



2020-2021

**Title I, Part A Parent & Family Engagement Plan (PFEP)**

**Pride Elementary School Title I, Part A Parent & Family Engagement Plan (PFEP).**

I, Elizabeth Johnson, do hereby certify that all facts, figures, and representations made in this application 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 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.

**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;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
- Jointly develop/revise with parents the school Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community;
- Involve parents, 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's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP;
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- Provide each parent timely notice when their child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

A handwritten signature in blue and purple ink, appearing to read "Elizabeth Johnson".

A handwritten date "6/10/2020" in blue and purple ink.

Signature of Principal or Designee

Date Signed

**\*\*Please use the data from the school's survey(s) (*Advance Ed and 5Essentials*) to complete this Parent & Family Engagement Plan!**

## Mission Statement

### Parent & Family Engagement Mission Statement

**Response:** At Pride we will strive to build meaningful relationships with our students, parents, community, faculty and staff in order for them to grow academically, socially and emotionally.

---

## Engagement of Parents & Families

Describe how 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 decisions regarding how funds for parent and family engagement will be used.

**Response:** The School Advisory Council (SAC) meets every month and is responsible for the planning, review, and improvement of the Title 1 program. All parents are invited to be members of the Pride Elementary SAC Team. SAC members provide input on the Parent Involvement Plan and the Title 1 budget, as well as all other plans related to school improvement. Parent surveys are also used to solicit parent input. Comments from parents are documented on SAC meeting minutes.

---

## Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

| count | Program            | Coordination  |
|-------|--------------------|---|
| 1     | Title 1, Part C    | Parent support is offered through migrant services such as translation and food assistance programs.  |
| 2     | Title IX, Homeless | Title IX Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation.   |
| 3     | Title 1, Part D    | Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs.   |
| 4     | VPK                | VPK works with our school staff to coordinate transition plans for students entering Kindergarten.  |
| 5     | Title III          | Additional support and resources provided by the school will be discussed with parents during LEP committee meetings. The district ESOL Coordinator and staff provide ongoing support and professional development to teachers and paraprofessionals to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation. |
| 6     | IDEA               | Supplemental instruction support provided by the school will be discussed with parents during the development of the students' IEP.   |
| 7     | Title 1, Part A    | Supplemental tutoring before or after school. Supplemental materials and supplies needed to close the achievement gap. Supplemental funds for on-going staff development as determined by the results of FSA, i-Ready and any additional forms of data.   |

---

## Annual Title I Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), 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. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents' schedules.**

| count | Activity/Tasks   | Person Responsible  | Timeline       | Evidence of Effectiveness  |
|-------|--|---------------------|----------------|--|
| 1     | Develop handouts that address the required documents               | SAC Chair           | September 2020 | Copies of Title 1 Handouts                                       |
| 2     | Develop & disseminate invitations to Open House                    | Parent Liaison      | September 2020 | September Newsletter and School Messenger phone calls            |
| 3     | Develop & print sign in sheets                                     | Principal Secretary | September 2020 | Sign In sheets from each classroom                               |
| 4     | Advertise/Publicize event  | Family Liaison      | September 2020 | September Newsletter, School Messenger phone calls, Marquee sign |
| 5     | Copy Title 1 presentation for parents                              | SAC Chair           | September 2020 | Number of participants   |
| 6     | Send home Title 1 handouts home to all parents that did not attend | Family Liaison      | September 2020 | Number of participants   |

---

### Flexible Parent Meetings

Describe how the school will offer 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 parent and family engagement.

**Response:** Workshops and meetings will be scheduled at different times to accommodate parents' varying schedules and availability. Meetings may be scheduled in the morning, afternoon, or evening.

School Advisory Council meetings are held each month after school. Input for the School Improvement Plan is solicited from parents; we schedule input times in the morning, afternoon, and evening to ensure that parents can participate. Childcare is provided at all SAC Meetings.

ESOL Parent Leadership Council Meetings will be held three times a year; two of the meetings will be held in the morning and one meeting in the afternoon. Translation is available at each meeting. Childcare provided as needed.

PTO Meetings will be held immediately following the School Advisory Council Meetings and/or in the evenings in coordination with night time school activities such as Parent Night, Math Night, etc.

Parent/Teacher conferences will be held before, during, and after the school day based on parent request.

### Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

| count | Content and Type of Activity                | Person Responsible                | Anticipated Impact on Student Achievement  | Timeline                                 | Evidence of Effectiveness                              |
|-------|---|-----------------------------------|--|--|--|
| 1     | Parenting Training, SAC Membership Training | District School Improvement Staff | Increase parent knowledge of academic expectations and foster parent/school partnerships                           | September 2020                           | Sign-in sheet  |
| 2     | Monthly newsletters                         | Family Liaison                    | Focus on explaining school and district information as well as curriculum and assessments in parent friendly terms | Ongoing 2020-2021                        | Climate surveys  |
| 4     | ESOL Parent Leadership Council              | ESOL Resource Teacher             | Focus on academics and school related information  | 3 times during the 2020-2021 school year | Increase of parents who attend based on sign-in sheets |
| 5     | School Advisory Council Meetings            | SAC Chairperson                   | Focus on academics and school and district related information   | Monthly for the 2020-2021 school year    | SAC Meeting Minutes                                    |
| 6     | PTO Meetings                                | PTO Team                          | Focus on academics and school related information  | Ongoing 2020-2021                        | Sign-in sheet  |
| 7     | Parenting Training, SAC Membership Training | District School Improvement Staff | Increase parent knowledge of academic expectations and foster parent/school partnerships                           | September 2020                           | SAC Meeting Minutes                                    |
| 8     | Fitness, Family Fitness (Pride Prowl)       | Physical Education Teachers       | Focus on fitness/health  | December 2020                            | Sign-in sheet  |
| 9     | Publix Math Night                           | Leadership Team                   | Focus on math, promote math  | November 2020                            | Sign-in sheet  |
| 10    | Science Night                               | Leadership Team                   | Focus on Science   | Jan. 2021                                | Sign-In Sheet  |

### Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and 2020-2021

coordinate parent and family engagement programs, and build ties between parents and schools.

| count | Content and Type of Activity                                      | Person Responsible                                | Anticipated Impact on Student Achievement           | Timeline                 | Evidence of Effectiveness  |
|-------|---|---|---|--------------------------|----------------------------|
| 1     | Title 1 Program Overview  | Assistant Principal                               | All Title I programs will be followed with fidelity | Ongoing 2020-2021        | Sign-in sheets and agendas |
| 2     | Monthly Faculty Meetings  | Principal   | All academic subjects                               | Monthly during 2020-2021 | Sign-in sheets and agendas |
| 3     | Student Services Meeting  | Certified School Counselor                        | All grade level teachers                            | Monthly during 2020-2021 | Sign-in sheets and agendas |
| 4     | Early Release Professional Learning Days                          | Administrative Team                               | All academic subjects and teacher effectiveness     | Ongoing 2020-2021        | Sign-in sheet and Agendas  |
| 5     | Presentation of School Improvement Plan & Parent Involvement Plan | SAC Chair   | SIP focus areas will be reviewed                    | September 2020           | Sign-in sheet and Agenda   |
| 6     | Weekly PLC Meetings   | Administrative Team and Leadership for each grade | All academic subjects                               | Ongoing 2020-2021        | Signed agenda              |

## Communication

Describe how the school will provide parents and families of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the schoolwide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency.

**Response:** Letters are sent home in English as well as in Spanish with information on various tutoring opportunities available. Information about Title 1 programs will be provided through newsletters, booklets/brochures, and an informational PowerPoint shown during the Annual Title 1 Meeting. The Title 1 Parent Involvement Plan brochure and Title 1 booklet are sent home with each student via backpack. PIRC (Parent Information Resource Center) information is on our website, at our front desk, and is sent home with students via backpack. Curriculum and assessment information is shared by teachers at Open House, during parent teacher conferences, and through newsletters. FSA information is sent home to parents via backpack and is also available on our website. Parents may provide input to the school via parent input forms, interim reports, and student report cards. General notification of events is displayed on the school's marquee, sent home via text, email and phone calls through the Volusia Connect System, as well as being included in the on-line monthly newsletter.

The Pride Parent/Student Handbook is sent home with every student in August and is given to parents of newly registered students. Parents of students in the Exceptional Student Education programs are invited to attend and give input on their child's Individual Education Plan review at least once a year. Parents are provided a copy in their native language, per request. Parents of

students in the English Speaking other Languages (ESOL) program are invited to attend and give input on their child's Language Education Plan (LEP) at least once each year. Parents are provided a copy of the minutes as well the plan in their native language, if requested.

---

### **Accessibility**

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Response:** Information regarding parent participation is provided to parents via school website, school marquee, school messenger phone calls, email, text, newsletters, parent teacher conferences, student backpacks, workshops, and meetings. District information is available in English and Spanish. When requested, the District will provide a translator if school staff are not able to assist. The ESOL teacher translates information to parents over the phone and at conferences. There is a Parent Leadership Committee meeting for ELL students. Parents with special needs are accommodated. Pride Elementary is handicapped accessible.

---

### **Upload Evidence of Input from Parents**

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan (PFEP).

Please upload into SharePoint and keep copies for our records.

---

### **Upload School-Parent Compact**

Note: As a component of the school-level PFEP, each school shall jointly develop, with parents for all children served under this part, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Please upload into SharePoint and keep copies for your records.

---

### **Upload Evidence of parent and family input in the development of the School-Parent Compact**

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

Please upload into SharePoint and keep copies for your records.

---

## **Previous year's Parent & Family Engagement Plan (PFEP) Evaluation**

### **Parent & Family Engagement summary (Building Capacity summary)**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I Annual Meeting.

| count | Content and Type of Activity            | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement  |
|-------|---|----------------------|------------------------|--|
| 1     | Family Science Night                    | 15 science stations  | 200                    | Focus on science hands-on experiments and standards  |
| 2     | Family Fitness Pride Prowl              | 1                    | 75                     | Focus on fitness/health  |
| 3     | Publix Math Night                       | 1                    | 80                     | Focus on math standards and family engagement  |
| 4     | PTO Meetings                            | 5                    | 5                      | Focus on academics and school related information  |
| 5     | School Advisory Council Meetings        | 5                    | 5                      | Focus on academics and school related information  |
| 6     | ESOL Parent Leadership Council          | 2                    | 20                     | Focus on academics and school related information  |
| 7     | Monthly Newsletters                     | 7                    | 600                    | Focus on explaining school and district information as well as curriculum, instruction, and assessments in parent friendly terms |
| 8     | Parent Training SAC Membership Training | 1                    | 5                      | Increase parent knowledge of academic expectations and foster parent/school partnerships   |

## Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

| count | Content and Type of Activity  | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement                                  |
|-------|---|----------------------|------------------------|--|
| 1     | Title 1 Program Overview  | 1                    | 55                     | All staff members will learn about Title 1 programs and services           |
| 2     | Monthly Faculty Meetings  | 6                    | 55                     | All Academic Subjects  |
| 3     | Student Services Meetings   | 6                    | 5                      | All Academic Subjects  |
| 4     | Early Release Professional Development Days                         | 6                    | 55                     | All Academic Subjects and Teacher Effectiveness                            |
| 5     | Presentation of School Improvement Plan 1 & Parent Involvement Plan | 1                    | 55                     | Set clear goals for staff in regards to academics and parental involvement |

---

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the 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).

| count | Barrier (Including the Specific Subgroup)    | Steps the School will Take to Overcome  |
|-------|--|---|
| 1     | Timely notification of events and activities | Monthly newsletter, use School Messenger phone calls and marquee as reminder of upcoming activities |
| 2     | Time conflicts                               | Schedule activities at different times and days   |
| 3     | Childcare                                    | Provide childcare at parenting sessions as needed   |
| 4     | Limited English Proficiency                  | Have translator present at all events   |

---

**Best Practices (Optional)**

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
| 1     |                 |                             |
| 2     |                 |                             |
| 3     |                 |                             |
| 4     |                 |                             |

---

**Please submit completed Parent & Family Engagement Plan (PFEP)  
to your Title I Office Representative.**

***PFEP must be signed by the Principal and approved prior to  
being uploaded into CIMS***

---



Approval check by PFE

DRAFT