP and the joint development of the schoolwide program plan under Section 1116(c)(3);

Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan [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 comments with the plan when the school submits the plan to the Local Educational Agency (LEA) [Section 1112(e)(1)(B)(i)];

Provide each parent and family with an individualized student report about the performance of their child on the State assessments [Section 1112(e)(1)(B)(i)];

Provide each parent and family 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)(ii)]; and

Provide each parent and family 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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[Signature Line]

**Signature of Principal or Designee**

10/9/2018

**Date Signed**

**MISSION STATEMENT**

To enhance parent and family engagement, access, and advocacy in order to build parents' and families' capacity for stronger parent, family, school and community engagement, in support of measurable improvement in student achievement.

Describe how the School-level PFEP is a shared responsibility and how parents/families will assist in providing high quality instruction for all learners.

Focus Area	Evidence	Meeting Date
The School-level PFEP is a shared responsibility.	<input checked="" type="checkbox"/> The PFEP is jointly developed with, agreed upon with and distributed to all parents	09/14/18
	<input checked="" type="checkbox"/> Conduct review meetings for parents and staff, before the end of the school year and prior to the final approval of the PFEP	11/13/18
	<input type="checkbox"/> Other (specify below): _____	

Focus Area	Evidence	Timeline
Parents/families will assist in providing high quality instruction for all learners.	<input checked="" type="checkbox"/> School-Parent Compact	8/20/18 - 6/20/19
	<input checked="" type="checkbox"/> Monitoring attendance	8/20/18 - 6/20/19
	<input checked="" type="checkbox"/> Monitoring homework completion	8/20/18 - 6/20/19
	<input checked="" type="checkbox"/> Participation in decisions relating to the child's education	8/20/18 - 6/20/19
	<input type="checkbox"/> Other (specify below): _____	

**INVOLVEMENT OF PARENTS**

Describe how the school will involve parents and families in an organized, 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].

Focus Area	Evidence	Meeting Date
Parents and families' engagement in the planning, reviewing, and improvement of Title I programs.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/06/18
	<input type="checkbox"/> Other (explain)	
Parents and families' engagement in the decision-making process of how funds for Title I will be used.	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/06/18
	<input checked="" type="checkbox"/> EESAC meetings	09/11/18
	<input type="checkbox"/> Other (specify below): _____	

**COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS**

Describe how the school site will coordinate and integrate parent and family engagement programs and activities. Describe how these activities will teach parents how to help their child(ren) at home [ESEA Section 1116].

Coordination with Other Programs	Activity	How Will Participation in the Activity Teach Parents to Help Their Children at Home
<input type="checkbox"/> Head Start		
<input checked="" type="checkbox"/> VPK	Meetings and Workshops	Strategies provided to parents of VPK students will help build a strong academic foundation.
<input checked="" type="checkbox"/> Title III (Tutoring for EL)	Meetings and Workshops	Strategies provided to parents of EL students will help enhance their academic performance.
<input checked="" type="checkbox"/> Title IX (Project UP-START)	Support Services	Resources provided to families in transition will help students overcome barriers to learning.
<input type="checkbox"/> Title I, Part C (Migrant)		





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	<input checked="" type="checkbox"/> Title I School-level PFEP <input checked="" type="checkbox"/> DAC/PAC Representative Form (FM-6996) <input checked="" type="checkbox"/> Monthly Report - Title I Annual Parent Meeting Attendance	<input checked="" type="checkbox"/> DAC/PAC Representative Form <input type="checkbox"/> Evidence of Social Media Posts <input checked="" type="checkbox"/> Minutes <input checked="" type="checkbox"/> Monthly Report Attendance Data <input checked="" type="checkbox"/> Completed PFEP Template <input checked="" type="checkbox"/> Photos of Meeting <input type="checkbox"/> PowerPoint Presentation <input checked="" type="checkbox"/> School-Parent Compact <input checked="" type="checkbox"/> Sign-sheets <input type="checkbox"/> Title I Program Notification Letter <input type="checkbox"/> Other (specify below):
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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. Describe how the school will provide, with Title I funds, webinars, teleconferences, video conferences, or home visits, as such services relate to parent and family engagement [ESEA Section 1116].

Flexible Meetings	Meeting Time(s)	Description of Meeting/Activity
<input checked="" type="checkbox"/> Morning Meetings	8:00 a.m. – 12:00 p.m.	Parental Workshops are held from 8:45 a.m. - 10:00 a.m. in Portable #6. Topics include FSA Testing, and Helping Your Child with Homework.
<input checked="" type="checkbox"/> Afternoon Meetings	12:00 p.m. – 4:00 p.m.	EESAC Meetings are held monthly after school at 3:15 in the Media Center. Parents are invited to come and voice their questions and concerns.
<input checked="" type="checkbox"/> Evening Meetings	4:00 p.m. – 7:00 p.m.	Parental Workshops are held from 7:00 p.m. to 8:00 p.m. in the Media Center. Topics include the Scientific Process and MDCPS Parent Portal.
Flexible Meetings	Person Responsible (Position[s])	Description of Meeting/Activity
<input checked="" type="checkbox"/> Home Visits	Social Worker and CLS	Home visits are done on an as needed basis. The Social Worker visits homes of students who have attendance concerns.
<input checked="" type="checkbox"/> Webinars	Family Support Specialist	Quarterly webinars are held for parents that focus on students who are at-risk, ESE and ELL.
<input type="checkbox"/> Conference Calls		
<input type="checkbox"/> Video Conferences		
<input checked="" type="checkbox"/> Face-to-Face Meetings/Workshops	Community Liaison Specialist	Parental Workshops are provided for parents on various topics during the school year. Workshops are held at different times of the day in order to
<input type="checkbox"/> Other (specify below):		

**BUILDING CAPACITY**

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement. Include a description of how the school implements activities that build relationships with the community in order to improve student achievement and what materials and trainings will be provided to assist parents/families to work with their child(ren). Provide details on how the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

Activity/Tasks	Person Responsible (Position[s])	Resources/Materials Provided	Description of Implementation
<input checked="" type="checkbox"/> The Parent Academy	CLS	<input type="checkbox"/> Brochure <input checked="" type="checkbox"/> Flyers	The Parent Academy will collaborate with our CLS by helping to present parent workshops to our School counselors will provide agency referrals on an as needed basis.
<input checked="" type="checkbox"/> Agency Referrals	School Counselor & CLS	<input checked="" type="checkbox"/> Handouts <input checked="" type="checkbox"/> Materials	



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<input checked="" type="checkbox"/> Community-Based Partnerships	Administration	<input checked="" type="checkbox"/> PowerPoints <input checked="" type="checkbox"/> School Supplies <input type="checkbox"/> Referral Forms <input type="checkbox"/> Resources <input type="checkbox"/> Other (list below)	Through our partnerships with Publix, Panna, McDonalds, CiCi's Pizza, and Dick's Bar-B-Q we Through EESAC meetings and the Title I Annual Meeting, parents will receive detailed information Based on the parent surveys, the CLS creates a schedule of parental workshops that meets the Parent and Family Engagement Surveys will be analyzed and the data will be used to create workshops and parental activities throughout the The FSS collaborates with parents, teachers, and staff to provide resources that will assist families with school-related issues.
<input checked="" type="checkbox"/> EESAC, and Title I Annual Parent Meetings	EESAC Chair & CLS		
<input checked="" type="checkbox"/> Parent & Family Engagement Workshops	CLS		
<input checked="" type="checkbox"/> Official Title I School-level Parent and Family Engagement Surveys	CLS		
<input type="checkbox"/> Other (specify below)			
<input checked="" type="checkbox"/> Family Support Services (FSA)	Family Support Specialist		

**STAFF DEVELOPMENT**

Describe the professional development activities that the school will provide or encourage to educate staff:

- How to value and utilize the contributions of parents/families;
- How to reach out to, communicate with, and work with parents/families as equal partners;
- How to implement and coordinate parent/family programs; and
- How to build upon ties between parents/families and the school.

Activity	Person Responsible (Position[s])	Parent/Family Engagement Focus Areas	Evidence of Effectiveness
<input checked="" type="checkbox"/> Online PD to Build Relationships with Parents	Administration & PD Liaison	Valuing and utilizing parent contributions	Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> M-DCPS Meetings/Training/Workshops	Administration & PD Liaison	Enhancing capacity to work with parents and families	Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> District-sponsored Principal and Title I Facilitator Training Sessions	Administration & Reading Coach	Implementing/ Coordinating parent/family programs	Agenda, handouts, PowerPoint presentation, implementation of knowledge gained, and Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> District-sponsored Title I CIS/CLS Training Sessions	CLS	Implementing/ Coordinating parent/family programs	Agendas, handouts, PowerPoint presentation, implementation of knowledge gained, and Master Plan Points from MyLearningPlan Professional Development Management System.
<input checked="" type="checkbox"/> Coordinate PD activities conducted by outside agencies	Administration & PD Liaison	Communicating with parents as equal partners	PowerPoint, follow-up activity and/or MPPs; sign-in sheets.
<input checked="" type="checkbox"/> Professional Learning Community/School-based Project	CLS	Implementing/ Coordinating parent/family programs	Sign-in sheet, artifacts (photos, Twitter, etc.)
<input type="checkbox"/> Other (specify below):			

**OTHER ACTIVITIES**

Describe other activities, such as the parent resource center, that the school will conduct in order to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116].

Content and Type of Activity	Person Responsible (Position[s])	Parent/Family Engagement Focus Areas	Timeline	Evidence of Effectiveness
<input checked="" type="checkbox"/> Parent Resource Center/Area	Administration & CLS	<input checked="" type="checkbox"/> Curriculum	From: 08-22-2018	<input checked="" type="checkbox"/> Agenda
<input checked="" type="checkbox"/> The Parent Academy		<input checked="" type="checkbox"/> Assessments		<input checked="" type="checkbox"/> Handouts
<input checked="" type="checkbox"/> DAC/PAC Meetings		<input checked="" type="checkbox"/> Technology		<input checked="" type="checkbox"/> Minutes
<input checked="" type="checkbox"/> ESSAC Meetings		<input checked="" type="checkbox"/> Social Media		<input checked="" type="checkbox"/> Sign-in Sheets



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<input checked="" type="checkbox"/> Workshops	Administration & CLS	<input checked="" type="checkbox"/> Parenting	To: 05-22-2019	<input checked="" type="checkbox"/> Photos
<input checked="" type="checkbox"/> Community-based Partnerships		<input type="checkbox"/> Data-Driven Instruction		<input type="checkbox"/> Other (Please specify)
<input type="checkbox"/> Other (specify below)		<input checked="" type="checkbox"/> Parent Portal		

**ACCESSIBILITY**

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families. Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families understand.

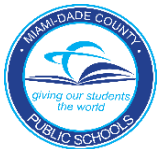
Accessibility Focus Areas	Accommodations	Person Responsible (Position(s)/Title(s))	Timeline	Evidence of Effectiveness
Language	<input checked="" type="checkbox"/> Translator/Interpreter <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> Other (specify below): <div style="border: 1px solid red; height: 20px; width: 100%;"></div>	CLS	From: 08-22-2018	<input checked="" type="checkbox"/> Accessibility accommodations and translation services statement. <input checked="" type="checkbox"/> Multi-language materials <input checked="" type="checkbox"/> Sign-in Sheets
			To: 06-06-2019	

Accessibility Focus Areas	Accommodations	Person Responsible (Position(s)/Title(s))	Timeline	Evidence of Effectiveness
Parents with Special Needs	<input checked="" type="checkbox"/> Handicapped Parking <input checked="" type="checkbox"/> Wheelchair Accessible Ramp <input type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Other (specify below): <div style="border: 1px solid red; height: 20px; width: 100%;"></div>	Administration	From: 08-22-2018	<input checked="" type="checkbox"/> Accessibility accommodations and translation services statement. <input checked="" type="checkbox"/> Images and Pictures <input checked="" type="checkbox"/> Sign-in Sheets
			To: 06-06-2019	

**COMMUNICATION**

Describe how the school will provide timely information about the Title I Schoolwide programs. Describe and explain the curriculum at the school, and the forms of assessment used to measure student progress; the achievement levels students are expected to obtain; and identify students who are at risk of not meeting state standards on performance standards assessments. Describe how the school, if requested by parents, will provide opportunities for regular meetings in order to formulate suggestions and to participate, as appropriate, in decision-making related to the education of their child(ren). Provide a description of how the school will submit parents/family's comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116].

Communication Focus Areas	Content and Type of Activity	Date	Number of Participants	Evidence of Effectiveness
Title I	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/06/18	320	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	09/11/18	12	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	08/22/18	2651	
	<input type="checkbox"/> Mailout to Parents			
	<input type="checkbox"/> Title I Parent Newsletter			
	<input checked="" type="checkbox"/> Other (specify below):			

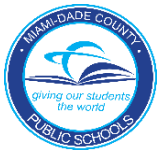


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	School Calendar	08/22/18	929	
Curriculum	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/06/18	320	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> FSA Night	11/08/18		
	<input checked="" type="checkbox"/> Science Fair/Night	11/29/18		
	<input type="checkbox"/> Reading Under the Stars			
	<input checked="" type="checkbox"/> Open House	09/06/18	320	
	<input checked="" type="checkbox"/> EESAC	09/11/18	12	
	<input checked="" type="checkbox"/> Student Backpack	08/22/18	101	
	<input type="checkbox"/> Website			
	<input type="checkbox"/> Other (specify below):			

Communication Focus Areas	Content and Type of Activity	Date	Number of Participants	Evidence of Effectiveness
Assessment/Achievement Levels	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	09/06/18	320	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	09/11/18	12	
	<input checked="" type="checkbox"/> Open House Night	09/06/18	320	
	<input type="checkbox"/> Response to Intervention (Rtl)			
	<input checked="" type="checkbox"/> Links to websites containing Assessment/Data Information	08/29/18	77	
	<input type="checkbox"/> Other (specify below):			
Parent Concerns	<input checked="" type="checkbox"/> PTA/PTSA meeting	09/10/18	33	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).  Official Parent Survey Compilation of Results.
	<input checked="" type="checkbox"/> EESAC meeting	09/11/18	12	
	<input checked="" type="checkbox"/> Official Title I School-level Parent and Family Engagement Surveys	09/11/18	13	
	<input type="checkbox"/> Other (specify below):			
Attendance	<input checked="" type="checkbox"/> Parent/Teacher Conference	08/22/18	42	Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s).
	<input type="checkbox"/> Truancy Child Study Team			
	<input checked="" type="checkbox"/> Meetings with School Social Worker	08/22/18	20	
	<input type="checkbox"/> Other (specify below):			





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**DISCRETIONARY ACTIVITIES (OPTIONAL)**

Describe any activities that are not required, but will be paid for through Title I, Part A, funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

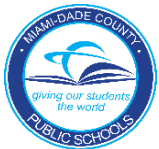
Discretionary Activities Focus Areas	Content and Type of Activity	Person Responsible (Position(s)/Title(s))	Timeline	Evidence of Effectiveness
<input type="checkbox"/> Transportation				
<input type="checkbox"/> Home Visits				
<input type="checkbox"/> Literacy Training				
<input type="checkbox"/> Community/Faith-based Organization Collaboration				
<input type="checkbox"/> Other (Specify below):				

**BARRIERS**

Provide a description of the barriers that hindered participation by parents during the previous school year. Describe the steps the school will take during the upcoming school year to overcome the barriers (with attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

Barrier(s)	Plan of Action (Steps) What is the school doing to overcome the identified barriers?
<b>Please select a minimum of three (3)</b>	
<input checked="" type="checkbox"/> Language	Offer workshops in both English and Spanish to provide equal translation for meetings. Provide information to parents on the availability of ESOL classes in the community. Provide bilingual flyers, bilingual ConnectEd messages and brochures.
<input checked="" type="checkbox"/> Disabilities	Provide handicapped parking spaces in the school's parking lot. Provide ramps and elevator access for the disabled so that they will have easy access to all the areas of the school.
<input type="checkbox"/> Transportation	
<input type="checkbox"/> Child Care	





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<input checked="" type="checkbox"/> Unfamiliar with School System	Offer parental workshops on how to navigate the MDCPS Parent Portal. Provide informational meetings to familiarize parents with school-wide procedures, assessment schedules and parent-teacher communication. Work with FSS to reach out to parents who are new to MDCPS.
<input type="checkbox"/> Cultural Differences	
<input checked="" type="checkbox"/> Work Scheduling Conflict	Offer parental workshops and school-wide activities in the morning, afternoon and evenings in order to accommodate parents' schedules.
<input checked="" type="checkbox"/> Homelessness	Participate in Project Upstart and the Share Your Heart Program. Offer counseling and resources to families that are displaced. Donate holiday baskets and uniform vouchers to families in need.

**Deadline to submit the School-level Parental & Family Engagement Plan (PFEP) is Tuesday, October 9, 2018.**