

25-26 Parent and Family Engagement Plan

Date Revised with Parent Input:

District Approved:

School Name:	Oscar Patterson Academy	School # 0391
Principal's Name:	Charlotte Blue	June 5, 2025

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

OPA's mission is to empower all students to achieve their maximum potential by providing rigorous instruction and active engagement.

8/21/25

Charlotte Blue

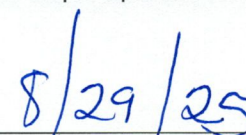
I, _____, do hereby certify that all facts, figures, and representations made in this plan are (Principal's name here) true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements;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

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 <u>Section 1116(c)(3)?</u>	<i>Initially, we will invite parents to attend our SAC meeting on April 20, 2025 to review the draft of the PFEP and gather parental ideas and support. Once we have the approval of our parents, we will schedule a quarterly meeting to review and make needed changes to the plan.</i>
(B) By what means will the school provide parents opportunities, if requested, for regular meetings to formulate suggestions and to participate, as appropriate, in making decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible <u>(Section 1116 (c) (4) (C)?</u>	<i>In addition to our quarter SAC meetings, we have monthly Title I events at the school. During this time, we request that the parents complete a questionnaire that they can offer feedback. They are also given the opportunity to ask questions at this time. Parents are also able to request meetings with administration to make requests or suggestions known. Finally, parents are able to reach out to classroom teachers through DOJO to ask questions regarding their child's education at any time.</i>
(C) By what means will the school involve parents in the joint development of the School Improvement Plan <u>(Section 1116(A)(2)?</u>	<i>To create the School Improvement form in a draft, we take information gathered from our Title I Parent Surveys, and Climate surveys from parents, teachers, and students. We take into account the needs and barriers that were mentioned in these documents. We review the SIP with our faculty and staff, and present it to our parents during our first SAC meeting of the school year. At this time parents are encouraged to provide suggestions and any adjustments they desire.</i>
(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>	<i>Parents who are not satisfied with the SIP, may submit comments and concerns to the school and the school will submit their concerns with the plan to the district.</i>
(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	<i>After reviewing our Title I Parent Survey, the parents have requested communication through phone and text. The school will send Everbridge messages through text, email, and phone to ensure parents are receiving pertinent information. Parents have requested school activities be held after school or between the hours of 5:00 - 8:00 pm. The school will rotate activities between</i>

activities did the parents request that are included in this plan?)	<i>the two desired times. We will offer virtual meetings for conferences. Parents would like training to understand our current curriculum in math and reading. The school will incorporate opportunities for the parents to participate in rotational activities to learn how to work with their students at home.</i>
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2. ACCESSIBILITY

A. By what means will the school offer a flexible number of meetings, such as meetings the morning or evening to accommodate parents' schedules (Section 1116(c)(2)?	<i>Parents have requested school activities be held after school or between the hours of 5:00 - 8:00 pm. The school will rotate activities between the two desired times. We also schedule activities during the day for parents to participate in. This covers a variety of times that the parents requested.</i>
B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events (Section 1116(c)(4)(A)).	<i>The school will send Everbridge messages through text, email, and phone to ensure parents are receiving pertinent information. We also post events and activities on dojo, FOCUS, facebook, Peachjar, and send fliers home with students. Lastly, we utilize Patterson marquee to display current events.</i>
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)?	<i>The school will seek out parent volunteers who are bilingual and include them in the planning of events and activities. This way they are able to offer a line of communication between the school and the parents.</i>
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))?	<i>The school uses DOJO to post fliers of the events occurring. We then translate those fliers into other languages. When we send letters and newsletters home, we will ensure they are also translated into the appropriate languages of the students.</i>

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 including 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 (Section 1116(c)(1) ?

The school conducts its Title I Annual Meeting on the same day as our Open house. The parents come 30 minutes earlier and meet in the cafeteria to review SAC information and provide their input into the SIP. Then they are dismissed from the meeting to go and meet their students' teachers in their classrooms.

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 the achievement of their children (Section 1116 (e) (1)

(G) Description and explanation of:

- Curriculum in 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

QUALIFYING TITLE I PARENT EVENTS: PARENT TRAINING OPPORTUNITIES

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

These activities/events require uploads in Canvas.

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
August 7	Orientation	The parents will learn about school procedures and expectation, behavior and, academic standards in ELA and Math, parent portal, sign up and email updates	G, I, J	Agenda Sign In Sheets Questionnaire Updated records in FOCUS
September 18	Title I Annual Meeting	Title I Requirements for OPA	F, G, & J	Powerpoint Presentation
October 30	Fall Into Books and Counting Boo: BOO for BONES	Introducing B.E.S.T. ELA and Math standards; Teach parents to work with educators to Improve achievement. Explain achievement levels.	F, G, I, & J	Model and provide strategies for parents to use at home. Students and parents will complete reading and math activities that they can further practice at home. Agendas, copies of handouts, sign in sheets
December 4	Florida's Winter: Are you hot or cold?	Introducing Science standards. Teachers and students will teach parents about the winter weather in	F, G, & J	Model ways to bring science to life at home for their students. Agendas, copies of handouts, sign in sheets

		Florida (cold & hot). Through hands-on experiments students will demonstrate their knowledge of science.		
February 21	Writing	Parents will learn grade level writing progression to work with students at home on appropriate writing skills. Learn about the writing assessment for fourth grade.	F, G, I, & J	Explaining the writing process, standards, and assessment. Powerpoint, Agenda, copies of handouts, sign in sheets
April 25	Pre- K to K Transition Show What You Know	Setting your child up for a successful year in Kindergarten.	F, G, H, I, & J	Explaining expectations and skills needed to enter Kindergarten. Powerpoint, Agenda, sign in sheets
May 10	Treats for Peeps	Review Progress monitoring 3 data and how to build upon their success.	G, H, I, & J	Help parents to read and understand the PM 3 reports and where to go from here. Agenda, sign in sheets

**Table B-1
OTHER EVENTS/ACTIVITIES**

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

Any other events or activities your school provides for parents that do not qualify as a Title I Event.

You keep hard copies of these items with your Title I documents. You will not upload documents for this table.

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
On-going	Parent Portal	Parents will	F	Number of accounts	

[illegible]

Table B-2

Parent Communication/Disseminating Information

Communication/Information shared with parents (Section 1116 (e) (4)).

You keep hard copies of these items with your Title I documents. You will not upload documents for this table.

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
Newsletter	09/2/2025	Focus, Facebook, Classdojo, copies home	Spanish	
Flyers for Events	08/20/2025- 05/29/2026	Focus, Facebook, Classdojo, copies home	Spanish	

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 May meeting the school will present its current Family Engagement Plan to our parents. We will ask for suggested changes to the plan and make adjustments at that time.

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))

The school schedules a parent teacher conference once a quarter. At these meetings the student's progress is discussed and the parent-teacher compact is reviewed and signed. Teachers turn the compacts in to the school's Title I coordinator.

MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A))?

The school's Title I coordinator distributes the compacts to the teachers, who in turn have them signed during the parent teacher conference.

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
Building Relationships with your Families	TBA	Pre-school Inservice	Welcome letters from teachers Title I Parent Survey Results	
Utilizing the Home/ School Communication Tool	TBA	Pre-school Inservice	Sample letters from grade levels	

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 ELL	Support for our ELL population through parent communication translations, ELL paraprofessionals to assist with parent meetings, and monitoring to increase achievement through greater parent involvement. We will provide an ESOL translator for each parent event to increase parent involvement with our ESOL families so they can help their students at home.
Title II Professional Learning	Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.
Title III ESOL	Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.
Title IX Homeless	Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success. Schools are provided with student housing questionnaires to identify students who may be experiencing homelessness.

Preschool	In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the campus.
Other	The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.

8. DISCRETIONARY ACTIVITIES

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

How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities (Section 1116 (e) (13)?	Business/ community partners provide funds for incentives and prizes for the school to give away at our Title I Events.
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)?	Parents provided feedback on the Title I Parent Survey as to areas in which they would like for the school to receive additional training in working with parents as equal partners and training volunteers.
By what means will the school provide literacy training for parents if the LEA has	The school will provide literacy training through our business partner - GoodWill. They have

exhausted all other resources of funding (Section 1116 (e) (7)?	offered to help parents obtain their GED and job skills.
By what means will the school pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions (Section 1116 (e) (8)?	The school will provide funds to obtain transportation to the parent meetings and trainings. We will also provide childcare (staff and faculty) for parents to attend meetings and trainings.
By what means will the school train parents to enhance the involvement of other parents (Section 1116 (e) (9)?	The school will seek out parent volunteers who are bilingual and include them in the planning of events and activities.
By what means will the school conduct in-home conferences for parents who are unable to attend at school (Section 1116 (e)(10)?	The school will invite parents to attend virtual meetings when they are unable to attend meetings at the school.
By what means will the school adopt and implement model approaches to improve parent involvement (Section 1116 (e)(11)?	The school has used feedback from the Title I Parent Survey to make adjustments suggested by the parents. We have attended training on actively engaging parents and families to build a more inclusive school culture. We have adjusted parent involvement times and communication to meet the needs of our parents and families.

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT	
Category	List of Items
Parent Liaison	Salary, benefits
Parent Communication	Papers, ink/toner, copier rental, stamps, digital newsletter, printed materials and brochures.
Parent Training/Events	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner and transportation to events and activities.
Parent/Teacher Conference	Teachers as consultants, stipends for after school hours.
Parent Center	Clothing, hygiene items, and supplies

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 (Facebook, website, school messenger(EVERBRIDGE), Class DOJO, Portal Messenger, Marquee sign, Peachjar (phone and text message)
Meeting Times	• <i>We will alternate meeting times between after school and 5:00-7:00 as suggested by parents.</i> • <i>Offer virtual meetings for conferences and meetings.</i>

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 continually improve 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	<i>Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us</i>
Title I Resource Teacher	<i>Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us</i>
Principal	<i>Charlotte Blue 850-767-1610 bluecd@bay.k12.fl.us</i>
Title I Coordinator	<i>Cynthia Williams 850-767-1610</i>
Parent Liaison	<i>Raslean Allen 850-767-1610 allenrm@bay.k12.fl.us</i>