

Callaway Elementary



## 24-25 Parent and Family Engagement Plan

Date Revised with Parent Input:

District Approved:

School Name:	Callaway Elementary	School # 0101
Principal's Name:	Michelle Good	

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format, and to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

### Mission Statement

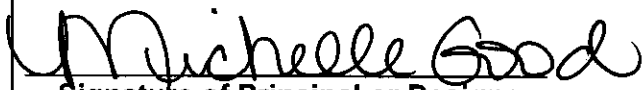
We are cougars! We learn. We LEAD (love, empower, advocate, and dream). We provide a culture of engaging, ambitious instruction which promotes a community of lifelong learners.

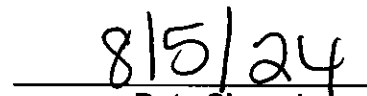
I, Michelle Good, do hereby certify that all facts, figures, and representations made in this plan are *(Principal's name here)* true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic 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 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.

What is required:

**ASSURANCES: We Will:**

- The school will be governed by the statutory definition of parent involvement, and will carry out programs, activities, and procedures in accordance with the definition outlines in section 9101(32), ESEA
- Involve the parents of children served in Title I Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent (Section 1118(b)(1));
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community (Section 1118(b)(1));
- 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 parent and family engagement plan and the joint development of the school-wide program plan under (Section 1114 (b)(2) (Section 1118 ©(3));
- Use the findings of the parent and family engagement plan to review the strategies for more effective parent involvement, and to revise, if necessary, the school's parent and family engagement plan (Section 1118(a) (E));
- If the plan for the Title I Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency (Section 1118 (b)(4));
- Provide to each parent and 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 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 (Section 1111(h)(6)(B)(ii); 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 (Section (h)(6)(A)).

  
Signature of Principal or Designee

  
Date Signed

**Upload this document in the Originals Folders with principal signature**

<b>1. INVOLVEMENT OF PARENTS</b>	
<p><b>(A) By what means will the school involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the PFEP <u>Section 1116(c)(3)?</u></b></p>	<p><i>All parents will be given the opportunity to complete a paper or online Title I Parent Survey. The results of the completed surveys are tabulated and shared with the faculty and our School Advisory Council for their thoughts on how to improve our PFEP for the next school year. An evaluation of the current PFEP is conducted during a scheduled SAC meeting. Based on the Title I Parent Survey results and evaluations, revisions are made for the next school year. This plan will be revised as needed throughout the school year according to the changing needs of the parents and school.</i></p>
<p><b>(B) By what means will the school provide parents opportunities, if requested, for regular meetings to formulate suggestions and to participate , as appropriate, in making decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible <u>(Section 1116 (c) (4) (C) ?</u></b></p>	<p>These opportunities will be given but are not limited to-CST meetings, SAC meetings, Parent /Teacher conferences, IEP meetings, evaluation forms at parent meetings, etc. Suggestions that are given by parents, if practical and reasonable will be implemented in a timely manner.</p>
<p><b>(C) By what means will the school involve parents in the joint development of the School Improvement Plan <u>(Section 1116(A)(2)?</u></b></p>	<p>During scheduled SAC meetings, results from a comprehensive needs assessment are discussed. Strategies from the current school year School Improvement Plan are reviewed. Revisions are made utilizing parent input.</p>
<p><b>(D) If the School Improvement Plan is not satisfactory to the parents, by what means will the school provide parents an opportunity to submit comments with the plan when it is submitted to the district <u>(Section 1116 (c) (5) ?</u></b></p>	<p>Parents who are not satisfied with the school improvement plan will complete a form to be submitted with the plan to the Bay District Schools' Title I coordinator who will in turn share the form with the BDS administrative team.</p>
<p><b>(E) By what means will the school provide other reasonable support for parental involvement activities as parents may request <u>(Section 1116 (e)(13)?</u> (Based on the Title I Parent Survey results, what activities did the parents request that are included in this plan?)</b></p>	<p>Based on our Parent Surveys, Callaway parents responded to the need for more understanding of how to better monitor their child's progress. Callaway Elementary will conduct Parent Portal assistance workshops and include having parents login to see how to navigate focus in order to have a better understanding of their scholars' progress. Callaway Elementary also plans to have test prep workshops for parents.</p>

<b>2. ACCESSIBILITY</b>	
<p><b>A. By what means will the school offer a flexible number of meetings, such as meetings the morning or evening to accommodate parents' schedules (Section 1116(c)(2)?</b></p>	<p>Based on the Parent Survey results, the majority of parents indicated that right after school or in the evenings between 5pm and 8pm would be the most convenient times to attend meetings. A decision of virtual or in person meetings will be based on conditions occurring within the community or district at the time of the meeting. Spring surveys indicate that most families prefer in person meetings.</p>
<p><b>B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events (Section 1116(c)(4)(A)).</b></p>	<p>Per our school policy, a minimum of 2 weeks notice will be given to parents. Notification of events will be posted with various forms of communication to maximize the greatest participation. Class Dojo, Facebook, Smores Newsletters, Email, and note home are all used to reach out to our families.</p>
<p><b>C. By what means will the school provide opportunities for informed participation of parents and family members (including parents and family members with limited English proficiency, with disabilities, and parents of migratory children). (Section 1116(f)?</b></p>	<p>Based on our schools Spring Parent Survey results, work schedule and childcare were listed as the top barriers to attending school events. We plan to offer morning, afternoon, and evening events to give every parent an opportunity to participate. Based on the Spring Survey results, parents list right after school and in the morning after school starts are the best times to have events.</p>
<p><b>D. By what means will the school ensure that information related to school and parent programs, school reports, meetings, and other activities is sent to the parents in a format and in a language the parents can understand (Section 1116(e)(5) and (f)?</b></p>	<p>All school communications are translated for our ELL families. Google Translate and staff members assist with this. Bilingual Staff members assist with conferences and phone calls.</p>

<b>3. ANNUAL PARENT MEETING</b>
<p>The school will conduct the Annual Parent Meeting about the benefits of the Title I Schoolwide Program to inform parents and families of the school's participation in the Title I Schoolwide Program. During the meeting, the <u>school will provide a description, explanation, or understanding</u> of the Title I Schoolwide Program which includes an explanation about the forms of academic assessments, the school performance data, and the rights of parents. Additionally , the school will document that the communication has been provided to stakeholders as follows:</p>



<p>By what means will the school conduct a Title I Annual Meeting (convened at a convenient time, to which all parents are invited and encouraged to attend) to inform parents of their school's participation in Title I, the requirements of Title I, and the right of parents to be involved (Section 1116(c)(1) ?</p>	<p>The Title I Annual Meeting will be held in conjunction with Open House to which all parents will be invited via newsletters, sent by email and posted on social media. The powerpoint will be developed by the Bay District Schools' Title I Coordinator and Callaway Elementary School's Title I Coordinator will provide information required by law with additional school information.</p>
---	---

<p><b>4. BUILDING PARENT CAPACITY (Address topics F-J)</b></p>	
<p>(F) Assist parents in understanding:</p> <ul style="list-style-type: none"> <li>● State academic standards;</li> <li>● State and local academic assessments;</li> <li>● Requirements of Title I;</li> <li>● Monitoring a child's progress; and</li> <li>● Work with educators to improve achievement of their children (Section 1116 (e) (1).</li> </ul>	
<p>(G) Description and explanation of:</p> <ul style="list-style-type: none"> <li>● Curriculum is use at the school (Section 1116(4) (B)</li> </ul>	
<p>(H) Description and explanation of:</p> <ul style="list-style-type: none"> <li>● Academic assessments used to measure student progress. (Section 1116 (4) (B)</li> </ul>	
<p>(I) Description and explanation of:</p> <ul style="list-style-type: none"> <li>● Achievement levels of State academic standards that students are expected to obtain (Section 1116 (4) (B)</li> </ul>	
<p>(J) Provide materials and training to:</p> <ul style="list-style-type: none"> <li>● Help parents work with their child to improve their children's achievement, such as literacy training and using technology (including the harms of copyright piracy), to foster parental involvement (Section 1116 (e) (2) (LEA note: This includes Parent Portal Training)</li> <li>● Schools must provide a <u>description, explanation, or understanding</u> of academic requirements that fall under the Federal Guidelines for Title I. <i>(Do not JUST give parents handouts. This does NOT build parent capacity)</i></li> </ul>	

**Table A**  
**PARENT TRAINING OPPORTUNITIES**

List all activities for requirements F through J and transition activities that involve parents.

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended

		<b>student achievement?</b>			
Sept.	Donuts w/ Grownups	t resources provided at home reading.	F,J	AM	
Sept.	Title I Annual Meeting	Requirements of Title I	F,G,H,I	PM	
Sept.	Open House	Expectations of student achievement and how parents can be supportive at home.	F,G,H,J	PM	
Nov.	Reading's Out of this World	Parent resources for reading and comprehension.	F,H,I,J	PM	
Dec.	Bingo for Books	Parent resources for the upcoming FAST & IReady Assessment.	F,J,G,I	PM	
Feb	Testing to Infinity & Beyond	Tips for testing success & practice tests for families. Parent resources on standards and testing.	F,J,G,I	PM	
April	Pre-K to K transition	Assisting parents w/ the transitioning of their Pre-K child into kindergarten.	F,J	PM	

**Table B  
OTHER EVENTS/ACTIVITIES**

Other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (Section 1116 (e) (4).

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student achievement?	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended
Aug-May	School Advisory Council	Plan/review /improve the PFEP	F,G,H,I,J		
Aug-May	School Newsletter	To inform parents of school events, issues & topics in English and Spanish.	F,G,H,I,J		

<b>5. PARENT/SCHOOL COMPACT</b>	
<p><b>As a component of the school level Parent and Family Engagement Plan, <u>each school (ALL) shall jointly develop, with parents</u> 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.</b></p>	<p>All parents will be given the opportunity to give their input on the Parent and Family Engagement Plan and the School-Parent compact. Parents will be invited to the SAC meeting where the PFEP and School-Parent Compact will be discussed. Suggestions that are given by parents, if practical and reasonable will be implemented in a timely manner.</p>

<b>How will the school ensure parents/families involvement in this process?</b>	
---	--

**ELEMENTARY**

<b>How will the school ensure that teachers conduct a parent-teacher conference for individual students at least annually, during which the compact is discussed and signed? (Section 1116 (d) (2) (A))</b>	Parents will be offered digital copies of the School-Parent Learning Compact to complete after parent conferences via phone, google meet, or in person. Each parent will complete the compact via google forms. Paper copies will be available for those parents that attend in person conferences.
---	---

**MIDDLE & HIGH SCHOOL**

<b>How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A))?</b>	<i>Your Response Here</i>
---	---------------------------

<b>6. BUILDING STAFF CAPACITY</b>
<p>Describe the professional development activities the school will provide to educate the teachers, specialized instructional support, principals, and other school leaders, as well as other staff with the assistance of parents/families in:</p> <ul style="list-style-type: none"> <li>● The value and utility of their contributions</li> <li>● How to reach out to, communicate with, and work with parents and families as equal partners; and</li> <li>● How to implement and coordinate parent/family programs and build ties between parent/families and the school. <u>(Section 1116 (e) (3))</u></li> </ul> <p><b>**Complete Table C.**</b></p>

**Table C**

Activity/ Topic	Person Responsible	Timeline	Evidence Documentation of Effectiveness	# of Faculty/ Staff Attended
Compact Training	Latonia Banks	Aug. 2024		
Communication w/ Parents	Latonia Banks	Aug. 2024		

<b>7. COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS</b>
Describe to the extent feasible, the means the school will coordinate and integrate parent



involvement programs and activities with other Federal, State, and local programs, including public preschool programs that encourage and support parents in participating in the education of their children (Section 1116 (e) (4)).

Program	Coordination
Title III ESOL	Support for our ESOL population through parent communication translations, ESOL paraprofessionals to assist with parent meetings, and monitoring to increase achievement through greater parent involvement.
Title II Professional Learning	Ongoing professional development is provided for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs.
Title IX Homeless	Social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.
Preschool	In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone.

**8. DISCRETIONARY ACTIVITIES**

Activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)

How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities (Section 1116 (e) (13)?	<i>Your Response Here</i>
By what means will the school involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training	<i>Your Response Here</i>

<u>(Section 1116 (e) (6)?</u>	
By what means will the school provide literacy training for parents if the LEA has exhausted all other resources of funding <u>(Section 1116 (e) (7)?</u>	<i>Your Response Here</i>
By what means will the school pay reasonable and necessary expenses, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions <u>(Section 1116 (e) (8)?</u>	<i>Your Response Here</i>
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	<i>Your Response Here</i>
By what means will the school conduct in-home conferences for parents who are unable to attend at school <u>(Section 1116 (e)(10)?</u>	<i>Your Response Here</i>
By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	<i>Your Response Here</i>

<b>9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT</b>	
<b>Category</b>	<b>List of Items</b>
Parent Liaison	Salary, benefits
Parent Center	Supplies (paper, ink/toner. Stamps, Nicky folders, planners)
Parent Training/Events (example)	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner
Parent/Teacher Conferences	Subs to cover classrooms

<b>10. BARRIERS</b>
Provide a description of the:



- Barriers that hindered participation by parents during the previous school year.
- Steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) **(ESEA Section 1116)**

Use the data collected from Parent Event Evaluations, Surveys, and the School Improvement Plan.

Barrier (Including the specific subgroup)	Steps the School will Take to Overcome Barrier
<i>(Example)</i> Communication (All)	<ul style="list-style-type: none"> <li>• Multiple platforms to increase communication (Facebook, website, school messenger, Class DOJO, Portal Messenger, Marquee sign, Peachjar, etc.)</li> </ul>
<i>Work Schedule, Communication</i>	<ul style="list-style-type: none"> <li>• Multiple opportunities for parent meetings/events (morning, afternoon, and evenings events/meetings)</li> <li>• Multiple platforms to increase communication (Facebook, Class Dojo, Smores, Email, Peachjar)</li> </ul>

## 11. PARENT AND FAMILY FEEDBACK

Each year, our school encourages parents, and families to work in collaboration with the school to develop, review, and revise the Title I school-level Parent and Family Engagement Plan (PFEP). The PFEP is a tool that is used to determine how well our school is partnering with you and promoting your involvement in your child's education throughout school. Your feedback is important in helping us in continually improving the PFEP and the parent and family engagement program at our school. We have provided contact information below so that you can learn about the different ways you can be a part of this home school connection.

District Title I Supervisor	Loretta Mistrot 850-767-4354 mistrll@bay.k12.fl.us
District Parent Liaison	Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us
Title 1 Resource Teacher	Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us
Principal	Michelle Good goodlm@bay.k12.fl.us

<b>Title I Coordinator</b>	<i>Latonia Banks</i> <i>bankslj@bay.k12.fl.us</i>
<b>Parent Liaison</b>	<i>Shawnee Hagan</i> <i>hagansn@bay.k12.fl.us</i>