2026-2027

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

I, Carrie Devaney, 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 information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

10/14/24

Signature of Principal or Designee **Date Signed**

Mission Statement (optional)

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 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 (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.

	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 offered 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 STAR, FSST, i-Ready and any additional forms of data.

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. One in the fall and one in spring is suggested.**

	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop handouts that address the required documents	SAC Chair	2026	Copies of Title 1 Handouts
2	Develop & disseminate invitations to Open House	Various School Staff	September 2026	September Newsletter, social media and FOCUS communication phone calls
3	Develop & print sign in sheets	Principal Secretary	September 2026	Sign In sheets from each classroom
4	Advertise/Publicize event	Various School Staff	September 2026	September Newsletter, FOCUS communication phone calls, marquee sign, social media
5	Copy Title 1 presentation for parents	SAC Chair	September 2026	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

Response:

Parent engagement workshops, meetings, and conferences will be offered at various times throughout the year, including morning, afternoon, and evening sessions, to accommodate families' schedules. Monthly School Advisory Council (SAC) meetings will provide opportunities for parents to contribute input on the School Improvement Plan, while PTO meetings will be held prior to SAC meetings. The ESOL Parent Leadership Council will meet three times annually with translation services available at all meetings and childcare provided as needed. Parent-Teacher-Student conferences will be scheduled before, during, or after the school day based on family needs and parent requests.

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. A minimum of three academically focused activities are required.

	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Literacy Night/Trunk or Treat-ELA Focus	Leadership Team	Focus on ELA	October 30	Surveys
2	Math Candy Bar Bingo	Leadership Team	Teacher presentations on how to help at home in Math.	Jan. 28	Sign in and surveys

3	Science Night	Leadership Team	Focus on Science	April 22	Sign in sheets Surveys

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. Staff Training focusing on "Building Capacity"**

	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Square Training for Teachers	District	Teachers will be able to communicate (digitally and/or face-to-face) with parents about their child's academic progress.	Pre-planning 2026	Climate surveys
2	Title 1 Programs	Administrative Team	All Title I programs will be followed with fidelity	Ongoing 26-27	Sign in sheets
3	Early Release Professional Learning Days	Administrative Team	All academic subjects and teacher effectiveness	Ongoing 26-27	Sign in sheets
4	Presentation of School Improvement Plan & Parent Involvement Plan	SAC Chair	SIP focus areas will be reviewed	Monthly 26-27	Sign in sheets
5	Weekly PLC Meetings	Administrative Team and Leadership for each grade	All academic subjects	Ongoing 26-27	Agendas and data chats

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: Parents are informed about tutoring opportunities, Title I programs, curriculum, and assessments through frequent communications, newsletters, brochures, the school website, Open House, conferences, and the Annual Title I Meeting. Information is shared through backpacks, Parent Square messages, phone calls, emails, texts, the school marquee, and the weekly parent newsletter. Parents can provide feedback through surveys, input forms, interim reports, and report cards. Families of students in ESE and ESOL programs are invited

to participate annually in the development and review of their child's plans, with translated documents provided upon request.

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: Pride Elementary provides families with multiple ways to stay informed and involved, including the school website, FOCUS messages, emails, texts, newsletters, conferences, workshops, and meetings. Information is provided in English and Spanish whenever possible, and translation services are available upon request. The ESOL teacher supports communication with multilingual families, and ELL families are encouraged to participate in Parent Leadership Committee meetings. The school is fully accessible and provides accommodation as needed to ensure all families can participate in school activities and their child's education.

UPLOADS

Parent and Family Engagement Plan

Per Florida DOE Title I compliance, all schools are required to complete a Parent and Family Engagement Plan in conjunction with the School Improvement Plan (SIP) goals. **A copy of the completed and signed PFEP must be uploaded to the Title I Compliance TEAMS folder.**

School-Parent Compact (Elementary school only)

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. **Copies of completed and signed compacts must be uploaded to the Title I Compliance TEAMS folder.**

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 Meetings.

	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Literacy Night-Trunk or Treat-ELA Focus	1	250	Students and parents were engaged in literacy books related to a specific topics. Questions were modeled for parents during the read aloud.
2	How to help your child at home presentation-ELA/Math focus	1	30	Parents were engaged in a presentation by our teachers how what to do at home to help their child. ELA was the focus for this parent training.
3	Science Night	1	130	Students and parents were engaged in hands-on science experiments. There were 15 different science experiments.

4	Family Fitness Pride Prowl	1	20	Students and parents were engaged in activities about health and fitness. Students participated in fitness challenges.

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.

	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Building Capacity Presentation	1	60	Teachers identified areas to promote parent involvement.
2	Weekly PLC's	20	30	Teachers met weekly at PLC to disseminate data and plan for instruction. ELA/Math/Science
3	ERPL's	2	60	ERPL's focus was data and small group instruction.

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).

	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parent engagement of lowest performing LQ.	Use of flexible scheduling for conferences and activities.
2		
3		
4		

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)

	Content/Purpose	Description of the Activity
1		
2		

3		
4		

Submission Procedures:

1. **Upload your completed PFEP to the PFEP folder located within your school's Title I Compliance Teams folder:**

   Parent & Family Engagement → Documentation → PFEP

2. **Upon submission:**

- **You will receive a notification confirming receipt of your PFEP.**
- **The PFEP will be reviewed for compliance and required components.**
- **If revisions are needed, you will receive feedback and instructions for resubmission.**

3. **Once all requirements have been met, the PFEP will be approved.**

4. **After approval, an approved copy of the PFEP will be returned to the school for the principal's signature, and the review watermark will be removed.**

5. **After obtaining the principal's signature, upload the final approved and signed PFEP to the PFEP folder in your Title I Compliance Teams folder and maintain a copy for your records.**

6. **Make the approved PFEP available to parents and families and retain documentation in accordance with Title I recordkeeping requirements.**

For questions regarding Title I Compliance, please contact Kristie Long (ext. 23512). For questions related to Parent and Family Engagement, please contact Lauren Hogan (ext. 71096).

Approval check by PFE	