



Parker Elementary School

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24-25 Parent and Family Engagement Plan

Date Revised with Parent Input:

District Approved:

School Name: Parker Elementary School	School # 0211
Principal's Name: Josephine Davis	

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

Parker Elementary School (PES) seeks to create a challenging learning environment that encourages high expectations for success of all students through developmentally appropriate instruction that acknowledges individual differences and learning styles.

I, Josephine Davis, 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

9/13/24

Date Signed

1. INVOLVEMENT OF PARENTS

(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 Section 1116(c)(3)?

All parents are given the opportunity to complete a paper or on-line Title I Spring Parent Survey. The results of the surveys are tallied and shared with the faculty for their thoughts on ways to improve our PFEP for the next school year. An evaluation of the current PFEP is conducted during a SAC meeting. Based on the evaluation and survey results, revisions to the plan are made for the next school year. The plan will be reviewed during SAC meetings throughout the year to make revisions according to the changing needs of parents and the school. In addition, individual phone calls by administration will be made to parents that are usually involved, but were not present at the SAC meetings. Also, individual conversations will be had with parents as they are picking up or dropping off their students.

(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

Parents will complete evaluation forms at parenting events and review/discuss Parent/Teacher/Student Compacts at IEP meetings, parent-teacher conferences, and CST meetings. Parent input will be gathered at SAC and PTO meetings also. In addition, administrators, guidance counselors, and interventionists are all connected to each teacher's classroom DOJO account,

<p>respond to any such suggestions as soon as practicably possible <u>(Section 1116 (c) (4) (C)?</u></p>	<p>where parents have the ability to communicate with school stakeholders. Additional conversations will be relayed when parents are dropping students off for school or picking students up from school to the adults on duty.</p>
<p>(C) By what means will the school involve parents in the joint development of the School Improvement Plan <u>(Section 1116(A)(2)?</u></p>	<p>During our April/May SAC meeting (last meeting of the school year), results from the Title I survey will be discussed. Strategies from the current year's School Improvement Plan are reviewed. Revisions are made based on needs, barriers, and parent input. New plan is developed and presented at the SAC meeting in the fall and additional revisions are made as needed.</p>
<p>(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></p>	<p>Parents who are not satisfied with the school-wide plan will complete a form to be submitted with the plan to the district.</p>
<p>(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?)</p>	<p>Based on the results of our most recent parent surveys, parents are requesting help with understanding academics (Math and Reading), progress monitoring tests and results, and monitoring their child's progress. We will be updating our online components that we can link to our website and classroom DOJO to better help parents. We will add online resources and tutorials to further assist with the standards.</p>

<p>2. ACCESSIBILITY</p>	
<p>A. By what means will the school offer a flexible number of meetings, such as meetings morning or evening to accommodate parents' schedules (Section 1116(c)(2)?</p>	<p>Teachers are paid as consultants, and they can schedule additional parent conferences at the parents' availability. Parent availability will be considered for all parent conferences and other meetings.</p>
<p>B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events <u>(Section 1116(c)(4)(A)).</u></p>	<p>Newsletters will be distributed via email and DOJO highlighting all upcoming events. At least one week prior to an event, a flyer will be sent home with all students highlighting the event/asking for possible RSVP's. DOJO messages and the marquee will be utilized for last minute reminders. In addition, we plan to offer morning and evening events to give every parent an opportunity to participate.</p>
<p>C. By what means will the school provide opportunities for informed participation of parents and family members (including</p>	<p>Based on the Spring Parent Survey results, the work schedules of our parents was listed as the top barrier of parental participation. We plan to</p>

<p>parents and family members with limited English proficiency, with disabilities, and parents of migratory children). <u>(Section 1116(f)?</u></p>	<p>offer morning and evening events to give every parent an opportunity to participate. In addition, we are going to offer more on-line content to our parents to allow them to view the content at their discretion as their schedule allows.</p>
<p>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 <u>(Section 1116(e)(5) and (f)?</u></p>	<p>All school communications are translated for our ELL families. Google Translate and staff members assist with this matter. Our new ADA approved website will translate all uploaded documents. Bilingual staff members assist with conferences and phone calls.</p>

3. ANNUAL PARENT MEETING

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 school will provide a description, explanation, or understanding 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>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 <u>(Section 1116(c)(1)?</u></p>	<p>The school will conduct two separate meetings at different times to accommodate the needs of the parents. One of the meetings will be in the evening in conjunction with our Fall Open House. Additional meeting and time will be added in alignment with other parental involvement activities scheduled in the first month of the school year. The parents will be notified via flyers sent home with each child, school newsletters sent out by administration, school wide class DOJO alerts, and class newsletters. Information will be placed on our website, as well as the marquee in the front of the school. Additional information will also be placed on our school's Facebook page.</p>
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4. BUILDING PARENT CAPACITY (Address topics F-J)

(F) Assist parents in understanding:

- State academic standards;
- State and local academic assessments;
- Requirements of Title I;
- Monitoring a child's progress; and
- Work with educators to improve achievement of their children (Section 1116 (e) (1)

(G) Description and explanation of:

- Curriculum is use at the school (Section 1116(4) (B)

(H) Description and explanation of:

- Academic assessments used to measure student progress. (Section 1116 (4) (B)

(I) Description and explanation of:

- Achievement levels of State academic standards that students are expected to obtain (Section 1116 (4) (B)

(J) Provide materials and training to:

- **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)**
- **Schools must provide a description, explanation, or understanding of academic requirements that fall under the Federal Guidelines for Title I.**
(Do not JUST give parents handouts. This does NOT build parent capacity)

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 student achievement?	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended
August 2024	Orientation/Meet and Greet	Parent Involvement	F, G, J		
September 12, 2024	Title I Annual Meeting	Requirements of Title I	District provided	Sign-in Sheets, Evaluation Forms, Power Point	28
September 12, 2024	Open House	Parent Involvement	G, H, I	Sign-in Sheets, Hand-outs	
February 2025	Kindergarten Registration (District)	Assist parents with upcoming Kindergarten Registration and provide them with packed backpack of supplies and activities	J		
April 2025	Sailing to Success Family Night	Parent event with stations to cover curriculum in use, assessments, B.E.S.T standards, and supplied with take home educational activities	F, G, H, I, J		

May 2025	PreK to K Transition	Kindergarten tour and materials provided for incoming Kindergarten students following Pre-K graduation/Drop off of materials to local Pre-K facilities	F, G, J		
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**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
September 12, 2024	Open House	Parent Involvement			
Early Fall 2024	School Advisory Council Meeting #1	Plan/ review/improve the SIP/Elect SAC Officers			
Late Fall 2024	School Advisory Council Meeting #2	Review PFEP, SIP, and discuss any additional required topics			
Winter/Early Spring 2025	School Advisory Council Meeting #3	Review PFEP, SIP, and discuss any additional required topics			
Spring 2025	School Advisory Council Meeting #4	Review PFEP, SIP, and discuss any additional required topics			
Early Fall 2024	Parent Teacher	Review current			

	Organization Meeting #1	budget and upcoming school events			
Late Fall 2024	Parent Teacher Organization Meeting #2	Review current budget and upcoming school events			
Winter/Early Spring 2025	Parent Teacher Organization Meeting #3	Review current budget and upcoming school events			
Spring 2025	Parent Teacher Organization Meeting #4	Review current budget and upcoming school events			
Ongoing 24 - 25	Parent Portal Training (as needed)	Improve parent involvement and student achievement			

5. PARENT/SCHOOL COMPACT

As a component of the school level Parent and Family Engagement Plan, each school (ALL) 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.

How will the school ensure parents/families involvement in this process?

During our April/May SAC meeting each school year (last meeting of the school year), we review current year's Parent/Teacher/Student compact. As a committee, revisions are made based on needs, barriers, and parent/SAC committee members' input. (If attendance for this meeting is low, then contact will be made with additional stakeholders for their input.)

ELEMENTARY

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)

Parents will be encouraged at orientation to sign up for parent-teacher conferences to complete a Parent/Teacher/Student Compact. For parents who do not sign up, teachers will make contact requesting a conference. In addition, stipends will be paid to teachers to conduct parent-teacher conferences to get additional compacts.

MIDDLE & HIGH SCHOOL

How will the school distribute the

N/A

school-parent-student compact? <u>(Section 1116 (d) (2)(A)?</u>	
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6. BUILDING STAFF CAPACITY
<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"> • The value and utility of their contributions • How to reach out to, communicate with, and work with parents and families as equal partners; and • How to implement and coordinate parent/family programs and build ties between parent/families and the school. <u>(Section 1116 (e) (3)</u> <p>**Complete Table C.**</p>

Table C

Activity/ Topic	Person Responsible	Timeline	Evidence Documentation of Effectiveness	# of Faculty/ Staff Attended
What is Title I?	Elizabeth Hurst (School Title I Coordinator)	Wednesday, July 31, 2024	Agenda, Sign-In Sheets, Power Point	38
Compact Training	Elizabeth Hurst (School Title I Coordinator)	Wednesday, August 28, 2024	Compacts, Sign-In Sheets	26

7. COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS
<p>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 <u>(Section 1116 (e) (4).</u></p>

Program	Coordination
Title II Professional Learning	<p>“The purpose of Title II, Part A is to provide grants to State educational agencies and subgrants to local educational agencies to:</p> <ul style="list-style-type: none"> • Increase student achievement consistent with the challenging State academic standards • Improve the quality and effectiveness of teachers, principals and other school leaders • Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in

	<p>schools</p> <ul style="list-style-type: none"> ● Provide low-income and minority students greater access to effective teachers, principals and other school leaders.” <p>“LOCAL USES OF FUNDS (section 2103(b)): The programs and activities described:</p> <ul style="list-style-type: none"> ● SHALL be in accordance with the purpose of this title ● SHALL address the learning needs of all students, including children with disabilities, English learners and gifted and talented students.”
<p>Title III ESOL</p>	<p>“Allowable Activities:</p> <ul style="list-style-type: none"> ● Supplemental bilingual paraprofessionals ● English learning and academic software ● Supplemental & bilingual instructional materials ● Supplemental translation services ● Parent engagement and acculturation activities ● Hardware for technology, such as audio books, headsets”
<p>Title IX Homeless</p>	<p>“Authorized Activities:</p> <ul style="list-style-type: none"> ● The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths. ● Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this part, and the specific educational needs of runaway and homeless youths. ● The provision of referral services to homeless children and youths for medical, dental, mental, and other health services. ● The provision of assistance to defray the excess cost of transportation for students under section 11432(g)(4)(A) of this title, not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 11432(g)(3) of this title. ● The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless

	<p>children.</p> <ul style="list-style-type: none"> • The provision for homeless children and youths of after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities. • The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 11432(g)(5) of this title. • The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations. • The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.
Preschool	<p>"To be eligible for VPK, children must live in Florida and be 4 years old on or before September 1 of the current school year. If their fourth birthday falls February 2 through September 1 in a calendar year, parents can postpone enrolling their child in VPK that year and wait until the following year when their child is 5." VPK services for those listed above that qualify are provided.</p>

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.)

<p>How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities (Section 1116 (e) (13)?</p>	<p>Parker Elementary School representatives will work collaboratively with our Community Partnership School representatives and our local business partners.</p>
<p>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 (Section 1116 (e) (6)?</p>	<p>N/A</p>
<p>By what means will the school provide literacy training for parents if the LEA has exhausted all other resources of funding (Section 1116 (e) (7)?</p>	<p>N/A</p>

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 (Section 1116 (e) (8)?	N/A
By what means will the school train parents to enhance the involvement of other parents (Section 1116 (e) (9)?	N/A
By what means will the school conduct in-home conferences for parents who are unable to attend at school (Section 1116 (e)(10)?	Conferences will be available virtual if needed.
By what means will the school adopt and implement model approaches to improve parent involvement (Section 1116 (e)(11)?	N/A

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT

Category	List of Items
Children's Home Society Family and Community Engagement Coordinator	Partial salary
Parent Communications	Paper, ink/toner, copier rental, digital newsletter, printed materials/brochures
Parent Training/Events	Refreshments, materials, supplies, teacher as consultants, printed materials, ink/toner
Parent/Teacher Conferences	Subs to cover classrooms, stipends for after hours

10. BARRIERS

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
Parent work schedules	Meetings and events will take place when most convenient according to the most recent Parent Survey.
Childcare	When available, childcare will be provided at parent events.
Limited English	When available, a translator will attend parent events.
Parent Communication	Multiple platforms to increase communication (Facebook, website, school messenger, Class DOJO, Portal Messenger, Marquee sign, Peach jar, etc.)

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 I Resource Teacher	Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us
Principal	Josephine Davis
Title I Coordinator	Elizabeth Hurst
Parent Liaison	N/A