



25-26 Parent and Family Engagement Plan

Date Revised with Parent Input:

District Approved:

School Name:	Waller Elementary	School # 0251
Principal's Name:	Gina McNally	

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

ROAR

As a Wildcat, I will show **R**espect, **O**wnership of my learning, daily **A**ttendance, and **R**esponsibility for my actions!

I, Gina McNally, 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

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>All parents are given the opportunity to complete a paper or on-line Title 1 Parent Survey. The results of the survey are tallied and shared with the faculty for their thoughts on ways to improve our PFEP for the following school year. An evaluation of the current PFEP is conducted during a SAC meeting. Based on the evaluation and survey results, revisions to the plan are made for the next school year. The plan will be reviewed during SAC meetings throughout the year to make revisions according to the changing needs of parents and the school.</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>The opportunities for parents will include but are not limited to evaluation forms at the parenting events and Title 1 nights, IEP meetings, parent-teacher conferences, SAC meetings, CST meetings, Emails/Texts, Facebook, Dojo and Parent Compact meetings. Suggestions made by parents, if practical and reasonable, will be implemented in a timely manner.</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>During our SAC meeting, results from a comprehensive needs assessment are discussed. Strategies from the current year's SIP are reviewed. Revisions are made based on needs, barriers, and parent input.</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 school improvement plan will complete a form to be submitted 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 activities did the parents request that are included in this plan?)	<i>The parents have asked for more information on how to monitor student's progress. They also want to know how to access computer programs(i-ready, Big Ideas) used at school so students can learn at home also.</i>

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 (Section 1116(c)(2))	<i>Based on the parent survey responses, the majority of parents indicated that right after school and evenings (5-8pm) are the most convenient times for meetings. This is the same time frame picked last year. We will continue to take this info into consideration when scheduling events.</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>A minimum of 2 weeks notice will be our school policy. This will give parents an opportunity to save the date. Various methods of communication, Email, Texts, Facebook, Dojo, and/or flyers for each event, will be used to notify and remind parents about events to ensure the greatest participation.</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>Based on the Title 1 Parent Survey results, work schedules & transportation were listed as the top barriers to participation. We plan to offer late afternoon & evening events to give every parent an opportunity to participate. Our guidance counselor provides translation services to all ELL families at Waller to assist with completing surveys, etc.</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>All school communications are translated for our ELL families. Google Translate and staff members assist with this. Our ADA approved website will translate all uploaded documents. DOJO and Emails through FOCUS will translate messages. Bilingual staff members at the district assist with virtual conferences and phone calls.</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 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 (Section 1116(c)(1))

We will hold our Title 1 Annual Meeting in conjunction with our Open House that takes place in September. We will pick a Wednesday or Thursday evening since each is one of the top choices the parents requested on the survey.

4. BUILDING PARENT CAPACITY (Address topics F-J)

(F) Assist parents in understanding:

- State academic standards;
- State and local academic assessments;
- Educational Language (compact, MTSS, CST, FAST, STAR etc...)
- Requirements of Title I;
- Monitoring a child's progress; and
- Work with educators to improve achievement of their children (Section 1116 (e) (1))

(G) Description and explanation of:

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

(H) Description and explanation of:

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

(I) Description and explanation of:

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

(J) Provide materials and training to:

- Help parents work with their child to improve their children's achievement, such as literacy training and using technology (including the harms of copyright piracy), to foster parental involvement (Section 1116 (e) (2)) (LEA note: This includes Parent Portal Training)
- Schools must provide a description, explanation, or understanding of academic requirements that fall under the Federal Guidelines for Title I.

Table A
PARENT TRAINING OPPORTUNITIES

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

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student achievement?	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended
August 2025	Community Event	State Standards, Learn how to use Parent Portal	F		
September	Title 1 Annual Meeting/Open House	Requirements of Title 1, Classroom expectations, Curriculum, assessments	F,G,H,I		
November		How to work with their child on basic math facts needed for the grade level.			
February		How to help their child with comprehension, strategies for home for behavior and mental health			
May	Kindergarten Transition	Curriculum, State Standards, Expectations of students & parents for next school year.	G,H,I, J		

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-May	School Advisory Council		Plan/Review/ improve the PFEP & develop the SWP		
Aug-May	Parent Liaison		Serve as the liaison between parents & the school to encourage engagement & attendance.		
Aug-May	Be Kind People Project		Relationship building and rebuilding		
Aug- May	PTO- Family Events		Relationship building for families and school		

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
Waller Orientation	August	Peachjar, Facebook, Classdojo, Everbridge	English (DOJO and Facebook messages can be translated into family's home language)	All
Community Event	August	Peachjar, Facebook, Classdojo, Everbridge	English (DOJO and Facebook messages can be translated into family's home language)	All
Title 1 Annual Meeting/Open House	September	Peachjar, Facebook, Classdojo, Everbridge	English (DOJO and Facebook messages can be translated into family's home language)	All
SAC Meeting	September	Peachjar, Facebook, Classdojo,	English (DOJO and Facebook messages can be translated into family's home language)	All
Kindergarten Transition	May			

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?

SAC meeting for parents to do the input form.

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 the Open House to sign-up for a parent-teacher conference that will be done virtually or by phone to complete a compact. For parents who don't sign-up, teachers will make contact requesting a phone conference.

MIDDLE & HIGH SCHOOL

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

N/A

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
- Have grade levels talk with each other about what has worked for them as far as conferences/communicating with parents
- 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
Professional Development: Communicating with Parents	Jennifer Newsom	September	15 Tips for Communicating with Parents	
Professional Development T1 and Compact Training	Jennifer Newsom	September	Completed Compacts	
Parent Survey	Judy Waterfield & Jennifer Newsom	April	See breakdown of surveys	

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 for our ESOL population through parent communication translations, ESOL paraprofessionals to assist with parent meetings, and monitoring to increase achievement through greater parent involvement. District level ESOL parent event in the Spring to increase parent involvement with our ESOL families so they can help their students at home.
Title II Professional Learning	PD includes teachers utilizing the Florida Practice Profile and conducting peer to peer walks and feedback in order to adjust and improve instructional practice as stated in the SIP Plan for the 2023-2024 school year. Ongoing PD (monthly) during faculty meetings to share best practices and feedforward information

	while implementing and measuring explicit, systematic, corrective, differentiated, and scaffolded instruction.
Title III ESOL	All school communications are translated for our ELL families. Google translate and district staff assist with regular communication with our ELL families. Bilingual staff assist with conferences and phone calls. Waller's school social worker also works with ELL families to connect and communicate programs offered to families of ELL students.
Title IX Homeless	<i>Waller has a full time school social worker who communicates, develops and supports ongoing plans to provide necessary resources for our homeless families. This includes access to our school food pantry, PanCare (on site) medical care, vision/hearing screening, and completion of required federal forms so parents may qualify with much needed services.</i>
Preschool	Our VPK parents are invited to attend all parent activities and curriculum nights. Parent leadership classes, during our open house, and our Title I meetings we have community partners available to speak with parents include local law enforcement (BCSO), Youngstown fire department, and Pancare.
Other	

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>)	<i>During Open House we will have different community resources available to let parents know how their organizations can help. We also have a community day in summer each year.</i>	
By what means will the school involve parents in the development of training	<i>Staff training will be discussed with parents at SAC meetings and an evaluation will be given for parents</i>	

for teachers, principals, and other educators to improve the effectiveness of the training (Section 1116 (e) (6))	<i>to voice their opinions, comments and questions about the training.</i>	
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))	<i>We will share with parents literacy training opportunities that are available in the community as well as try to establish a literacy training for parents at the school. The school media specialist has developed a home-school (Accelerated Reader) reading program that is focused on goal driven data for parents and students.</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 (Section 1116 (e) (8))	<i>When events are planned at the school, food will be provided. Utilize the school van, if possible, to assist parents in participation in school related meetings. Childcare provided during the T1 meetings.</i>	
By what means will the school train parents to enhance the involvement of other parents (Section 1116 (e) (9))	<i>Parent volunteers will be asked to help recruit other volunteers.</i>	
By what means will the school conduct in-home conferences for parents who are unable to attend at school (Section 1116 (e)(10))	<i>Our school social worker, parent liaison and guidance counselor will make home visits. We also have help from our Triad team at school.</i>	
By what means will the school adopt and implement model approaches to improve parent involvement (Section 1116 (e)(11))	<i>We will continue to use PeachJar, DOJO, Email, Focus Communications & flyers to contact parents and provide information about school activities. The parent liaison will make phone calls as necessary.</i>	

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT	
Category	List of Items
Parent Liaison & Social Worker	Salary, benefits
Parent Communications	Paper, ink/toner, Nicky Folders, printed materials/brochures
Parent Training/Events	Refreshments, materials, supplies, printed materials, ink/toner
Parent/Teacher Conferences	Subs to cover classrooms

10. BARRIERS

Provide a description of the:

- What hindered our parents coming to events was their work schedule.
- The steps we want to take to help this will be having our events right after school or the 5-8pm time slot and trying a different night like Wednesday.

Barrier (Including the specific subgroup)	Steps the School will Take to Overcome Barrier
<i>Scheduling</i>	• Multiple platforms to increase communication (Facebook, website, school messenger, Class DOJO, Portal Messenger, Marquee sign, Peachjar, etc.) • Change times to later (5-8pm) and change to Wednesday night.

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 & 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	Roberta Copsey 850-767-4294 copserm@bay.k12.fl.us
Title I Resource Teacher	Stefanie Johnson, 850-767-4113, hendlsm@bay.k12.fl.us
Principal	Gina McNally 850-767-4341 mcnalgl@bay.k12.fl.us
Title I Coordinator	Jennifer D. Newsom 850-767-4341 mertela@bay.k12.fl.us
Parent Liaison	Judy Waterfield 850-767-4341 waterja@bay.k12.fl.us