



Jinks Middle School

25-26 Parent and Family Engagement Plan

Date Revised with Parent Input: May 5, 2025

District Approved:

School Name:	Jinks Middle School	School # 0161
Principal's Name:	Chris Coan	

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 Jinks Middle School, in partnership with the community, is to develop well-rounded, self-directed, lifelong learners by promoting high expectations, actively engaging learners in a student centered environment, while providing a caring environment that fosters self-esteem and respect for individual differences.

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 outlined 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 Section 1116(c)(3)?

All parents are given the opportunity to complete a Title I Parent Survey both online and in print. The results of the survey are tallied and shared with the faculty for their thoughts to improve our PFEP for the next 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 revision according to the changing needs of parents and the school.

<p>(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></p>	<p><i>Based on the results of our Title I Parent Surveys, parents would like workshop events to focus on the following topics: math, science, reading, monitoring their child's progress, FAST test results, graduation requirements, iReady test results, Parent Portal, and Florida standards. These responses will be addressed in ongoing parent communications, workshops, and events throughout the 2025-2026 school year. Opportunities for parent input include evaluation forms at parenting events, IEP meetings, parent-teacher conferences, School Advisory Council meetings, and Child Study Team meetings. Suggestions made by parents, if practical and reasonable, will be implemented in a timely manner. All events and meetings will be announced in a variety of communication formats, which will include the following digital formats: Jinks Middle School Facebook page, Links alert phone calls (and text messages), Emails (via Peachjar), and Parent Portal messages. Written communication will also be sent home with students and located where parents frequent.</i></p>
<p>(C) By what means will the school involve parents in the joint development of the School Improvement Plan <u>(Section 1116(A)(2)?</u></p>	<p><i>During a SAC meeting, results from a comprehensive needs assessment based on available data (FAST, iReady, attendance, behavior) are discussed. Strategies from the current year's SIP are reviewed. Revisions are made based on needs, barriers, and parent input.</i></p>
<p>(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></p>	<p><i>Parents who are not satisfied with the School Improvement Plan will complete a form to explain in writing and their comments will be submitted with the plan to the district.</i></p>
<p>(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>	<p><i>Based on the results of our Parent Surveys, parents stated that they are available for a variety of different days of the week and times (most being right after school and evenings). To best accommodate this, we will schedule our parent events and opportunities in a variety of different times and days of the week throughout the year. Jinks Middle School will use a variety of communication and written communication formats to communicate with parents regularly throughout the year. Digital communication methods will include: Jinks Middle School Facebook page, Links alert phone calls (and text</i></p>

	<p>messages), Emails (via Peachjar), and Parent Portal messages. Written communication will be sent home with students and located where parents frequent. Translators will also be provided as needed. During our parent conferences and other meetings, we will provide resources for parents to assist with their understanding.</p>
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2. ACCESSIBILITY	
<p>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)?</p>	<p><i>Based on the Parent Survey responses, the majority of parents indicated that both morning and evening meetings are the most convenient times for meetings, with the majority stating after school and evenings during the week work best for them. Monday and Friday were the best meeting days. This will be taken into consideration when scheduling events at varying times and days of the week.</i></p>
<p>B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events (Section 1116(c)(4)(A)).</p>	<p><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 communications, that include social media and link alert phone calls and emails, will be used to notify and remind parents about events to ensure the greatest participation.</i></p>
<p>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)?</p>	<p><i>Based on the Title I Parent Survey results, work schedule was listed as the top barrier to participation. We plan to offer morning and evening events to give every parent an opportunity to participate. To best accommodate this, we will schedule our parent events and opportunities in a variety of different times (mornings and evenings) and days of the week throughout the year. Translators will also be provided as needed.</i></p>
<p>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))?</p>	<p><i>All school communications are translated for our ELL families. Google Translate and staff members assist with this. Our new ADA approved website will translate all uploaded documents. Bilingual staff members assist with conferences and phone calls. Additionally, we will use a variety of communication and written communication formats to communicate with parents regularly throughout the year. Digital communication methods will include: Jinks</i></p>

	<p><i>Middle School Facebook page, Links alert phone calls (and text messages), Emails (via Peachjar), and Parent Portal messages. Written communication will be sent home with students and located where parents frequent. Translators will also be provided as needed.</i></p>
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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:

<p>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) ?</p>	<p><i>Bay District Schools will provide our school with a powerpoint to present to parents at our Title I Annual Meeting, which will be held in conjunction with Open House. Open House will be held in September 2025 and the PowerPoint that will include all requirements of the law.</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) 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
Aug	"Whats the Buzz"	Inform parents about FOCUS	F,J	AM	
Sept	Title I Annual Meeting	Requirements of Title I	F, G, H	PM	
Sept	Open House	Curriculum, Standards, Assessments, Classroom expectations	F, G	PM	
December & Ongoing	Parent Portal & Canvas Workshops	Inform parents about FOCUS and how to monitor a child's progress and interpret test scores	F, J	AM and PM	
March	Title I Academic Night	Showcase standard-based activities and curriculum around the school from all departments	F, G, H, I, J	PM	

May	PreAICE Open House	Provide parents with strategies for helping their child with PreAICE	G, H, I, J	PM	

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)).

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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

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?

The Compact is sent for review by all parents and all returned input is returned to the school with the information provided used to help develop the compact for the upcoming school year, that way it is built together with our parents.

ELEMENTARY

How will the school ensure that

N/A

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)

MIDDLE & HIGH SCHOOL

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

The school will distribute the compacts by sending them home to each student and having them returned, collected by the Title I Coordinator, and collected there.

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
Title I and Compact Training	Principal, Title I Coordinator	September		
Reaching Out To Parents / Building Relationships	Title I Coordinator	September		
Communicating With Parents	Title I Coordinator and Data Clerk	December		

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 II Professional Learning	<i>We will host a Science Night and a Reading Night to further work together between our staff and our parents and the families who attend Jinks Middle School.</i>
Title III ESOL	<i>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. We will host an ESOL parent event in the Fall and Spring to increase parent involvement, as well as having a dedicated table set up at the Open House.</i>
Title IX Homeless	<i>Our Parent Liaison will work together with community partners to help provide for our parents and families who are considered homeless. In this, our Parent Liaison will spend more time working as the Parent Liaison and their duties to help.</i>
Preschool	N/A
Other	N/A

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>Our school will work with community partners to better provide clothing and food drives. The food drives goal will be to focus on more nutritious and family-sized foods. The Parent Liaison could coordinate a drop off event.</i>
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>)?	<i>We will include parent help, especially those who are bilingual, to work with our ESOL / ELL parents. Along with that, we will reach out to parents through parent surveys to read their input on what is happening at Jinks and use their input to further help in the inservice and</i>

	<i>training of staff members.</i>
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>We will offer inservice for parents on how to work with FOCUS, Parent Portal, textbooks, Canvas and more so they can be more involved in the daily life of their student here at the school.</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>	<i>Panama City and the surrounding area is lacking in public transportation but our school has a bus stop outside of it. As a school, we plan to offer free bus tickets for parents in need of transportation help.</i>
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	<i>One of the things we will offer as a school is the ability for parents to bring a "friend," another parent or family member of a student at the school, and offer an incentive in return.</i>
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>	<i>We will offer parent meetings on Google Meet or Zoom as well as in person to help with parents who aren't able to meet at the school, as well as offer varying times to make them more accessible.</i>
By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	<i>The school will offer bi-weekly, pre-recorded video messages that will be sent out via email and our school's social media accounts as well as a weekly Friday Everbridge call that will come from the Principal speaking about the week at the school.</i>

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT	
Category	List of Items
Parent Liaison	Salary, benefits
Parent Communication	Supplies such as paper, ink/toner, stamps, digital media fliers
Parent Training/Events	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner

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)

Barrier (Including the specific subgroup)	Steps the School will Take to Overcome Barrier
Communication	Multiple platforms to increase communication (Facebook, website, school messenger, Class DOJO, Portal Messenger, Marquee sign, Peachjar, etc.) Reaching out more often and contacting parents weekly, focusing on all: The positives, negatives and the news of the school
<i>Transportation</i>	<i>Offering better times for parents to attend meetings, offering digital meetings through Google Meet or Zoom and offering free bus tickets to parents who are in need of them</i>
<i>Translation</i>	<i>Hiring an ESOL Parent Liaison to be dedicated in the office to help with translation for our more than 90+ ESOL / ELL students.</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 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 mistrll@bay.k12.fl.us
District Parent Liaison	Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us

Title I Resource Teacher	<i>Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us</i>
Principal	<i>Chris Coan 850-767-4695 coancm@bay.k12.fl.us</i>
Title I Coordinator	<i>Brock Seng 850-767-4695 sengb@bay.k12.fl.us</i>
Parent Liaison	<i>Whitney Doescher-Mims 850-767-4695 doescwl@bay.k12.fl.us</i>