



## 24-25 Parent and Family Engagement Plan

Date Revised with Parent Input: 4/10/2024

District Approved:

School Name: Hutchison Beach Elementary		School #0081
Principal's Name: Glenda Nouskhajian		

**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

Hutchison Beach Elementary School, proud home of the dolphins, are dedicated lifelong leaders. We strive to improve the quality of student performance within a safe environment. We facilitate students as they develop educational and personal goals. We recognize the importance of establishing a solid partnership with parents and community members in an effort to influence students in our school positively. To foster effective parent involvement, the Hutchison Beach Elementary faculty and staff welcomes input from parents and community members and encourages them to join us in school initiatives reflected in this plan. Our Parent and Family Engagement Plan outlines how we will work alongside parents as valued partners in the educational process.

I, **Glenda Nouskhajian** do hereby certify that all facts, figures, and representations made in this plan 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 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)).

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**Signature of Principal or Designee**

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**Date Signed**

<b>1. INVOLVEMENT OF PARENTS</b>	
<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>	SAC meeting April 10th to review the PFEP based on the Spring Survey results. Then at the May 22nd SAC meeting we will review and finalize the PFEP.
<b>(B) By what means will the school provide parents opportunities, if requested, for regular meetings to formulate suggestions and to participate , as appropriate, im 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>	SAC, PTO, Parent/Teacher Conferences, administrative meetings, and curriculum events
<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>	Parents will be involved in the joint development of the School Improvement Plan during SAC meetings. During the SAC meeting, results from a comprehensive needs assessment will be reviewed. The current SIP will be reviewed. Revisions to the plan will be made based on needs, barriers, and parental input. We will use the School Improvement Plan Review /Input to record parent input.
<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>	Parents who are not satisfied with the school-wide plan will complete a form to be submitted with the plan to the district.
<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>	SAC, PTO, Parent/Teacher Conferences, administrative meetings, curriculum night

<b>2. ACCESSIBILITY</b>	
<b>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)?</b>	Morning, after school, and evening events.
<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>	Facebook, Remind, Class Dojo, PeachJar, Twitter, and flyers all translated in appropriate language and sent two weeks in advance. Provide parents with a Family event calendar at the beginning of the year at Open House.
<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>	Based on the Spring Parent Survey results, parent work schedules were listed as a barrier. We have planned for morning and afternoon activities to address this concern. An additional barrier was students' limited English. We are addressing this issue through the ELL translators at events. ELL translators will provide learning and educate parents with limited English, more tools for their children to be successful, more events after school to help with parents work schedule, family event calendar, Class Dojo messages and flyers all translated in appropriate language.
<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>	Facebook, Remind, Class Dojo, PeachJar, Twitter, and flyers all translated in appropriate language and sent two weeks in advance. Provide parents with a Family event calendar at the beginning of the year at Open House.

<b>3. ANNUAL PARENT MEETING</b>
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:

<b>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</b>	The Title I Annual Meeting will take place in September prior to Open House, for our parents, from 5:00-5:30.
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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) ?

#### 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)**  
HMH-ELA  
UFLI-Phonics  
Big Ideas-Math  
Elevate-Science  
Gallopde-SS

(H) Description and explanation of:

- **Academic assessments used to measure student progress. (Section 1116 (4) (B)**  
**FAST**--The FAST is a comprehensive assessment system designed to evaluate students' progress and proficiency in core academic skills, particularly in English Language Arts (ELA) and Mathematics. The goal of FAST is to provide timely and actionable feedback to educators, students, and parents, facilitating targeted instruction and support.  
**STAR**-The STAR assessment is a computer-adaptive testing program used by schools in Florida and across the United States to assess student achievement in reading, math, and early literacy.  
**iReady**-The i-Ready assessment is an adaptive diagnostic tool used primarily in K-12 education to evaluate students' proficiency in key areas such as reading and mathematics. Designed to adjust its difficulty level according to the student's responses, i-Ready aims to pinpoint individual strengths and weaknesses, providing a personalized overview of each student's abilities.

(I) Description and explanation of:

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

There are five achievement levels in Florida's academic standards. Level 1 indicates inadequate understanding of the subject matter, suggesting that the student needs significant help to meet grade-level expectations. Level 2 shows a basic understanding but still below the desired proficiency, indicating that the student requires additional support. Level 3 is considered satisfactory, meaning the student has met the grade-level expectations and demonstrates an acceptable understanding of the subject. Level 4 signifies that the student has a strong understanding of the material and is above grade level in their knowledge and skills. Finally, Level 5 indicates that the student has a mastery of the subject matter, excelling beyond grade-level expectations.

**(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.

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

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

<b>Timeline</b>	<b>Title of Training/Event</b>	<b>What will parents learn that will have a measurable, anticipated impact on student achievement?</b>	<b>Requirements Addressed</b>	<b>Evidence/ Documentation for Effectiveness</b>	<b># Of Parents Attended</b>
September 19	Title I Annual Meeting	Requirements of Title I	F,I,J	PM	
September 19	Open House	Curriculum (Math & ELA)	G,H,I,J	5:30 PM	
Nov 5	ELA Night	ELA Standards and Testing Strategies	F,J,G	5:00 PM	
Feb. 13	Science Night	Standards and Testing Strategies	F, J, G, H, I	5:00 PM	
Feb. 27	Kindergarten Transition	Pre-K to Kdg Academics	H, G	9:00 AM	
April 17	Talent Night	Leader In Me Character Education Curriculum	G	5:00PM	
On-Going	Parent Portal,iReady, LIM and Big Ideas	Contact information, encourage usage, progress monitoring with Reading and Math.	F, J	AM/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 and develop the SWP	F, G, H, I, J		
August-May	Parent Center	Location where parents can volunteer, conferences, state funded assistance computer	F, G, H, I, J		
August-May	Watchdog	To bring fathers into the school to mentor, teach and volunteer	F, G, H, I, J		
May	Parent Leadership Day	Parents attend a student lead showcase of how Leader In Me is used in our school	F, G, H, I, J		

### 5. PARENT/SCHOOL COMPACT

**As a component of the school level Parent and Family Engagement Plan, Hutchison Beach Elementary 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?**

First, we will establish clear communication channels. This involves providing information about the development of the parent compact in multiple formats (letters home, emails, school website, social media) to reach families in the manner most accessible to them.

Second, we will create inclusive opportunities for participation. This means organizing workshops or focus groups that invite parents and family members to share their insights, concerns, and aspirations regarding their children's education. These sessions will be facilitated in a way that respects and values all voices, offering translation services if necessary to ensure all parents can participate fully.

Lastly, we will commit to transparency and ongoing collaboration. This includes sharing drafts of the parent compact with families for feedback, clearly explaining how that feedback will be incorporated, and providing updates on the development process.

#### ELEMENTARY

**How will the school ensure that teachers conduct a parent-teacher conference for individual students at least annually, during which the**

To guarantee the implementation of these conferences, the school will adopt a multi-faceted approach. Firstly, we will establish a clear policy that mandates these meetings as an essential part of the academic calendar. This policy will outline the objectives of

<p><b>compact is discussed and signed?</b> <b>(Section 1116 (d) (2) (A))</b></p>	<p>the conference, the importance of the compact, and the roles and responsibilities of each party involved. Additionally, we will provide teachers with training and resources to effectively conduct these meetings, ensuring they are productive and focused on constructive dialogue.</p> <p>Furthermore, we will leverage technology to streamline the scheduling process, sending out reminders to parents and teachers and providing platforms for virtual meetings if necessary. This ensures flexibility and accessibility for all parties involved.</p>
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**MIDDLE & HIGH SCHOOL**

<p><b>How will the school distribute the school-parent-student compact?</b> <b>(Section 1116 (d) (2)(A))?</b></p>	<p>N/A</p>
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<p><b>6. BUILDING STAFF CAPACITY</b></p>
<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
Recognizing and appreciating the diverse ways in which parents and families can contribute to the educational community.	Administration, ESOL staff, ESE staff	October		
Effective communication	Administration, ILT Team	September		



<p>techniques tailored to reaching out to and engaging with parents and families.</p>				
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**7. COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS**

**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
<p><b>Title III ESOL</b></p>	<p>Supporting our ESOL Community</p> <ul style="list-style-type: none"> <li>• Enhancing communication by translating parent communications</li> <li>• Enlisting ESOL paraprofessionals for parent meetings</li> <li>• Monitoring progress to boost achievement through increased parent engagement</li> <li>• Organizing an ESOL parent event in the Spring to foster collaboration with ESOL families and support students' learning at home.</li> </ul>
<p><b>Title II Professional Learning</b></p>	<p>Our school's commitment to fostering excellence in education is firmly supported by our dedication to Title II Professional Learning.</p> <ul style="list-style-type: none"> <li>• Our school plans to allocate funds strategically to address specific areas of need. This includes targeted professional development workshops and seminars that focus on innovative teaching strategies, integrating technology into the classroom, and effective classroom management.</li> <li>• Our school will support individual or small group coaching sessions, where educators can work on refining their teaching practices with the guidance of experienced mentors. This hands-on approach allows for real-time feedback and tailored advice, ensuring that teachers can implement new strategies effectively within their classrooms.</li> </ul>

<b>Title IX Homeless</b>	<p>Supporting students under Title IX who are experiencing homelessness is crucial for ensuring equal access to educational opportunities. Our school is committed to upholding the principles of Title IX by providing a supportive and inclusive environment for all students, regardless of their housing status. Here's how our school plans to support Title IX homeless students:</p> <ul style="list-style-type: none"> <li>• our school aims to identify students who are experiencing homelessness discreetly and respectfully, ensuring their privacy and dignity are maintained. Staff members are trained to recognize signs of homelessness and are equipped with the knowledge on how to approach and support these students without stigmatization. Once identified, these students are provided with immediate access to academic and extracurricular activities, without the barriers that often come with lack of documentation or inability to pay fees.</li> <li>• Our school offers various support services tailored to meet the unique needs of homeless students. This includes providing them with necessary school supplies, access to laundry facilities, transportation to and from school, and referrals to local shelters or housing services.</li> <li>• our school fosters a community of inclusivity and respect. We educate our staff and students on the challenges faced by homeless individuals, promoting empathy and understanding within our school culture.</li> </ul>
<b>Preschool</b>	<p>N/A</p>
<b>Other</b>	

**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.)**

<b>How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities <u>(Section 1116 (e) (13)?</u></b>	<p>The school will conduct a needs assessment to identify specific areas where community-based organizations and businesses can offer the most impactful support. This could range from providing resources for educational workshops and sponsoring school events to enhance parent engagement. The</p>
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	<p>school will prioritize forming partnerships that are mutually beneficial, ensuring that these organizations and businesses also gain value from their involvement, whether through positive community relations, fulfilling corporate social responsibility objectives, or other incentives. The school will then implement a structured plan for integrating these partners into parent involvement activities. This plan will include clear roles and responsibilities, objectives, and metrics for success. Regular meetings will ensure alignment and address any challenges that arise. Additionally, the school will celebrate and publicly acknowledge the contributions of these community-based organizations and businesses, fostering a sense of shared accomplishment and encouraging ongoing participation.</p>
<p><b>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))?</b></p>	<p>Our SAC committee will meet regularly with administration and teachers to discuss training needs, review current educational strategies, and suggest improvements based on their observations and experiences. We will conduct surveys and host forums to gather input from a broader spectrum of parents to allow them to voice their concerns, ask questions, and offer suggestions in a more interactive setting. We will invite parents to participate in joint training sessions with educators. This approach not only gives parents insight into the educational strategies and methodologies being adopted but also fosters a sense of collaboration and mutual understanding between educators and parents.</p>
<p><b>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))?</b></p>	<p>Many of these entities have missions that align with promoting literacy and may offer programs or resources that can be shared or adapted for parents. Collaboration could range from hosting joint workshops to accessing materials and resources that these organizations already have. By pooling resources and expertise, the LEA can provide comprehensive literacy training without bearing the full cost.</p> <p>We will also use technology to deliver literacy training. Online platforms and digital resources will provide parents with access to literacy training materials and support. Webinars, e-books, and literacy apps are examples of how technology can be</p>

	utilized to support learning. Volunteer services or educators will donate their time to lead these digital training sessions, reducing the financial burden on the LEA.
<b>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)?</b>	We will offer on-site child care services during meetings and training sessions.
<b>By what means will the school train parents to enhance the involvement of other parents (Section 1116 (e) (9)?</b>	We will host a parent workshop session. We will cover a range of topics, from understanding the curriculum, learning and test taking strategies and how to support learning at home.
<b>By what means will the school conduct in-home conferences for parents who are unable to attend at school (Section 1116 (e)(10)?</b>	We will utilize video conferencing tools such as Zoom or Google Meet to conduct virtual meetings.
<b>By what means will the school adopt and implement model approaches to improve parent involvement (Section 1116 (e)(11)?</b>	We will conduct a needs assessment to understand the specific barriers to parent involvement within our community. We will host various workshops and training sessions for parents that focus on how to support their children's education at home.

<b>9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT</b>	
<b>Category</b>	<b>List of Items</b>
<b>Parent Liaison</b>	Salary, benefits
<b>Parent Center</b>	Supplies
<b>Parent Training/Events</b>	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner
<b>Leader in Me</b>	materials

## 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)

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Barrier (Including the specific subgroup)	Steps the School will Take to Overcome Barrier
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>
Monitoring My Child's Progress	<ul style="list-style-type: none"> <li>• Print Progress Reports and Report Cards for parents to sign</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.

<b>District Title I Supervisor</b>	Loretta Mistrot 850-767-4354 mistrll@bay.k12.fl.us
<b>District Parent Liaison</b>	Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us
<b>Title I Resource Teacher</b>	Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us
<b>Principal</b>	Glenda Nouskhajian 850-767-5195 nouskgt@bay.k12.fl.us
<b>Title I Coordinator</b>	Olivia Breeze

	breezob@bay.k12.fl.us
<b>Parent Liaison</b>	Brenda Lankston