


<p style="text-align: center;">JAMES A. LONG ELEMENTARY SCHOOL</p>  <p>Mary Beth Hedstrom – Principal Belinda Taylor- Asst. Principal 1400 Old Jacksonville Hwy. Palatka, FL 32177 (386) 329-0575 http://long.putnamschools.org/</p> <p style="text-align: center;">2020-2021 Parent and Family Engagement Plan</p> <p>As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:</p> <ul style="list-style-type: none"> • Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family Engagement Plan, and the Parent-Student-Teacher Compact; • Invite and encourage parent/family 	Involvement of Parents	
	<i>Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.</i>	The school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decision regarding how funds for parental involvement will be used by engaging with them through the Annual Title I meeting, parent nights, ongoing electronic communications via email, text, automated call out system and social media. The 5Essentials survey system, along with the Title I Parent survey, will be used to identify areas of strength and weakness, including the barriers for participation.
	<i>How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?</i>	James A. Long annually reviews the previous year's plan in a reflective manner to determine what processes, activities, and strategies need to be retained, revised, or replaced based upon the current make-up and needs of our student and family population, and the availability of resources.
	<i>How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?</i>	James A. Long will make Parents and Families aware of their opportunity to actively engage in the decision-making of how Title I Parent and Family Engagement funds are spent through our Annual Title I meeting (Virtual Meeting with attached Google form with survey), SAC meetings and PTO meetings.
	<i>What evidence do you have to document parent/family participation in writing/reviewing your PFEP? What evidence do you have that documents parent/family input in spending PFE funds?</i>	The evidence that James A. Long has to document parent/family participation in writing/reviewing our PFEP and that documents parent/family input in spending PFE funds are: meeting agendas, sign-in sheets, and meeting minutes.

<p>attendance to the school's Annual Title I Meeting;</p> <ul style="list-style-type: none"> Involve parents/families in decisions about how Title I, Part A funds are spent; Provide parent/families with timely information in an understandable format Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals; Provide an individualized student report on their child's performance on State tests; and Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA. 	<p><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP. How will this plan be made available to the community?</i></p>	<p>James A. Long will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP and PFEP by submitting the parents' comments with the plan that will be made available to the Office of Federal Programs, along with documentation, agendas, and sign-in sheets from parent events.</p> <p>The plan is available to parents and the community through a link on the school's web page and a copy is on file in the Title I Notebook located in the school's front office.</p>
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Flexible Parent Meetings	
<p><i>Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.</i></p>	<p>James A. Long will offer a flexible number of meetings, such as virtual meetings, meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement. Parent conferences will be offered to all parents and scheduled to work around them (even virtually) if absolutely necessary. We will also have direct communication through the automated call out system, social media, web-page, and teacher to parent texting groups.</p>
<p><i>Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.</i></p>	<p>James A. Long will offer a flexible number of meetings and activities scheduled to accommodate families, such as in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services related to parental involvement for the purpose of allowing parents to participate in the education of their child.</p>

Annual Parent Meeting

<p><i>Date and time you will hold your Annual Title I Meeting</i></p>	<p>We will inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity. Our annual Title I meeting will be held on September 17, 2020 Virtually. It will be recorded and uploaded to our webpage and Facebook. To get feedback and communicate with the parents there will be an attached survey and communication form. Mrs. Belinda Taylor, Assistant Principal will present.</p>
<p><u>Notification and Invitation:</u></p> <ul style="list-style-type: none"> • <i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i> • <i>How will the school assure the notification and invitations are in a language all parents can understand?</i> 	<p>The school will inform and invite parents/families in a timely manner about the Annual Meeting via School Messenger, the school's social media, front office revolving bulletin, class newsletters, memos and flyers. James A. Long is also handicapped accessible. Parent communication is available in English and Spanish.</p>
<p><u>Information:</u></p> <p><i>Please describe how your meeting will cover the required information about:</i></p> <ul style="list-style-type: none"> • <i>Benefits to all students in a Title I schoolwide program;</i> • <i>Right-to-know 4-week out-of-field letters & teacher and paraprofessional qualification information,;</i> • <i>explanation of curriculum;</i> • <i>assessments used to measure student progress,;</i> • <i>expected achievement levels on state tests;</i> • <i>PFE funds;</i> • <i>School Compact and;</i> • <i>opportunities provided for engagement.</i> 	<p>Mrs. Taylor will virtually open up with the evening's greeting, welcome and introductions. She will then share information on the "benefits to all students in a Title I schoolwide program"; PFE funds; and Right-to-Know 4-week out-of-field letters & teacher and paraprofessional qualification information; and an overview of our current year status, structure, plans.</p> <p>Mrs. Taylor will then share on a PowerPoint presentation, information including the various assessments James A. Long uses to measure student progress; the expected achievement levels on state tests; the school compact; and cover the various opportunities James A. Long provides for parent/family engagement.</p> <p>We will then give an opportunity for parents to communicate address questions, concerns, and suggestions. The meeting will conclude with a brief survey to capture feedback from our parents/families regarding the night's event.</p>

<u>Barriers:</u> <ul style="list-style-type: none"> <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i> 	<p>We will address James A. Long's plan that offers a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement. Parent conferences will be offered to all parents and scheduled to work around them if absolutely necessary, in an effort to eliminate barriers.</p>
<u>Evaluations:</u> <ul style="list-style-type: none"> <i>How will you get feedback from parents about the meeting?</i> 	<p>The agenda for the Annual meeting concludes with a brief survey to capture feedback from our parents/families on the night's meeting.</p>
<u>Parents who do not attend?</u> <ul style="list-style-type: none"> <i>How will you get the information home to parents who did not attend the meeting?</i> 	<p>All information will be provided various ways-printed resources will be available in the front office, student take-homes, memos and flyers. Digital presentations will display on the front office revolving bulletin and on our school's social media and webpage.</p>
<p>Building Capacity of Parents to Support Their Child</p> <p>Explain how parents/families are invited to participate in activities such as parent trainings that are linked to <u>student achievement</u>.</p> <ul style="list-style-type: none"> <i>How will your school help parents gain an understanding of such topics as: the State's standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?</i> <i>What training or materials will you provide to help parents work with their child to improve their child's academic achievement?</i> 	

<u>Title - Topic</u>	<u>Impact on Student Achievement</u>	<u>Materials</u>	<u>Tentative Date/Time</u> <u>Is this flexible to</u> <u>accommodate</u> <u>parent schedules?</u>	Transportation	Refreshments	Childcare	Translation
Annual Title 1 Meeting- invitation through School Messenger, the school's social media, front office revolving bulletin, class	The more informed, connected, and included parents/families are in the school's systems and processes, the greater home support for the student as well as the school, thereby impacting student achievement	Parents are provided information including- The nature of the Title I program (schoolwide or targeted assistance),	Our annual Title I meeting will be held on September 17, 2020 on line to accommodate all parent's needs.	As Needed	As Needed	As Needed	As requested

newsletters, memos and flyers	positively.	Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents, etc.; academic resources for home support.					
Open House-invitation through School Messenger, the school's social media, front office revolving bulletin, class newsletters, memos and flyers	Parent/family involvement/presence on campus gives their child a greater sense of the need to achieve, more confidence and pride in their school and school work, thereby boosting academic and behavioral effort on the students' part.	School and classroom criteria-for-success, procedures, processes, expectations; schedules, tests dates, academic resources for parents to work with students at home for added support	Virtually online September 17, 2020	As Needed	Provided	As Needed	As requested
Data Nights -invitation through School Messenger, the school's social media, front office revolving bulletin, class newsletters, memos and flyers	Parents/families will learn the school's expectations, state's proficiency requirements, and how they can help students experience greater success through a review of data. This will be done virtually through the assigned teacher.	Student portfolios evidencing initial and current diagnostics which shows comparative data, levels of achievement proficiency, areas of challenge, and strategies that will support success	Quarterly Sept 28-Oct 14 Dec 14-Jan 14 Mar 1-Mar 26 May 10-May 27	As Needed	Provided	As Needed	As requested
				As Needed			As requested
MTSS IEP/504 meetings -invitation	Greater parent awareness, review of support systems in place and the need,	Copy of IEP/504, MTSS, Tier 2 & 3	On-going	As Needed			As requested

capacity building activities?	the % of participation.
<ul style="list-style-type: none"> <i>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.</i> 	<p>James A. Long will continue to implement activities that build relationships with the community and business partners which impacts student achievement:</p> <ul style="list-style-type: none"> Palatka High School supports our school by sending students over to present and work with our students during our College & Career Week Lions Club-presents Terrific Kid rewards for our students who demonstrates good character and who are studious Data Nights-parents/guardians come out and are given a presentation by their student's teacher on the required standards, testing, progress monitoring, transition information. Wax Museum-students researched important figures, dressed as their character, created presentation boards and presented to parents/families and community members who came out.

Building the Capacity of Staff (Professional Development)

Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on....

- how to reach out to, communicate with, and work with parents/families as equal partners,*
- the value and utility of contributions of parents/families*
- how to implement and coordinate parent/family programs*
- how to build ties between parents/families and the school*

Please describe below how you will provide professional development

<u>Topic-Title</u>	<u>Purpose?</u> How does this activity help staff build school/parent relationships?	<u>Implementation format:</u> (workshop, book study, etc.) <u>Presenter?</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
During PLCs, teachers will be working on and collaborate with their teams and	This activity helps staff build school/parent relationships by educating the teacher, teacher	<ul style="list-style-type: none"> Group discussion Book study Data Analysis 	Grade level teacher teams and administration present	2 hours per grade level- Weekly

<p>leadership on how to have data chats with their students in a way that students can talk about their own data. Agendas and sign-in sheets will be filed in the audit box to document when PD in the area of parent and family engagement is offered during PLC's. Administration will participate monthly in the PLC.</p>	<p>support personnel and admin, through collaboration, who will in turn impact the education of our students and their achievement. This will also give the teacher the ability to communicate with and work with parents/families as equal partners.</p>	<ul style="list-style-type: none"> • Common Planning • <u>Resources development</u> 		
<p>Chat nights will be planned by grade level.</p>	<p>Administration will conduct quarterly data chats with individual teachers, facilitating conversations about data, fostering an environment where teachers are exploring the data. This will better prepare them to help parents/families gain deeper understanding about what it means and why it's important, thereby building an instant interconnectedness amongst school, teachers, parents/families and their student's data.</p>	<p>One-on-one discussion sessions with admin and teacher present. Documentation will be through Google calendar invites and reflection forms.</p>	<p>Teacher and administration present</p>	<p>Quarterly</p>
<p>Professional Development</p>	<p>Teachers meet for professional development to understand ways to build ties between them and the parents/families of their students. There is also</p>	<p>Administration and county level support coaches will facilitate.</p> <p>Will update as needed and when determined.</p>	<p>Whole staff- These training sessions are open to the entire staff</p>	<p>Monthly</p>

	discussion around ways and resources teachers can share with parents to help their children at home.			
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Communication	
<i>Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is out of field?</i>	We will hold our annual Title I meeting on September 17, 2020. Parent conferences will be available to all parents. Communication will be open through email, texts, automated call out system, social media and the school web page. Four week letters will be mailed and/or sent home with the students.
<i>Describe how you provide each family with timely notice in understandable format information regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals.</i>	Parents are provided with information regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals during parent night as well as during the Annual Title 1 Meeting. A letter informing parents of where to find information of teacher certification online is sent home at the beginning of the school year. Parents will receive a formal letter informing them if their child's teacher is currently out of field, by the 20th day of the school year. The letter will be sent home through the student or mailed.
<i>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain.</i>	Parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain, through our Open House, Data Chat Nights, report cards, progress reports, state assessment results, and parent/teacher conferences.
<i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i>	James A. Long makes available each child's individual state issued report about their performance on state assessments each year. A phone call informs parents the report is available for pick up at the school.
<i>Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child's achievement. How</i>	Parents make requests to conference with the teacher(s) throughout the year, as the parent or teacher deems necessary. During those conferences the compact is revisited with the parent, and a copy kept for teacher records. Documentation will be

is this requirement documented that it occurred? <u>(This is a requirement for elementary schools only)</u>	added to the audit box.
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Coordination and Integration

Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.

<ul style="list-style-type: none"> • Homeless 	Through James A. Long's coordination and integration of activities such as Data nights, Open House, Parent Nights, Wax Museum activity, Career and College Week,(in which our homeless students take part in) parents are gain ways of helping their child at home. Federal Programs Homeless Liaison helps identify and support homeless students at our school.
<ul style="list-style-type: none"> • Migrant 	James A. Long coordinates and integrates activities such as Data nights, Open House, Parent Nights, Wax Museum activity, Career and College Week, and home visits (all of which our migrant students participate in) parents are given ways of helping their child at home. Federal Programs Title IC staff provides migrant services to migrant students and families.
<ul style="list-style-type: none"> • Headstart 	The school offers a VPK program that functions the entire school day with the remainder of the day being subsidized for parents.
<ul style="list-style-type: none"> • Title II 	James A. Long increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools through Title II funding.
<ul style="list-style-type: none"> • Title III - ELL 	James A. Long students that are eligible, receive services through Title III (ELL). The Title III Support Leader supports ELL students at our school.
<ul style="list-style-type: none"> • Title IV 	James A. Long will implement a STEAM lab into our course curriculum and purchase technology and other innovations to support the comprehensive needs of students in a variety of settings, strengthen family engagement, and bring our school into the 21st century.
<ul style="list-style-type: none"> • Title V 	Information regarding Title V-school choice is made available to the parents/families of James A. Long.
<ul style="list-style-type: none"> • ESE 	James A. Long coordinates and integrates activities such as Data nights, Open House, Parent Nights, Wax Museum activity, Career and College Week, and home visits (all of which our Exceptional Student Education students participate in) parents are given ways of helping their child at home. ESE students are supported by the district ESE department staff.

<ul style="list-style-type: none"> • <i>Neglected and Delinquent</i> 	James A. Long coordinates and integrates activities such as Data nights, Open House, Parent Nights, Wax Museum activity, Career and College Week, and home visits (all of which our Exceptional Student Education students participate in) parents are given ways of helping their child at home. Federal Programs staff supports N&D students as needed.
<ul style="list-style-type: none"> • <i>SAC</i> 	
<ul style="list-style-type: none"> • <i>PIDAC/MPAC (Migrant Parent Advisory Council)</i> 	James A. Long is represented by parent representation at our monthly PIDAC meetings held at our school district's county office.
<ul style="list-style-type: none"> • <i>PTO/PTA</i> 	James A. Long makes available, through our Parent Teacher Organization, the strategies that parents can use to help their child at home with homework, fluency passages, leveled readers, sight word lists, activity worksheets, access to online resources, and state standards.
<ul style="list-style-type: none"> • <i>Community Agencies</i> 	Local community agencies that offer support to James A. Long are made aware of the strategies that parents can use to help their child at home with homework, fluency passages, leveled readers, sight word lists, activity worksheets, access to online resources, and state standards. Hope FM donated 75 backpacks with needed supplies for the students.
<ul style="list-style-type: none"> • <i>Business Partners</i> 	Local business partners that offer support to James A. Long are made aware of the strategies that parents can use to help their child at home with homework, fluency passages, leveled readers, sight word lists, activity worksheets, access to online resources, and state standards. One example is Feed the Need. They donated 1,000 dollars to the school for needed supplies.
<ul style="list-style-type: none"> • <i>Other</i> 	

Accessibility

<p><i>What opportunities do parents have to participate in their child's education?</i></p> <ul style="list-style-type: none"> • <i>Volunteer?</i> • <i>Mentor?</i> • <i>SAC?</i> • <i>PTO/PTA?</i> • <i>Other?</i> 	Parents have the opportunity to participate in their child's education at James A. Long through volunteering, mentorship, School Advisory, and Parent Teacher Organization. James A. Long operates in an open door policy.
<p><i>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</i></p> <ul style="list-style-type: none"> • <i>school and parent programs</i> • <i>meetings</i> • <i>school reports</i> 	The various forms of communication utilized by James A. Long to relate information regarding school and parent programs, meetings, school reports, and other activities to parents include: School Messenger, the school's social media, front office revolving bulletin, class newsletters, email, texts, memos and flyers.

<ul style="list-style-type: none"> • other activities 	
<p><i>What barriers hinder participation by parents in parental engagement activities?</i></p> <p><i>What steps will you take this school year to overcome these barriers - with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.</i></p> <p><u>Please address the subgroup populations that are included in your schoolwide plan data.</u></p>	<p>Transportation, childcare, parents' work schedules (in most cases within families of our African-American and bottom quartile student subgroups) are the main barriers to parent participation in parental engagement activities therefore James A. Long will plan that offers a flexible number of meetings, such as virtual, meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement. Parent conferences will be offered to all parents and scheduled to work around them if absolutely necessary, in an effort to eliminate barriers.</p>
<p><i>How does your school provide information to parents in their native language?</i></p> <p><i>What languages do you provide?</i></p> <p><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.</i></p>	<p>Brochures and flyers are also made available in English and Spanish.</p> <p>The District provides ELL translation services and migrant services.</p>
<p><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></p> <ul style="list-style-type: none"> • <i>Parent/Family Resource Centers</i> • <i>Parent Liaison</i> • <i>Other</i> 	<p>James A. Long will reach out to school/community organizations such as Communities In Schools, parent liaisons, and local mentoring support groups for our students and their parents/families in an effort to encourage and support additional opportunities for more meaningful engagement in the education of their child.</p>