

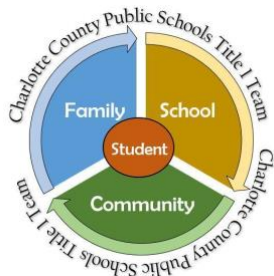
School Improvement and Parent & Family Engagement Plan

2022-2023

{Liberty Elementary School}

Approval Date:	Mid-Year Review Date:	End of Year Review Date:


----- TITLE I TEAM USE ONLY -----



INSTRUCTIONS


1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.

DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

 Create a document on your school letterhead that states HOW your school PFEP and Compact will be shared with families, staff, and community. Remember to include strategies for electronic sharing, hard copy sharing, and community notification for PFEP availability. Remember, a copy needs to be in both Title I binders (one found in the Front Office and the other in the Family Reading & Resource Center). **This documentation will be uploaded to Crate.**

INVOLVEMENT OF PARENTS

The school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

 **Evidence** of involving parents and families in planning, reviewing and improvement of Title I programs, including involvement in *decision making* of how funds for Title I will be used **will be uploaded to Crate.** Evidence can be SAC and/or PTO meetings, emails sent to and received from parents. Remember to include dates, agenda, minutes, sign-in sheets, and notes for the documentation in Crate.

ANNUAL PARENT MEETING and COMMUNICATION

The school will provide timely information about the Title I programs.

- A. Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program.
- B. Description and explanation of
 - a. Curriculum used at the school
 - b. Forms of academic assessment used to measure student progress
 - c. Achievement levels of the Florida State Standards
- C. Description of the nature of the Title I program that is shared with parents.

- D. Description of how the meeting will cover school choice, and the rights of parents at the annual meeting.
- E. If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
- F. The school will submit parents/families' comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]

	Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
	Title 1 meeting information will be posted on the school facebook page, the website and the sign outside the school	Whaley	July	Sign in sheets for event
	Title 1 meeting information will be shared a few times with parents via the school messenger system by a call and email	Whaley	July/August	Phone Reports
	Title 1 meeting information will be shared with families via the Remind app when we are able.	Teachers	Aug	Remind messages
	Title 1 presentation will be on in every classroom during the Title 1 annual meeting and describes the Title 1 program at LES.	Teachers/N ease	Aug	Sign in Sheets
	School and Family compact is distributed to all families at the Title 1 Meeting so families know how to help students and home and each member of the school family knows their roles and responsibilities. Document will be reviewed throughout the school year at parent conferences.	Teachers	Aug	Signed compact

FLEXIBLE PARENT MEETINGS

- ☐ How the school offers a flexible number of meetings, such as meetings in the morning or evening.
- ☐ How the school provides, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116]
- ☐ Virtual participation and/or recorded meetings for later viewing with the opportunity to respond.

Parent meetings will be held in person and virtually during this school year in order to provide parents with the method most convenient for them and their families. When childcare prevents a family from attending a meeting, we will offer to provide an activity for the student/siblings to ensure the parent can participate.

BUILDING PARENT AND FAMILY CAPACITY for 22-23

- ☐ The school will implement activities that will build the capacity for meaningful parent/family engagement.
- ☐ The school will implement activities that will build relationships with the community to improve student achievement.
- ☐ The school will provide workshops and materials that empower parents/families to work with their child(ren).
- ☐ The school will provide other reasonable support for parent/family engagement activities.
- ☐ The school will support the Family Reading and Resource Center as a place of learning for families and strengthening parent advocacy skills.
- ☐ Identify the [Type of Family Engagement](#) your activity is and identify that as part of the 1st column. This will help you be aware of the types of activities you are offering.
 1. Parenting
 2. Communication
 3. Volunteering
 4. Learning at Home
 5. Decision Making
 6. Collaborating with the Community

Family Capacity Building: Content and Type of	Person(s) Responsible	Anticipated Impact on	Timeline	Evidence of Effectiveness	Number of Attendees
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Activity		Student Achievement			
PTO and SAC Meetings 2 and 5	Whaley	Building capacity for Family Support and progress monitoring school goals to increase student	August-May	Attendance sheets posted in google slides	
Title 1 Annual Meeting- Parents gain information about Title I services 2	Whaley	Family support to increase student achievement. Parents becoming an intricate part of the school culture which will increase student achievement.	August	Sign in Sheet via Renee Wiley	
Parent Institute Weblink 2 and 6	Title I District Personnel	Building Capacity with parents to increase student achievement	Ongoing	Parent Survey results/counter on weblink	
Family Reading Center 4	AFA Para	Family Support; parents becoming an intricate part of the school culture and building capacity with parents to increase student achievement	Year Long or until Family Reading Center opens	Flyer, Attendance	
Sight Word Fishing Send Home Activity 4	AFA Para	Family Support; parents becoming an intricate part of the school culture and building capacity with parents to increase student achievement	Sept	Flyer, sign up sheet	
Swat the Fly Send Home Activity 4	AFA Para	Family Support; parents becoming an intricate part of the school culture and building capacity with parents to increase student achievement	Sept	Flyer, sign-up sheet	

Book Fair Night 4 and 6	Deb Nease/Whaley	Family Support; parents becoming an intricate part of the school culture and building capacity with parents to increase student achievement	Nov March	Flyer, attendance	
Christmas Grab and Go with Santa Focus Parent Portal Info & sign up 2 and 4	AFA Para	Family Support; parents becoming an intricate part of the school culture and building capacity with parents to increase student achievement	Dec	Flyer, attendance	
Supporting Your Child's Literacy Development 2 4	AFA Para	Building Capacity with parents to increase student achievement	Jan	Flyer, attendance	
Turning Everyday Activities into Learning Opportunities – STEAM Focus 2 4	AFA Para	Building Capacity with parents to increase student achievement	March	Flyer, attendance	
Chick Fil A Family Night 2 4	Whaley/Brown	Family Support; parents becoming an intricate part of the school culture and building capacity with parents to increase student achievement	April 20th	Flyer, paper returned	
Patriot Picnic			March		

BARRIERS

- ☐ Describe 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 these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Parents may not be comfortable coming into the building	Provide options for both online and in person events and meetings when possible	Administration, AFA, Coaches	Ongoing
Low attendance at PTO	Provide both options for parents for flexibility. In person and online	Administration	Ongoing
Volunteers	Planning ahead, staff input, developed social committee	Event coordinators	ongoing

BUILDING **STAFF CAPACITY** for PARENT & FAMILY ENGAGEMENT

- ☐ How is your school nurturing the staff's skills with Family Engagement?
- ☐ Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contributions of parents/families. [ESEA Section 1116]
- ☐ Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
- ☐ Describe the STAFF development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Building Staff Development for Family Engagement: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	
Train and encourage teachers to sign up for the Remind program to communicate with families 2	Whaley	Being able to easily communicate with families will allow teachers to encourage families to assist with student achievement	August	Usage of remind	
PTO and SAC Meetings 2 and 5	Whaley	Building capacity for Family Support and progress monitoring school goals to increase student	August-May	Sign in sheets	
Title 1 Annual Meeting- Parents gain information about Title I services 2	Whaley	Family support to increase student achievement. Parents becoming an intricate part of the school culture which will increase student achievement.	August	Sign in sheets	
Title I Achievement and Family Associate Quarterly PLC 2	District Title I Personnel	Builds capacity among faculty/staff to partner with parents and the larger school community to increase student	August-June	Agenda, Sign In Sheets, Evaluations	

		achievement.			

FAMILY SURVEY

Using your school survey results, choose areas to address this coming school year.

TOPIC: Student Progress

QUESTION: Academic Support

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
All teachers will do a parent conference for all students. We will have timelines for when the conference should be completed	Whaley	Give reminders for teachers. Stagger the conferences by T1, T2, T3 students.	By Dec	Conference forms in EDIS
Send home the flyer for how to get into focus for each student at BOY. Goal is to have 100% of families on focus for this school year.	Whaley/Lorenz	Make parent friendly version of the FOCUS account flyer for parents Distribute to parents at Open House/Title 1 annual meeting	August	Parents logging into the FOCUS portal

TOPIC: Family Resource Center

Question: I am aware of opportunities such as family workshops and other activities that show families how to help at home.

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Arrange parent engagement workshops to have activities for parents	Whaley/McGill/McQueen	Think of ideas and activities that would be easy for parents to implement. Share these ideas at bookfair nights and family center days.	On going	Sign in Sheets for the events

TOPIC: Communication

Question: My child's teacher lets me know right away if...

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Train new teachers on remind	Whaley	New teachers will be set up on Remind and encouraged to	Aug 1, 2022	Remind Logs

		use the app to communicate with families		
Teachers will send T3 students progress on interventions home monthly	Whaley/Brown/Schnulle	Creation of the monthly monitoring page Review of the monthly monitoring page each month at child talk Monitoring page will be sent to parent and kept in child talk folder	Ongoing throughout the school year-monthly	Child talk meeting dates and notes, additional copies of monthly progress form kept in child talk binder

COMMUNICATION

- ☐ The school will provide timely information about the Title I programs.
- ☐ The school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain.
- ☐ If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
- ☐ The school will submit parents/families' comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]

Describe how the school will provide regular, **two-way**, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

LES will use School Messenger, SAC meetings, Facebook, parent conferences, Class Dojo, and Remind texts as ways to effectively communicate with families.

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 can understand.

“to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]

LES will use School Messenger, SAC meetings, Facebook, the school web page, the annual Title I meeting, flyers, school calendar/newsletter, Class Dojo, school sign, and Remind texts as ways to effectively communicate with families. Translators are available to families upon request.

PFEP & Parent/School Compact

MID YEAR REVIEW 2022-2023

TO BE COMPLETED IN JANUARY [MARK IT ON YOUR CALENDAR ;\)](#)

DATE:

ATTENDEES & ROLES

AGENDA

Remember to take notes and to label **P** for parent/family, **T** for teacher, & **A** for Admin, **C** for community partner

2022-2023 PFEP Mid-Year REVIEW

1. UPDATES
 - Successes
 -
 - Challenges
 -
 - Add data to PFEP tables
2. NEW IDEAS
 -
3. THOUGHTS FOR 2023-2024 PFEP
 -

COMPACT NOTES

4. UPDATES
 -

NEW IDEAS

- .

NOTES (remember to take notes and to label P for parent/family, T for teacher & staff, & A for Admin, C for community partner, S for student)

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ACTION ITEMS

- 1.