

*Place School Name and Logo Here*  
**24-25 Parent and Family Engagement Plan**

Date Revised with Parent Input:

District Approved:

School Name:	<b>Southport Elementary</b>	School #0221
Principal's Name:	<b>Todd Harless</b>	

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**

Southport Elementary School is committed to creating a safe learning environment which maximizes every student's potential in a setting where excellence in academics and the arts is accomplished by emphasizing patriotism and character development of the individual in a school culture of respect and civility.

I, Todd Harless, 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 Folder with principal signature***

**1. INVOLVEMENT OF PARENTS**

<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>The PFEP will be placed on the agenda at the School Advisory Council (SAC) meetings and other meetings with business and community partners to review and improve. These meetings will be held quarterly each year.</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, 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></p>	<p><i>Parents may participate in making decisions for their students' education through parent event evaluations, parent- teacher conferences, and during specialized meetings like Individualized Education Plans, and School Advisory Council meetings. If possible, any suggestions made by parents will be acted upon in a timely manner.</i></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><i>The School Advisory Committee, composed of parents, community members, teachers, administrators, and support will meet in April to review and provide input 24-25 based on current available data (STAR, FAST, iReady, attendance, and behavior) All members are encouraged and provided the opportunity to give input.</i></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><i>Any parent who is not satisfied with the School Improvement Plan will be able to fill out a form to be submitted with the plan to the coordinator at the district level who will in turn share the form with the BDS administrative team.</i></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><i>In tabulating our Title 1 Parent survey, many parents are wanting more information regarding Progress Monitoring testing/results, and monitoring their child's progress in the academic setting. We will record and post tutorials on retrieving scoring information on social media and Class Dojo.</i></p>

**2. ACCESSIBILITY**

<p><b>A. By what means will the school offer a flexible number of meetings, such as meetings in the morning or evening to accommodate parents' schedules (Section 1116(c)(2)?</b></p>	<p>By recording informational sessions and posting on social media and Class Dojo, parents are able to view the recordings when best suits their schedule.</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><i>Class Dojo Messages whole school and classroom teacher accounts, Peachjar Messages, Focus created emails, and Facebook information posts</i></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><i>Parents will be informed and invited via newsletters posted on Class Dojo shared via social media and paper flyers/brochures will be sent home. We will work closely with our district provided translated and Google Translate to provide information to parents in a language they can understand.</i></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><i>Our ELL students are predominantly Spanish speakers. Newsletters are translated via Dojo app, and school letters are sent the District Office's ELL program for translation of documents.</i></p>

<p><b>3. ANNUAL PARENT MEETING</b></p>	
<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><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 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) ?</b></p>	<p><i>Southport attempts to schedule the Annual Title 1 Meeting on the same day as our Annual Open House dates. This eliminates having multiple days for meetings where parents have to take off from work to attend school meetings.</i></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) (G) (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	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended
August	Orientation		F, G, H, J		
September	Annual Meeting		F, G, H, I, J		
September	Open House		F, G, H, J		
January	4th Grade Parent Night		F, G, H, I, J		

February	3rd Grade Parent Night		F, G, H, I, J		
May	Pre-K/K Transition Meeting		G, H		
Ongoing	Focus Training Workshop		G, H, J		

**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
Ongoing	SAC Meetings	Review PFEP and prepare	F, I, J		
Ongoing	Newsletters	A resource for communicating school events, character traits, and tips to improve	Engaging parents to align efforts at home and school		
October	Donuts with Dads	Engaging parents to align efforts at home and	F		
November	Muffins with Moms	Engaging parents to align efforts at home and	F		
February	Father/Daughter Event	Engaging parents to align efforts at home and	F		

February	Mother/Son Event	Engaging parents to align efforts at home and	F		
February	Celebration of Learning	Engaging parents to align efforts at home and	F		
Quarterly	Academic Awards Day	Engaging parents to align efforts at home and	F		
Quarterly	Flag Raising Ceremonies	Engaging parents to align efforts at home and	F		
Ongoing	Parent/Teacher Conferences	Standards/ Curriculum and	F, G, H, I, J		

**5. PARENT/SCHOOL COMPACT**

<p>As a component of the school level Parent and Family Engagement Plan, <b>each school (ALL)</b> shall jointly develop, with <b>parents</b> 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.</p> <p>How will the school ensure parents/families involvement in this process?</p>	<p><i>During our end of year SAC Committee Meeting, the draft of the PFEP is reviewed and parents and community have the opportunity to provide input to the plan.</i></p>
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**ELEMENTARY**

<p>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? <b>(Section 1116 (d) (2) (A))</b></p>	<p><i>Teachers are required to turn in documentation of meetings and signed parent compact forms. We ask for teachers to complete before the end of the first semester; however, there are times where that is not possible. Teachers are required to meet before the end of the year with all parents and discuss student progress.</i></p>
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**MIDDLE & HIGH SCHOOL**

<p><b>How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A)?</b></p>	<p><i>Copies are sent home with parents, to look over the Compact. During a required conference with parents, teachers are asked to have parents sign the document, where it is then turned in to the Parent Liaison</i></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
Title 1 training	Title 1 Coordinator	August	Sign-in sheets	
PD for staff	Title 1 Coordinator	March	Faculty input forms	

<p><b>7. COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS</b></p>
<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 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	Support for our SWD population through parent communication, ESE paraprofessionals to assist with parent meetings, and monitoring to increase achievement through greater parent involvement.
Title IX Homeless	Support for our homeless population through parent communication, assistance from the district with parent meetings, and monitoring to increase achievement through greater parent involvement.
Preschool	<i>Our school provides a free Pre-K program, where our parents are invited to all events and activities that promote high academic standards and the bonuses of parent involvement in</i>

<b>8. DISCRETIONARY ACTIVITIES</b>	
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>	<i>During many of our school events, community based organizations are included. We have several that provide refreshments. With our partnership with Lynn Haven United Church, we are able to provide parents with supplies and food and also volunteers for parents events. Our Celebration of Learning events includes community partners, business and professionals that provide learning activities for parents and students to experience together.</i>
<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 <u>(Section 1116 (e) (6)?</u></b>	
<b>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></b>	
<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 <u>(Section 1116 (e) (8)?</u></b>	<i>Child care is provided during SAC meetings if needed by a paraprofessional that has agreed to watch students during the meetings.</i>

<b>By what means will the school train parents to enhance the involvement of other parents (Section 1116 (e) (9)?</b>	<i>Elevate Bay is our district volunteer organization that provides training and opportunities for those parents that want to volunteer in the school.</i>
<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>	<i>We use our Mental Health Team, teachers and Admin to conduct home visits when needed. We also conduct phone conferences and schedule virtual meetings when needed.</i>
<b>By what means will the school adopt and implement model approaches to improve parent involvement (Section 1116 (e)(11)?</b>	<i>Through our teachers' efforts and our character development program, we utilize the "Power of Three" program to instill the school, family and self are at the helm of student success.</i>

<b>9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT</b>	
<b>Category</b>	<b>List of Items</b>
<b>Parent Liaison</b>	<b>Salary, benefits</b>
<b>Parent Communication</b>	<b>Printer, toner, ink, stamps</b>
<b>Parent Training/Events</b>	<b>Refreshments, materials, supplies, printed materials, ink/toner</b>

<b>10. BARRIERS</b>
<p>Provide a description of the:</p> <ul style="list-style-type: none"> <li>• <b>Barriers that hindered participation by parents during the previous school year.</b></li> <li>• <b>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)</b></li> </ul>

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

<b>Barrier (Including the specific subgroup)</b>	<b>Steps the School will Take to Overcome Barrier</b>
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>

Time (parents/teachers)	Include more virtual meetings that would allow more flexibility for parent participation.
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## 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 <a href="mailto:mistrll@bay.k12.fl.us">mistrll@bay.k12.fl.us</a>
District Parent Liaison	Bobby Cospeyv850-767-4294 <a href="mailto:copserm@bay.k12.fl.us">copserm@bay.k12.fl.us</a>
Principal	Todd Harless 850-767-1636 <a href="mailto:harlem@bay.k122.fl.us">harlem@bay.k122.fl.us</a>
Title I Coordinator	Holly Kent 850-767-1636 <a href="mailto:kenth@bay.k12.fl.us">kenth@bay.k12.fl.us</a>
Parent Liaison	Ericka Bauer 850-767-1636 <a href="mailto:bauerel@bay.k12.fl.us">bauerel@bay.k12.fl.us</a>
District Title I Resource Teacher	Stefanie Johnson <a href="mailto:hendlsm@bay.k12.fl.us">hendlsm@bay.k12.fl.us</a>