

SOUTHPORT ELEMENTARY SCHOOL

25-26 Parent and Family Engagement Plan

Date Revised with Parent Input: April 28, 2025

District Approved:

School Name:	Southport Elementary	School #0221
Principal's Name:	Todd Harless	

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

School Mission statement here

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

I, Todd Harless, do hereby certify that all facts, figures, and representations made in this plan are (Principal's name here) true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

What is required:

ASSURANCES: We Will:

- The school will be governed by the statutory definition of parent involvement, and will carry out programs, activities, and procedures in accordance with the definition outlines in section 9101(32), ESEA
- Involve the parents of children served in Title I Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent (Section 1118(b)(1));
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community (Section 1118(b)(1));
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the parent and family engagement plan and the joint development of the school-wide program plan under (Section 1114 (b)(2)) (Section 1118 ©(3));
- Use the findings of the parent and family engagement plan to review the strategies for more effective parent involvement, and to revise, if necessary, the school's parent and family engagement plan (Section 1118(a) (E));
- If the plan for the Title I Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency (Section 1118 (b)(4));
- Provide to each parent and individual student report about the performance of their **child** on the state assessment in at least mathematics, language arts, and reading (Section 1111 (h)(6)(B)(i));
- Provide each parent timely notice when their child has been assigned or has been taught for four(4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 (Section 1111(h)(6)(B)(ii)); and
- Provide each parent timely notice information regarding their right to request information on

the professional qualifications of the student's classroom teachers and paraprofessionals
(Section (h)(6)(A)).



Signature of Principal or Designee



Date Signed

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)?

The PFEP will be placed on the agenda at the School Advisory Council (SAC) meetings and other meetings with business and community partners to review and improve. These meetings will be held quarterly each year.

(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)?

Parents may participate in making decisions for their students' education through parent event evaluations, parent- teacher conferences, and during specialized meetings like Individualized Education Plans, and School Advisory Council meetings. If possible, any suggestions made by parents will be acted upon in a timely manner.

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

The School Advisory Committee, composed of parents, community members, teachers, administrators, and support will meet in April to review and provide input 25-26 based on current available data (STAR, FAST, iReady, attendance, and behavior) All members are encouraged and provided the opportunity to give input.

(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 (Section 1116 (c) (5)?

Any parent who is not satisfied with the School Improvement Plan will be able to fill out a form to be submitted with the plan to the coordinator at the district level who will in turn share the form with the BDS administrative team.

<p>(E) By what means will the school provide other reasonable support for parental involvement activities as parents may request (Section 1116 (e)(13)? (Based on the Title I Parent Survey results, what activities did the parents request that are included in this plan?)</p>	<p><i>In tabulating our Title 1 Parent survey, many parents are wanting more information regarding Progress Monitoring testing/results, and monitoring their child's progress in the academic setting. We will record and post tutorials on retrieving scoring information on social media and FOCUS (Parent Portal).</i></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>By recording informational sessions and posting on social media, FOCUS and Class Dojo, parents are able to view the recordings when best suits their schedule.</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>Class Dojo, Everbridge, and Focus created emails, and Facebook information posts</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>Parents will be informed and invited via newsletters posted on Class Dojo shared via social media. We will work closely with our district to provide translated information to parents in a language they can understand.</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>Our ELL students are predominantly Spanish speakers. Newsletters are translated via FOCUS, and school letters are sent the District Office's ELL program for translation of documents.</i></p>

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) ?

Southport attempts to schedule the Annual Title 1 Meeting on the same day as our Annual Open House dates. This eliminates having multiple days for meetings where parents have to take off from work to attend school meetings.

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	Requirements Addressed	Evidence/ Documentation for Effectiveness	# of Parents Attended
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		measurable, anticipated impact on student achievement?			
August	Orientation		F, G, H, J	Sign in sheets	
October	Annual Meeting		F, G, H, I, J	Sign in sheets, evaluations, power point	
October	Open House		F, G, H, J	Sign in sheets	
January	3rd Grade Parent Night	FAST	F, G, H, I, J	Sign in sheets, powerpoint, evals	
May	Pre-K/K Transition Meeting		G, H	Sign in sheets, evals	
April	New Worlds Reading Night		F, G, H, J	Sign in sheets, evals	

**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
Ongoing	SAC Meetings	Review PFEP and prepare SIP	F, I, J		
Ongoing	Newsletters	A resource for communicating school events, character traits, and tips to improve student achievement.	Engaging parents to align efforts at home and school		

October	Donuts with Dads	Engaging parents to align efforts at home and school	F		
November	Muffins with Moms	Engaging parents to align efforts at home and school	F		
February	Father/Daughter Event	Engaging parents to align efforts at home and school	F		
February	Mother/Son Event	Engaging parents to align efforts at home and school	F		
February	Celebration of Learning	Engaging parents to align efforts at home and school	F		
Quarterly	Academic Awards Day	Engaging parents to align efforts at home and school	F		
Quarterly	Flag Raising Ceremonies	Engaging parents to align efforts at home and school	F		
Ongoing	Parent/Teacher Conferences	Standards/Curriculum and Assessment	F, G, H, I, J		

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
Example: August Newsletter	08/12/2024	Peachjar, Facebook, Classdojo, copies home	Spanish Portuguese	All
Monthly Newsletters	First of each month	Peachjar, Facebook, Class DOJO	English	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?

During our end of year SAC Committee Meeting, the draft of the PFEP is reviewed and parents and community have the opportunity to provide input to the plan.

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))

Teachers are required to turn in documentation of meetings and signed parent compact forms. We ask for teachers to complete before the end of the first semester; however, there are times where that is not possible. Teachers are required to meet before the end of the year with all parents and discuss student progress

MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A)?	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
Title 1 training	Title 1 Coordinator	August	Sign-in sheets	
PD for staff	Title 1 Coordinator	March	Faculty input forms	

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 (Example)	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 Spring to increase parent

	involvement with our ESOL families so they can help their students at home.
Title II Professional Learning	<p>Support for our SWD population through parent communication, ESE paraprofessionals to assist with parent meetings, and monitoring to increase achievement through greater parent involvement.</p> <p>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. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.</p>
Title III ESOL	<p>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.</p> <p>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.</p>
Title IX Homeless	<p>Support for our homeless population through parent communication, assistance from the district with parent meetings, and monitoring to increase achievement through greater parent involvement.</p> <p>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</p>

	<p>prevent regular attendance, full participation, and academic success. Schools are provided with student housing questionnaires to identify students who may be experiencing homelessness.</p>
Preschool	<p><i>Our school provides a free Pre-K program, where our parents are invited to all events and activities that promote high academic standards and the bonuses of parent involvement in education.</i></p> <p>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.</p> <p>Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved.</p>
Other	<p>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.</p> <p>Secondary Schools: Title I, Part D funds provide a transition specialist to coordinate with schools to ensure that students and their educational records successfully transition to and from the juvenile detention system.</p>

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 many of our school events, community based organizations are included. We have several that provide refreshments. With our partnership with Lynn Haven United Church, we are able to provide parents with supplies and food and also volunteers for parents events. Our Celebration of Learning events includes community partners, business and professionals that provide learning activities for parents and students to experience together.</i>
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>	
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>	
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 <u>(Section 1116 (e) (8)?</u>	<i>Child care is provided during SAC meetings if needed by a paraprofessional that has agreed to watch students during the meetings</i>
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	<i>Elevate Bay is our district volunteer organization that provides training and opportunities for those parents that want to volunteer in the school.</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 use our Mental Health Team, teachers and Admin to conduct home visits when needed. We also conduct phone conferences and schedule virtual meetings when needed.</i>
By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	<i>Through our teachers' efforts and our character development program, we utilize the "Power of Three" program to instill the school, family and self are at the helm of student success.</i>

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT

Category	List of Items
Parent Liaison <i>(example)</i>	Salary, benefits <i>(example)</i>
Parent Center <i>(example)</i>	Printer, toner, ink, stamps
Parent Training/Events <i>(example)</i>	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)

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
<i>(Example)</i> Communication (All)	<ul style="list-style-type: none">• Multiple platforms to increase communication (Facebook, website, school messenger, Class DOJO, Portal Messenger, Marquee sign, Peachjar, etc.)
Time (parents/teachers)	Include more virtual meetings that would allow more flexibility for parent participation.

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	<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 hendlsm@bay.k12.fl.us</i>
Principal	<i>Todd Harless 850-767-1636 harlem@bay.k122.fl.us</i>
Title I Coordinator	<i>Holly Kent 850-767-1636 kenthh@bay.k12.fl.us</i>
Parent Liaison	<i>Ericka Bauer 850-767-1636 bauerel@bay.k12.fl.us</i>