


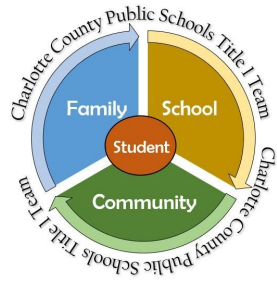
SCHOOL IMPROVEMENT AND PARENT & FAMILY ENGAGEMENT PLAN

2020-2021

LIBERTY ELEM

APPROVAL DATE: 9-23-2020	MID YEAR REVIEW DATE:	END OF YEAR REVIEW DATE:
 Seal of Approval		

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



INSTRUCTIONS

Many Family Engagement plans will have to be adjusted during this school year due to COVID-19 procedures and social distancing. These changes will most likely rely heavily on virtual presentations. This will not eliminate the need for documentation (flyers, sign-in sheets, presentation evaluations, agenda and minutes). Please remember this when planning and implementing your meetings, presentations, and events.

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.
3. Upload to Google Doc .



DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Explain how your school PFEP and Compact will be shared with families, staff, and community. Remember to include electronic sharing and hard copy sharing strategies.

Liberty Elementary will share our school PFEP during our first virtual SAC/PTO meeting on September 15, 2020, after the meeting we will post the minutes to our school webpage. Our Compact will be shared during our virtual Open House and Title 1 Annual meeting

OUR SCHOOL DEFINITION OF FAMILY ENGAGEMENT

How does your school define Family Engagement?

At Liberty Elementary, Family Engagement is a shared experience between schools and families to support children both socially and academically.

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.

In September LES asks for volunteers to participate as members of the Parent and Family Engagement Team for the school year. The group includes parents, teachers, coaches, our Title 1 paraprofessional, and the administration team. At the end of the school year the district attends an all day professional development. Unfortunately we were unable to participate in this professional development this year. Instead we met as a PFEP team to determine what types of activities we could do virtually or as send home activities. The PFEP team will collaborate with SAC and the larger school community to implement strategies and make adjustments as needed. As members leave the Parent and Family Engagement Team, recruits will be acquired and trained to replace outgoing members.

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

- A. The school will coordinate and integrate parent and family engagement programs and activities.
- B. The school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

Program	Coordination
Title IX	Social Worker works with students and families through the Homeless Coalition
Headstart & VPK	VPK preparation for school, home visits are made
Federal Lunch Program	LES, with CHAMPS Cafe, offers nutritious, daily breakfasts and lunches onsite for free for all students, with emphasis on baked, broiled, and lean meats, fresh fruits and vegetables. Food calendars and nutrition information is sent home monthly to parents.
Title I	Parents attend the Title I Family Reading Experience which is offered twice weekly by our Title I Family Achievement Associate in the family Reading Experience. For the first semester the AFA paraprofessional will be sending books home with students based on their interest surveys.
Title III	ELL paraprofessional attends meetings to translate for parents when necessary and supports ELL students throughout the school day.

--	--

ANNUAL PARENT MEETING (this is NO LONGER just Open House) 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]
- G. Could be grade level meetings, SIP meetings, SAC meetings

Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A: Virtual meeting shared on FB, LES website	Admin	Fall 2020	Google sign-in sheet
B: Facebook Announcements and LES school messenger phone calls	Admin	Fall 2020	Facebook views and school messenger logs
C: Described in the Title 1 Annual Parent meeting powerpoint presentation	Renee Wiley	Fall 2020	Google sign-in sheet

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]

Parent meetings for the beginning of this school year will be held virtually. Google meet links will be posted to our school facebook page.
As the year progresses we will continue to evaluate if it is safe to hold in person events.

BUILDING PARENT AND FAMILY CAPACITY for 2020-2021

- ☐ 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 materials and trainings to assist parents/families to work with their child(ren).
- ☐ The school will provide other reasonable support for parent/family engagement activities.
- ☐ 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 | 5. Decision Making |
| 2. Communication | 6. Collaborating with the |
| 3. Volunteering | Community |
| 4. Learning at Home | |

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	Number of Attendees
PTO and SAC Meetings 2 and 5	Whaley	Building capacity for Family Support and progress	August-May	Attendance via google link	

		monitoring school goals to increase student			
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	
Fishing Activity for Kinder 1 and 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 sheets,	
Send Home Interest Forms for 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, Sign Up Sheets	

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
Staff Meetings and Committee Meetings	Administration , Parent Involvement Members	Building Capacity among the staff to partner with parents and the larger school community to increase student achievement	August-May Community Meetings	Agenda, Notes, Direct observation
Staff Meetings	Administration and Coaches	Educate staff on how to reach out to, communicate, and work with parents as equal partners to increase student achievement.	August-June	Agenda, sign in sheets
School Committee Meetings	Committee Chairs	Builds capacity among faculty/staff to	August-June	Agendas, Sign In Sheets

		partner with parents and the larger school community to increase student achievement.		
District Title I Parent and Family Engagement Team	District Title I Personnel, School PFEP	Builds capacity among faculty/staff to partner with parents and the larger school community to increase student achievement.	April	Agenda, Sign In, Notes
Title I Achievement and Family Associate Monthly PLC	District Title I Personnel	Builds capacity among faculty/staff to partner with parents and the larger school community to increase student achievement.	August-June	Agenda, Sign In Sheets, Evaluations

FAMILY SURVEY

Using your school survey results, choose a minimum of one (1) question from each topic listed below to address this coming school year.

Family Efficacy

TOPIC: School Belonging
QUESTION: How can we ensure parents and students feel welcome at school this year with all the new protocols?

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
News Room	Deb Nease	Share encouraging videos and messages on the news channels.	Ongoing	Attendance, School Moral
School Spirit Day	Whaley	Encourage students and staff to wear red, white and blue on Fridays via Facebook and Phone Calls	Ongoing	School moral
Send Home Activities	Whaley/AFA professional	We will send home activities for the parents to be involved in and allow them to feel like part of the school community and participating with their children in learning activities.	Ongoing Kinder- Fishing Game First- SWAT the sight word	STAR scores

Learning Behaviors

TOPIC: School Climate:

How much respect do you think the teachers at this school have for the children?

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Implement the remind system school wide	Teachers/Whaley	Teachers need to connect their Remind accounts and encourage parents to sign up. Share communication with families and increase positive interactions with parents on the app.	At BOY and ongoing	School survey and remind accounts

OTHER TOPICS TO ADDRESS (optional)

TOPIC: School Climate: Motivating Lessons

Question: How can we ensure our teachers are prepared to teach guided reading using high impact strategies?

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Staff Professional Development focusing on High Impact strategies and Guided Reading	Lead Teacher	Professional Development will be planned by the Lead Teacher	August-June	Increased student achievement, teacher evaluation scores

OTHER ACTIVITIES

- ☐ Other activities, such as the Family Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]

Family Reading and Resource Center- our AFA paraprofessional will find creative ways to distribute books to the students at Liberty.

Welcome packets for new parents distributed by the front office for kindergarten families.

SAC and PTO meetings will occur virtually this year via a google meets link that is sent out on facebook and in the phone messages.

Leadership culture- active recruitment of parents by leadership team throughout the year.

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.

- Title I Annual Meeting during the Virtual Open House. Families will receive required Title I and opportunities for parents.
- Monthly School Newsletters will contain a Title One Information second
- School website will feature all Title I information
- Grade level standard links will be featured on the school website.
- Parent survey will be utilized to plan meetings.
- LES will display a suggestion box on the school website for parent ideas and suggestions. Results will be shared and followed up with staff.
- In the school newsletter we will provide monthly communication with the school and community partners about ways to help their students at home and community activities.

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]

Liberty ELeментарy has a guidance counselor who is multilingual, and he will be working closely with parents and students to promote student achievement, academically and behaviorally.

Translated information will be available as needed and is practical, in the front office for staff to use when assisting families. As needed, LES will offer translators when able to assist parents.

As necessary translation services will be offered at parent workshops/Family Nights to assist all families. Parents Right To Know information will be provided in English and in Spanish, it will also be posted on our school website. Parent Institutes links and Parent Involvement Plan will be posted on our website for parents who cannot access our building.

Parent Guide distributed to all families in English and Spanish.

All information will be distributed to families via flyers, phone calls, and the facebook page.

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
Unable to have parents coming into the building	<p>Virtual Open House with necessary information.</p> <p>Send information home with the families via flyers and phone calls.</p> <p>Send books and activities home with the students via interest survey.</p> <p>Continue to brainstorm additional activities that can be sent home to students.</p>	Administration, AFA, Coaches	Ongoing
Low attendance at PTO and not able to attend on campus	Stream virtual PTO and SAC meetings.	Administration	Ongoing

--	--	--	--

2020-2021

SCHOOL IMPROVEMENT PLAN GOALS

GOALS (anticipated in your 20-21 SIP)	How will this goal be communicated to families?	How will the skills necessary to support this goal be provided to Families?
Increase student achievement for underachieving students.	Goals will be communicated during PTO and SAC meetings.	<p>Families will give input during our SAC and PTO meetings. We will encourage parents to give input by asking them to read over the plans and give suggestions at the next meetings.</p> <p>At the beginning of the year students will build libraries at home and get books based on an interest survey. Our AFA paraprofessional will send the survey home with the students. Students will be able to choose the type of books they want to read. Our AFA paraprofessional will send these books home with the students to keep and build their libraries at home</p> <p>In addition, families are able to use Reflex, Freckle and read AR books at home.</p> <p>We will encourage our teachers to do send home activities and virtual training to assist with supporting parents skills.</p>

PFEP & Parent/School Compact MID YEAR REVIEW 2020-2021

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

DATE:

ATTENDEES & ROLES

TAMI TECH: TEACHER

PAPA PAUL: PARENT

ABBY ACTION: ADMIN

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

2020-2021 PFEP REVIEW

1. UPDATES
 - Successes
 -
 - Challenges
 -
 - Add data to PFEP tables
2. NEW IDEAS
3. THOUGHTS FOR 2021-2022 PFEP
 -

COMPACT NOTES

4. UPDATES

- Successes
 -
- Challenges
 -

5. NEW IDEAS

- .

6. THOUGHTS FOR 2019-2020 PFEP

-

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)

-

ACTION ITEMS

- 1.