

**2023-2024**

**School Improvement &  
Parent and Family  
Engagement Plan**

**School:** Liberty Elementary

**Principal:** Sheila Brown

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## INSTRUCTIONS

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

1. Assurances
  - € Original Signature
  - € Uploaded to Crate
2. Needs Assessment
3. Family Survey
4. Involvement of Parents
5. Annual Parent Meeting and Communication
6. Flexible Parent Meetings
7. Building Capacity of Families
8. Building Staff Capacity for Parent and Family Engagement
9. Communication
10. Barriers
11. Dissemination of PFEP & School/Family Compact to Stakeholders

## ASSURANCES

This page will require an original signature and submission to the District. Print this page, sign, and upload to Crate.

I, [enter name of Principal/School Administrator], do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. 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 this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. 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.

- € 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 ESEA Section 8101;
- € Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- € Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan 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 parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- € Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- € 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 with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- € Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(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 is not certified within the meaning of the term in 34 CFR Section 200.56 [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)(i)(I) and Section 1112(c)(1)(A)(ii)].

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

## NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal overview from the Previous Fiscal Year *(this section is not required for new Title I schools)*

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$	\$	\$
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.		

## FAMILY SURVEY

Using your school survey results, choose areas to address this coming school year. Please prioritize up to 3 Areas for Improvement.

TOPIC: Family Engagement				
Question: Timing of activities				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Plan activities at a variety of times so all parents can participate	Whaley/Hill/McGill	We will schedule at a variety of times to engage all families: Family Center: AM Donuts with Dads: 7:00 Binglow: 5:30 Bookfair	On going throughout the school year	Surveys for families Participation/Sign in for events
TOPIC: Communication				
Question: I am aware of communication...				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Making a school newsletter that shows the important events to give plenty of notice	Stephanie Servich Carolyn Whaley	Monthly newsletter created  Monthly newsletter sent to the families on Facebook and School Messenger	Monthly	School Newsletters Comments on the Facebook page Participation in the events

TOPIC:				
Question:				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness

### 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.

<p>How will the school 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 [ESEA Section 1116]?</p> <p>If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to</p>	<p><b><i>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.</i></b></p> <p><b>Response:</b></p> <p>Monthly PTO and SAC meetings in person and virtual, PFEP committee including parents and staff, Sign-in sheets are available for Parent Involvement events.</p>
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the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency  
[Section 1116(b)(4)]

## ANNUAL PARENT MEETING and COMMUNICATION

The school will provide timely information about the Title I programs. The Annual Parent Meeting is required and must be a separate meeting with an invitation, agenda, and sign-in sheet.

Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program [ESEA Section 1116].

**Response:**

Mrs. Whaley will post the information about our Title 1 Annual Meeting on our Liberty Patriot STAR Facebook page and send the information out in a phone call and email using our School Messenger System. We will also send the information out to the families on our Remind app when the teachers set up their classes. During the Title 1 Annual Meeting we will have the Title 1 presentation available to all families. Teachers will share the presentation on their smartboard and have copies printed out for any families who miss the presentation or want an additional copy. Lastly we will also distribute the Title 1 compact so families know how to help students at home and each member of the school family knows their roles and responsibilities. The parent compact document will be reviewed throughout the school year at parent conferences.

## FLEXIBLE PARENT MEETINGS

How will the school offer a flexible number of meetings, such as meeting in the morning or evening?

How will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?

**Response:**

Parent meetings will be held in person during the 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. We will continue to have meetings at different times and ask for input from families to see what time is most convenient.



## BUILDING CAPACITY OF FAMILIES

The school will implement activities that build the capacity of families to engage in meaningful partnerships to improve student achievement.

<p>How will the school implement activities that will build:</p> <ul style="list-style-type: none"> <li>the capacity for meaningful parent/family engagement?</li> <li>relationships with the community to</li> </ul>	<b>Response:</b>				
	<i>The table below outlines the specific capacity-building activities and events.</i>				
	Name and Description of Activity/Event	Person(s) Responsible	What will parents learn that will have a measurable, anticipated impact on student achievement	Timeline	Evidence of Effectiveness
SAC and PTO Meeting	Whaley	Parents will learn about the school mission and goals. Parents will learn	Ongoing	PTO/SAC Meeting Sign Ins	

<p>improve student achievement? [ESEA Section 1116]</p>			about the things being enacted and ways to help their student at home.		
	Title 1 Annual Meeting	Whaley	Increase parent support from the beginning of the school year. At this meeting parents will learn from the teacher about the grade level expectations. Families will also meet the teacher to build a relationship	August	Sign In Sheets
	Family Reading Center	AFA Para	The Family Center allows families to build classroom libraries at home to close the achievement gap and provide students with on level books.	Ongoing	Sign in Sheets
	Fall and Spring Book Fairs	AFA/Media	The book fairs will allow the students to get books for their home libraries. In addition, take home activities will be provided to families during these book fairs. Each team will determine key academic skills to	November, March	Sign In Sheets

			reinforce at each book fair.		
	Christmas Board Game Night	AFA/Whaley	Partnering with a local church will allow families to have the opportunity to pick a game to play at home. This will reinforce the home school connection and build relationships with families	December	Sign In Sheets
	Patriot Picnic	Whaley/Hill	The patriot picnic allows families to come into the school and spend time with their students during lunch. Families will spend time together reading and talking about their child's academics	March	Sign In Sheets
	Binglow Night	Afa/Hill	The binglow night is a time for families to get together to play bingo. We incorporated math into this night.	September	Sign In Sheets

## BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

The school will implement activities that build the capacity of staff to engage in meaningful partnerships with families to improve student achievement.

<p>How is your school nurturing the staff's capacity in Family Engagement?</p> <p>Describe the <u>STAFF development activities</u> the school will provide to SUPPORT all school personnel:</p> <ul style="list-style-type: none"> <li>• In the value of contributions of parents and families.</li> <li>• In how to work with parents and families as equal partners.</li> <li>• in building ties between parents and families and the school.</li> </ul> <p>[ESEA Section 1116]</p>	<p><b>Response:</b></p> <p><i>The table below outlines the specific capacity-building activities and events.</i></p>				
	<p><b>Name and Description of Activity/Event</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>What will staff learn that will have a measurable, anticipated impact on parent and family engagement?</b></p>	<p><b>Timeline</b></p>	<p><b>Evidence of Effectiveness</b></p>
<p>Professional Development for Parent Conferences</p>	<p>Jodi Booher</p>	<p>Jodi created a staff PD for back to school. The PD shared best practices to reaching out to parents. The PD includes a script for how to reach out to parents at BOY and asking parents their preference for communication for</p>	<p>Back to School August</p>	<p>Sign in sheets from the professional development day</p>	

			the remainder of the school year		

## COMMUNICATION

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

Include:

- Timely information about the Title I programs
- Curriculum, forms of assessment used to measure student progress and the grade level expectations/achievemen

### **Response:**

LES will use School Messenger, SAC meetings, Facebook, parent conferences, Class Dojo, and Remind texts as ways to effectively communicate with families. When possible we will communicate in multiple languages, we will utilize our guidance counselor and school security monitor to translate to families. For families we don't have a translator for we will utilize the phone service or an app.

t levels

- Individual student progress
- Qualifications of staff
- Opportunities to participate, as appropriate, in decisions relating to the education of their child(ren)
- Opportunities for input in the schoolwide plan

[ESEA Section 1116]

## **BARRIERS**

Describe the barriers that hindered participation of 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 in the following subgroups: economically disadvantaged, disabled, limited English proficiency, limited literacy.

**Response:**

*\_\_\_\_\_ identified the following barriers to family engagement during the last school year:*

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Scheduling	Plan events at different times	Whaley/McGill	Ongoing
Lack of Child Care			
Languages	Translate the flyers when possible		
Accurate RSVPs to get headcounts	Do an on time RSVP at the event or the		

## 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.**



# PFEP & Parent/School Compact Beginning YEAR REVIEW

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DATE: October 11, 2023

## ATTENDEES & ROLES

Jenn McGill (s), Carolyn Whaley (A), Shaina Yates (P), Jodi Booher (s/P), Pam Lathers (s), Katina hill (s/P)

## AGENDA

Remember to take notes and to label P for parent/family, S for Staff, & A for Admin, C for community partner

### PFEP Beginning-Year REVIEW

#### 1. UPDATES

1. Successes: Good Attendance at family involvement activities, Book Fair night, extra activities at the book fair night, make and take activities, Game night with Santa and the breakout room, visitors to the FR, Patriot Picnic
2. Challenges: A few of our events got canceled from the hurricane, the FRE being canceled, general hurricane stress,

#### 2. THOUGHTS FOR 2023-2024 PFEP

- P - BINGLOW was a hit and we would like to have it come back
- S - National Dads, Bring your child to school day very popular with families
- A - We have significantly more students so we might need to rethink morning events because of the parking and the crowd.
- P - Game Night give-a-way partnered with Santa and Breakout Room is in progress.

- S - Considering a Stem night in the spring. Each grade level would do an activity.
- A - Family Nights and we partnered with Chick Fil A to do the cookies.
- S - Look into the possibility of a publix or winn dixie night
- A - We are going to ensure that all of our family events link to learning.
- S - Bookfair night. Have a room with Chromebooks show the parents Focus, AR and Reflex on the computer and offer ways for parents to help at home.
- A - Heather Buck going to do drama and chorus events we will incorporate a link to learning on these events.

## COMPACT NOTES

3. We sent the compacts home, we like the compacts. We have each grade level contribute.

## NEW IDEAS

(see above)

## ACTION ITEMS

- S - Continue with the make and take at the book fair. What is a good idea for the math facts
- S - Maybe a game with fractions or geometry
- A - Reach out to other APs and see if there is any school who has partnered with Publix and Winndixie.
- P - We will do a mom event in May
- S - We invited an author to come to the FRE.
- S - Potentially have a high school author come to the family center. The author is a 10th grader.
- S - Continue to have different guests/incentives at FRE to encourage higher attendance.

# PFEP & Parent/School Compact Mid-YEAR REVIEW

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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

#### Mid-Year Review Reflection

1. Revisions Needed
2. Evaluation of Completed Activities
3. Budget Review
4. Ideas for NEXT YEAR

#### COMPACT NOTES

5. UPDATES

#### NEW IDEAS

## ACTION ITEMS

# SIGN-IN SHEET

<b>Event:</b>		<b>Meeting Date:</b>	
<b>School:</b>		<b>Place/Room:</b>	

Name	Role (Please check one)	Position	Signature
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
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