



2021-2022

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

I, \_\_\_\_\_Melissa Haubrich\_\_\_\_\_, 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:
• Engage 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;
• Engage 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.

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9/24/2021

Signature of Principal or Designee

Date Signed

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

(Each section with a table should have multiple entries, please add rows as needed).

## Mission Statement (optional)

Parent & Family Engagement Mission Statement

**Response:** R.J. Longstreet, in partnership with our community, will empower students to become compassionate, lifelong learners who are responsible, productive and engaged citizens within our global society.

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## Engagement of Parents & Families

Describe how the school will engage 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 meets once per month and is responsible for the development, review, and implementation of Title 1 programs. All parents are invited to be members of the R.J. Longstreet School Advisory Council (SAC). SAC members provide input on the Parent and Family Engagement Plan, the Compact, Title 1 budget, and all other plans related to school improvement. Parent surveys are used to solicit parent input. Comments from parents are documented on the SAC minutes.

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## 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 IX, Homeless	Title IX Coordinator provides services to families to ensure that students have school supplies, community resources and transportation. Tutoring services are also provided.
2	VPK	VPK works with our school staff to coordinate transition plans for students entering kindergarten.
3	Title 1, Part A	School provides after school tutoring (THRIVE Tutoring).
4	Individuals with Disabilities (IDEA)	Supplemental instructional support provided by Title 1 will be discussed with parents during the development of a student's IEP.
5	Title 1, Part A	Supplemental tutoring before and/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 (Florida Standards Assessment).
6	Title 1, Part A (Academic Coach)	Academic Coach facilitates remedial instructional resources, professional development and other instructional coaching for staff to meet the needs of students failing to meet performance standards.
7	Free & Reduced Lunch/Meals Program	All students receive free breakfast and lunch daily.

## Title I Parent Meetings

Describe the specific steps the school will take to conduct at least two Title I meetings 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	Establish schoolwide annual Title 1 meeting dates and activities	Principal and SAC	Sept 2021 and Jan 2022	Dates set on school calendar
2	Develop handouts that address the required documents	Principal	Sept 2021 and Jan 2022	Copies of Title I handouts
3	Advertise annual Title I meeting	Principal, Teachers	Sept 2021 and Jan 2022	Number of attendees on sign-in sheets, flyer, School Messenger phone message, marquee
4	Train teachers about plans/goals annual Title I meeting	Principal, Assistant Principal	August 2021	Faculty meeting agenda and comments
5	Information on Title 1 Programs is shared at Open House.	Teachers	September 2021	Title 1 Survey
6	Involved PTA and SAC in planning annual Title 1 meetings	Principal, SAC Chair, PTA President	Sept 2021 and Jan 2022	Title 1 Survey
7	School Newsletter will spotlight highlights of annual Title 1 meeting for those unable to attend.	Principal, Office Specialist III	Ongoing, quarterly	Parent Input

## 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, childcare, or home visits, as such services related to parent and family engagement.

**Response:** Workshops and meetings are scheduled at various times to accommodate parents. Open House and Parents to Kids is scheduled in the evening. School Advisory Council meetings are held after school and childcare is provided. Parent input on the School Improvement Plan is solicited at three different times during the school day. Teachers schedule conferences in the morning and afternoon as needed. The school social worker is utilized for home visits to provide parents without transportation access to school information and resources. When available, daily bus passes are provided to parents without other transportation to use for the parent/teacher conferences. Phone conferences are utilized as needed. The Parent Teacher Association holds meetings at different times. Administration and the school counselor attempt to be flexible in meeting immediate needs of parents. Resources for parents are housed in the school counselor's office and are available for checkout.

## 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 engagement of parents and families and to support a partnership among the school, 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	School Advisory Council meetings	SAC Chair, Principal	Provide parents with opportunities to be involved in school programs and activities as well as participate in the school improvement process	Ongoing 2021-2022	Agendas Sign-in Sheets
2	Open House and annual Title 1 meetings	Principal and School Staff	Provide information to parents K-5 on curriculum, grading, behavior, school and classroom expectations and rules, schedules and Title I information	Sept 2021 and Jan 2022	Title 1 Survey
3	Publix Math Night	Teachers	Provide information to parents and students with real-life, fun math activities	March 2022	Parent Exit Slip
4	Storybook Carnival	Teacher Facilitators	To provide parents with strategies to increase family literacy	October 29, 2021	Parent program evaluations
5	Family Curriculum Night	Principal and School Staff	Counseling Event: Drug Free/Red Ribbon	October 19, 2021	Exit Slip
6	Family Curriculum Night	Principal and School Staff	Math or Science Focus	November 16, 2021	Exit Slip
7	Family Curriculum Night	Principal and School Staff	Music	December 14, 2021	Exit Slip
8	Parents to Kids	Teacher Facilitators	To provide parents with strategies to increase family literacy	October 2021	Parent program evaluations
9	Mentoring Program	School Counselor	Improve student achievement	Ongoing 2021-2022	Weekly logs
10	Donuts for Grown-Ups Muffins in the Morning	School Counselor PTA Principal	Fostering positive relationships and communication	Sept 2021 May 2022	Percentage of parents attending
11	Family Curriculum Night	Principal and School Staff	PE: Nutrition	February 15, 2022	Exit Slip
12	Family Curriculum Night	Principal and School Staff	Read Across America	March 22, 2022	Exit Slip

13	Family Curriculum Night	Principal and School Staff	Young Authors	April 19, 2022	Exit Slip
14	Family Curriculum Night	Principal and School Staff	5 <sup>th</sup> Grade Expo	May 17, 2022	Exit Slip

### 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 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	ERPL: Teacher Clarity/Success Criteria	Principal	Teachers will gain knowledge and strategies on how to improve instructional clarity and utilize success criteria.	September 29, 2021	Walk-Throughs and improvement on assessments.
2	ERPL: ELA Small Group Instruction	Principal	Teachers will gain knowledge and strategies on how improve small group instruction.	October 6, 2021	Walk-throughs and improvement on assessments.
3	ERPL: ASPECTS Training	District	Teachers will gain knowledge and strategies for meeting the needs of students with disabilities.	October 27, 2021	Walk-throughs and improvement on assessments.
4	ERPL: Science	Rebecca Lucas	Teachers will gain knowledge and strategies on how to develop rigorous scientific questions.	November 3, 2021	Walk-throughs and improvement on assessments.
5	ERPL: Math or iReady	Principal	Teachers will gain knowledge and strategies on how to improve instruction.	January 12, 2022	Walk-throughs and improvement on assessments.
6	ERPL: Diversity Training	District	Teachers will gain knowledge and strategies for meeting the needs of all students.	January 26, 2022	Walk-throughs
7	"We Got This" - SEL	District	Teachers will gain knowledge and strategies for improving SEL strategies with students and families.	TBA	Climate Surveys

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## 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:** Information on Title 1 programs will be provided through newsletters, booklets/brochures, and an informational PowerPoint during Title I meetings. Student and parent surveys are distributed and utilized in planning. The Title 1 Parent Involvement Plan brochure and Title 1 booklet are sent home with each student. Copies are available at the front desk. Curriculum and assessment information is shared by teachers at Open House, during parent-teacher conferences, SchoolMessenger and via the newsletter. The School & Family Compact was created through input from students, parents, and staff and is reviewed in an on-going manner at conferences. Florida Standards Assessment information is sent home for parents, shared at School Advisory Council meetings and PTA meetings. Parents are provided student grade information via interim reports, student report cards, and Gradebook. Parents and students have access to an anonymous reporting box to report concerns of possible bullying or harassment. Annual surveys allow parents to comment on the school's educational plan and programs. The marquee, school Facebook site, website and SchoolMessenger system are utilized for parent and community communication.

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## 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 the school's website, phone messaging system, the newsletter, parent-teacher conferences, student folders, workshops and meetings. District information is available in English and Spanish. District provides a translator when needed for parent meetings. Parents with special needs are accommodated. R.J. Longstreet Elementary is wheelchair accessible. The school employs one staff member who is bilingual (Spanish and/or Arabic). Through community donations we can provide families with gas cards or bus passes to attend school events such as conferences or family involvement activities. We have an emergency pantry for families in crisis and utilize community partnerships to provide additional resources for families as needed. We have a clothes closet providing students with uniform clothing. In an attempt to meet the needs of our homeless population who often feel a disconnect to school life, a mentoring program under the direction of the school counselor is provided to students in transition.

# UPLOADS

**Please have all uploads reviewed by the Title I Parent & Family Engagement Team Representative prior to uploading.**

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## Upload Evidence of Input from Parents

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

**Please upload reviewed evidence into SharePoint and keep copies for your records.**

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## 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 reviewed compact into SharePoint and keep copies for your records.**

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## 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 reviewed evidence for compact into SharePoint and keep copies for your records.**

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

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

**Please make sure that the evaluation for last school year's activities is completed and turned in with this school year's PFEP. If an activity was proposed on last year's PFEP and did not take place do not evaluate or enter it. If an activity was not on last school year's proposed PFEP and took place, please evaluate it. The PFEP is a living document and changes with the school's needs.**

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 Meetings.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	School Advisory Council meetings	10	5	Increase parental understanding of student academic goals.
2	Open House and annual Title 1 meetings	2	5	Increase parental understanding of student academic goals and how Title 1 supports our school.

3	Publix Math Night	0	0	Cancelled due to COVID-19
4	Storybook Carnival	0	0	Cancelled due to COVID-19
5	Orientation to Fourth and Fifth Grades	0	0	Cancelled due to COVID-19
6	Family Curriculum Nights	3	150	Virtual Family Bingo for Books Virtual Family Marine Science Center Virtual Family MOAS Planetarium Visit Events increased engagement in academic standards.
8	Family Field Trip	0	0	Cancelled due to COVID-19
9	Career Week	0	0	Cancelled due to COVID-19
10	Parents to Kids	0	0	Cancelled due to COVID-19
11	Mentoring Program	0	0	Cancelled due to COVID-19
12	Cardinal Dads	0	0	Cancelled due to COVID-19
13	Donuts for Dads Muffins for Moms	0	0	Cancelled due to COVID-19
14	Coffee with the Principal	0	0	Cancelled due to COVID-19

## 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	Building Capacity Faculty Training	1	32	Improving the faculty's understanding of the academic coach and intervention teachers' role in supporting students and how to engage parents in their child's learning.
2				
3				

4				
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## 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	Transportation	When possible, school will send social worker to do home visits or attempt to provide bus passes for parents to attend conferences. Telephone conferences will be used when necessary.
2	Working Families	The school will provide programs before and after school in an effort to accommodate the schedules of working parents.
3	Limited English Proficiency	When possible, the school will request the assistance of English/heritage language translators for parent conferences.
4	Families in Transition	For families in transitions, we have an emergency pantry, grocery store gift cards, clothing, school supplies and backpacks.

## 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		

## Submission Procedures:

- 1. Please submit completed Parent & Family Engagement Plan (PFEP) to the Title I Parent & Family Engagement office.**
  - 2. Once the PFEP is approved the Title I Parent & Family Engagement**
- 2021-2022

office will return the PFEP for signature.

3. Email approved/signed PFEP to Title I Parent & Family Engagement office for uploading.

***If you have any questions, contact Sheila Rees ext. 44740***

Approval check by PFE

DRAFT