



25-26 Parent and Family Engagement Plan

Date Revised with Parent Input: 5/6/25

District Approved:

School Name:	Lucille Moore Elementary	School # 0131
Principal's Name:	Yesenia Llorens	

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

The mission of Lucille Moore is to prepare all students for college, career, and life by providing a challenging curriculum that is relevant to our students lives and their future in a safe, supportive, and nurturing environment. Our vision is to empower students to make a difference.

I, Yesenia Llorens, 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)).



Signature of Principal or Designee

August 18, 2025

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)?

Parents will be invited to a meeting in April of 2025 as part of a joint committee. Each question will be reviewed and input, concerns and consent will be received from all. Those parents will also be accommodated. The plan will be presented, reviewed and revised at the SACs committee meeting in April. The SAC committee will continue to review throughout the 2025-2026 school year.

(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 (Section 1116 (c) (4) (C) ?

All parents will be invited to SAC meetings that are held throughout the year. Attendance at these meetings will assure opportunities to help make decisions related to the education of their children. Other opportunities will occur through the use of parent event evaluation forms, parent conferences, IEP meetings, CST meetings and day to day interactions at school. All reasonable and practical suggestions made by parents will be implemented in a timely manner with the help of the Title I Coordinator.

Suggestions such as:

- Have meetings earlier in the week, on Monday instead of later, the best time would be in the evening after 5.
- Teachers will schedule a parent conference at least once every quarter for every student for those parents that request it. Can do virtual if parent can't attend
 - Teachers will document these attempts.
- The best way to communicate is through email.

(C) By what means will the school involve parents in the joint development of the School Improvement Plan (Section 1116(A)(2)?

All Parents attending the first SAC meeting of the 2025-2026 year will be involved in the review and provide input into the School Improvement Plan. The SIP will be developed over the summer with the school-based leadership team as soon as data becomes available. During the first SAC meeting of the year the SIP will be shared. Strategies are reviewed and revisions are made based on needs, barriers, and parent input. For parents that cannot attend, a copy will be shared for review as well as posted on FOCUS and DOJO.

(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

Parents who are not satisfied with the School Improvement Plan will complete a form to be submitted with the plan to the district.

submitted to the district (<u>Section 1116 (c) (5) ?</u>)	
(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>Academic topics listed for parent nights are based on Spring survey results. Times of day will vary based on survey results.</p> <p>Results of the 24-25 Spring Survey: Behavioral/Emotional Needs at school and at home, how to help with homework, communicating with parents, and Parent/Teacher conferences were the top items parents wanted extra support.</p>

2. ACCESSIBILITY	
A. By what means will the school offer a flexible number of meetings, such as meetings morning or evening to accommodate parents' schedules (<u>Section 1116(c)(2)?</u>)	Based on Spring Survey results the majority of parents stated that they wanted meetings to happen in the evening. However, right after school was the second preferred time. The preferred day to hold a meeting with parents was Monday. The next two days parents preferred were Tuesday and Wednesday. We will try to plan meetings on these days and during these times to better accommodate parent wishes. Parents also stated that their preferred method of communication is by email.
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> .	We will provide two weeks' notice as standard practice to send home flyers. We will utilize Focus, Dojo, Peachjar and Everbridge. Everbridge alerts will be given via phone, this system also sends out a text message and email. Focus will be the primary form of communication and can translate for parents.
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). (<u>Section 1116(f)?</u>)	Based on Title I survey results several issues will need to be addressed: work schedule, childcare, and limited English. We will provide events at varying times and virtually to accommodate work schedules. Our parent events, if allowed, will start at or after 5:00 p.m. to allow parents time to participate due to their work schedule. Handouts will be made available in different languages using Google Translate or having a staff member translate. If events are virtual, packets containing materials will be sent

	home. If events are virtual a recording will be made and posted for parents to watch as their schedule allows. We will also send notices home two weeks or more in advance and again a week in advance to give parents time to plan and decide to attend.
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>	All school communications are translated for our ELL families. Google Translate, Focus, Peachjar, Everbridge, Dojo and staff members assist with this. Our ADA approved website will translate all uploaded documents. Bilingual staff members assist with conferences and phone calls.

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:

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>	Since the majority of our parents attend Open House, we will conduct our Title I Annual Meeting with all parents in attendance at the beginning of Open House. Notices will be sent home via flier, Focus, DOJO, Peachjar, and Everbridge. Title I Information will be presented to all of the parents and all required information will be covered. The Power Point will be distributed for parents who were not able to attend the meeting through the district's social media accounts. Handouts will be given to parents so they can refer to them during the year. A room will be set up for the Spanish speaking population that will have a Spanish interpreter. All flyers and PowerPoint handouts will be written in English and Spanish.
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4. BUILDING PARENT CAPACITY (Address topics F-J)	
(F) Assist parents in understanding:	<ul style="list-style-type: none"> • 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 <u>(Section 1116 (e) (1))</u>
(G) Description and explanation of:	<ul style="list-style-type: none"> • Curriculum is use at the school (Section 1116(4) (B))
(H) Description and explanation of:	<ul style="list-style-type: none"> • Academic assessments used to measure student progress. (Section 1116 (4) (B))
(I) Description and explanation of:	<ul style="list-style-type: none"> • Achievement levels of State academic standards that students are expected to obtain (Section 1116 (4) (B))
(J) Provide materials and training to:	<ul style="list-style-type: none"> • 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 <u>(Section 1116 (e) (2))</u> (LEA note: This includes Parent Portal Training) • Schools must provide a <u>description, explanation, or understanding</u> 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.

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	School Orientation	School layout, introductions, Meet and Greet	F, G, J,	Sign in Sheets, Surveys, handouts	
Sept/Oct	Title I Annual Meeting	Requirements of Title I	F, G, H, I	Sign in Sheets, Surveys, handouts	
Sept/Oct	School Open House	Information related to Curriculum, instruction	F,G,H,I,J	Sign in Sheets, Surveys, handouts	

		and assessment and other Title I information			
Oct	Movie and Parent Conference Night	Conference with parent to discuss standards and progress towards mastery. How to work with children at home to better assist them.	F,G,H,I	Sign in Sheets	
November	Math Night/ Fall Festival	Working with children at home in relation to state standards and assessments	F, G, H, I	Sign in Sheets, Surveys, handouts	
Jan	New World Reading	How to better incorporate reading at home.	F,G,H,I,J	Sign in sheets, surveys, handouts	
Feb	ELA Night or Day	Working with children at home in relation to state standards and assessments	F, G, H, I	Sign in Sheets, Surveys, handouts	
Mar.	Science Night or Day	Working with children at home in relation to state standards and assessments	F, G, H, I	Sign in Sheets, Surveys, handouts	
April/May	Prk to Kg Transition Meeting	Transitioning into Kindergarten	F, I, J	Sign in Sheets, Surveys, handouts	

**Table B-1
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.	School Orientation	Meet/Greet and discuss acad. and behavioral expectations.	F, G, J,	Survey and Sign-in Sheet	
Sept	Goodies for Guardians	Importance of Attendance, Home school communication, focus, parent portal	F, J	Survey and Sign-in Sheet	
Oct	Strong Body, Strong Mind	How to better handle stress, self-care. Foster positive relationships and parenting skills	J	Survey and Sign-in Sheet	
Aug-May	School Advisory Council	Plan/review/improve the PFEP, compacts, surveys, and develop the SIP		Survey and Sign-in Sheet	
Ongoing	Parent Portal Assistance	To assist parents with staying up to date in Parent Portal	F,G,H,J	Survey and Sign-in Sheet	
May	Summer Success	How to prevent summer regression	F, J	Survey and Sign-in Sheet	

Table B-2
Parent Communication/Disseminating Information
Communication/Information shared with parents (Section 1116 (e) (4)).

Communication/ Information Shared	Date(s) Sent	Method of Dissemination (How did you share it?)	Languages	Who did you send it to? "All" parents or a specific group
Example: August Newsletter	08/12/2024	Peachjar, Facebook, Classdojo, copies home	Spanish Portuguese	All

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?

Parents will be invited to the April SAC meeting. The Parent Compact will be reviewed and input, concerns and consent will be received from all. The current compact will be reviewed and revised.

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 Open House to sign-up for a parent-teacher conference to complete a compact. For parents who don't sign-up, teachers will make contact through FOCUS, phone, or note home requesting a conference. Teachers will attempt to have a formal face to face parent conference at least once per year. If parents cannot attend the conference, it can be held virtually, or by phone. There are no set numbers but teachers can have as many as needed or requested. Informal conferences can be held through FOCUS, phone calls, email, and notes. Parent Compact conferences or attempts to contact parents will be documented in FOCUS and on the parent compact. Lucille

	Moore's HOPE team can be used to conduct home visits to assist parents.
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MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact? <u>(Section 1116 (d) (2)(A)?</u>	N/A
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6. BUILDING STAFF CAPACITY

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:

- 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. (Section 1116 (e) (3)

****Complete Table C.****

Table C

Activity/ Topic	Person Responsible	Timeline	Evidence Documentation of Effectiveness	# of Faculty/ Staff Attended
<i>Title I compact and PFEP plan update</i>	Title I Coordinator	August 2025	Sign - in	48
<i>Results of Spring Survey</i>	Title I Coordinator	August 2025	Sign - in	48
<i>Communication Tools Training</i>	Admin and Leadership Team	August 2025	Sign - in	48

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
Title III ESOL	Support school and parent nights with translating fliers and letters. Providing interpreters to assist and help with family nights and conferences.
Children's Advocacy Center	Coordinate with the Student Wraparound Achievement Team (SWAT) to refer students and families to help increase educational success.
Preschool	Work with the district to assist and help with implementation of the Preschool classes on campus. In Apr/May there will be a transition meeting for parents of students moving to Kindergarten. Will work with the district to reach out to parents of PreK students who are zoned for us but go to private Preschools.
Other	We will continue to partner with local community partners, Backpack Blessings, Dental Bus, PAEC, and multiple church partnerships,

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 <u>(Section 1116 (e) (13))</u> ?	N/A
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> ?	Results of the Spring Survey are considered when developing training for staff. During pre-school in-service days the staff will be trained on topics that the parents deemed the staff needed professional development on.

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>School will coordinate with New Worlds Reading Initiative to coordinate and provide a training for parents on how to learn strategies and to promote reading at home</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>	N/A
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	N/A
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>	N/A
By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	N/A

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT	
Category	List of Items
Parent Liaison	Salary
Parent Center	Supplies, ink/toner, stamps
Parent Training/Events	Refreshments, materials, supplies, printed 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)

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
Communication (All)	Multiple platforms to increase communication (Focus, Facebook, website, school messenger, Class DOJO for school wide information, Parent Portal Messenger, Marquee sign, Peachjar, Language Line Solutions, etc.) During Preschool Inservice a session will be focused on how to become more effective at parent communication.
Parent events (All)	The school will utilize the results of the Spring Survey and schedule parent events to accommodate the best times and days as indicated by parents.
Communication (ELL)	All school communications are translated for ELL families. Focus, Google Translate, Peachjar, Everbridge, Dojo, and bilingual staff members assist with this. Our ADA approved website will translate all uploaded documents. School site will continue to utilize the two-way tablet. Bilingual staff members assist with conferences and phone calls. The school will also begin to utilize the Language Line Solutions, a phone-based interpretation system. The district will be contacted for assistance with communications in other languages that the school site can't provide services for.

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	<i>Loretta Mistrot 850-767-4354 mistrll@bay.k12.fl.us</i>
District Parent Liaison	<i>Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us</i>
Title I Resource Teacher	<i>Stefanie Johnson 850-767-4113 hendism@bay.k12.fl.us</i>
Principal	<i>Yesenia Llorens 850-767-1428 lloreya@bay.k12.fl.us</i>
Title I Coordinator	<i>Kevin Davis 850-767-1444 daviskb@bay.k12.fl.us</i>
Parent Liaison	<i>----- 850-767-1428 -----@bay.k12.fl.us</i>