

25-26 Parent and Family Engagement Plan

Date Revised with Parent Input: April 14, 2025

District Approved:

School Name:	St. Andrew School	School # 0241
Principal's Name:	Shandra Payne	

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

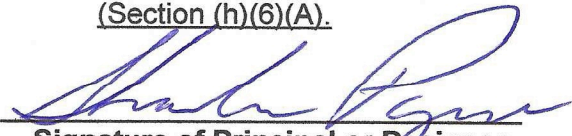
St. Andrew is committed to providing a safe environment where every student will thrive academically, socially, and emotionally. Our Parent and Family Engagement Plan outlines how we will work alongside parents as valued partners in the educational process.

I, Shandra Payne, 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

8.4.25
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)?

This plan will be jointly developed through the use of the Title 1 Parent Survey results, compact input form, and PFEP input form from parents and other stakeholders, including the School Advisory Council. Results of the school climate survey, which parents and students also complete, will be utilized in forming an engagement plan that is meaningful and purposeful to all St. Andrew stakeholders. The plan will be reviewed during SAC meetings throughout the year to make revisions according to the changing needs of the parents and the school.

(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 will be provided opportunities to make educational decisions for their children by participating in annual IEP (Individual Education Plan) meetings, parent-teacher conferences, SAC meetings, and Child Service meetings.

Suggestions made by the parents, if practical and reasonable, will be implemented 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)?

St. Andrew School will engage parents regularly through our SAC (School Advisory Council), which meets a minimum of 4 times a year. Per the Florida Sunshine Law, which governs SAC, all parents elect themselves in the annual nominations and/or election. Meetings are advertised and the public is invited to attend.

During the SAC meetings, the results from our comprehensive needs assessment are discussed. Strategies from the current year's SIP (School Improvement Plan) are reviewed. Revisions are made based on needs, barriers, and parent input.

Additionally, feedback forms will be available at events, and suggestions made by parents, if practical and reasonable, will be implemented in a timely manner

<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>Parents who are not satisfied with the school-wide plan will complete a form to be submitted with the plan to the district.</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>Based on the results of our 2024-2025 Parent Survey, Event Evaluations, and Climate Survey, the parents requested help with behavior and emotional needs at home and school, services available in the community, help with homework, and parent/teacher conferences.</p> <p>We will hold informational parent workshops and parent training throughout the school year to address the needs of the parents.</p>

2. ACCESSIBILITY

<p>A. By what means will the school offer a flexible number of meetings, such as meetings in the morning or evening to accommodate parents' schedules (<u>Section 1116(c)(2)</u>)?</p>	<p>St. Andrew will offer Fall and/or Spring conferences after hours to provide an alternate time and format (digital) for parents to meet with teachers. Parent survey data indicated this was a need, and survey data was used to help determine the most convenient times for parents to attend meetings.</p> <p>St. Andrew will try to increase the number of in-person, daytime (morning-after school starts) and evening events (5 pm-8 pm) as indicated by the parent survey.</p> <p>The St. Andrew School Advisory Committee will meet quarterly. Parents and Community supporters are invited to attend.</p> <p>Workshops and other parent meetings will be scheduled during hours convenient to parents as indicated on the Title I Parent Survey.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	To offer access to information to parents who cannot attend any of these meetings, St. Andrew will include information and handouts on their website, social media page, and via the Focus Communication tool.
B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events <u>(Section 1116(c)(4)(A))</u>.	St. Andrew will make every effort to utilize not only standard forms of communication (daily home notes via PBIS, flyers, virtual, and recorded messages, and Focus communication) but will capitalize on other forms such as text messages, phone calls, email, and social media to notify parents of activities and events.
C. By what means will the school provide opportunities for informed participation of parents and family members (including parents and family members with limited English proficiency, with disabilities, and parents of migratory children). <u>(Section 1116(f))</u>?	Based on the results of our Title I Parent Survey, the barriers identified by parents are work schedule, communication, and transportation concerns. Written communication will be provided to parents in their preferred language as needed. Interpreters will be provided when oral communication is necessary for conferences and meetings.
D. By what means will the school ensure that information related to school and parent programs, school reports, meetings, and other activities is sent to the parents in a format and in a language the parents can understand <u>(Section 1116(e)(5) and (f))</u>?	Written communication will be provided to parents in their preferred language as needed. Interpreters will be provided when oral communication is necessary for conferences and meetings.

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 Title 1 Annual meeting will be held in September, and the District will provide a PowerPoint that includes all requirements by the law.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

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

<p>(F) Assist parents in understanding:</p> <ul style="list-style-type: none"> • State academic standards; • State and local academic assessments; • Requirements of Title I; • Monitoring a child's progress; and • Work with educators to improve the achievement of their children (Section 1116 (e) (1)
<p>(G) Description and explanation of:</p> <ul style="list-style-type: none"> • Curriculum in use at the school (Section 1116(4) (B)
<p>(H) Description and explanation of:</p> <ul style="list-style-type: none"> • Academic assessments used to measure student progress. (Section 1116 (4) (B)
<p>(I) Description and explanation of:</p> <ul style="list-style-type: none"> • Achievement levels of State academic standards that students are expected to obtain (Section 1116 (4) (B)
<p>(J) Provide materials and training to:</p> <ul style="list-style-type: none"> • Help parents work with their child to improve their children's achievement, such as literacy training and using technology (including the harms of copyright piracy), to foster parental involvement (Section 1116 (e) (2) (LEA note: This includes Parent Portal Training) • Schools must provide a <u>description, explanation, or understanding</u> of academic requirements that fall under the Federal Guidelines for Title I.

Table A

QUALIFYING TITLE I PARENT EVENTS: PARENT TRAINING OPPORTUNITIES

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

Timeli ne	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student achievement ?	Requiremen ts Addressed	Evidence/ Documentation for Effectiveness	
Fall	Orientation	Orientation Teacher/Par ent contact information Grading policies Curriculum	F, G		
Fall	Title 1 Annual Meeting	Requirement s of Title 1	F, G, H		
Fall	Donuts for Grownups	FOCUS and Launchpad	F. G. J. I, J		
Fall	Open House	Classroom Expectations, Curriculum, Florida Standards, Achievement Levels	F, G		
Fall	Literacy Night	Reading Strategies and Skills /Behavior and Emotional Supports (Community Partner - SNAP from Anchorage Children's Home)	F, G, H, I, J		
Spring	Science/Math	Science/Math	F, G, H, I, J		

	Night	Curriculum			
Spring	5th Grade Middle School Transition Event	5th Grade to Middle School Standards and Expectation	H		

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)).

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-May	School Advisory Council	Plan, review, and improve the Parent and Family Engagement Plan and develop the School Wide Plan	F, G, H, I, J		
August -May	Parent Resource Center	Parent Portal Resources	J		
Spring	Webinar (Google Meet)	FAST, STAR, and iReady Testing Information	F, I		

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
August- May Newsletter		Facebook, Focus, email	English, Spanish	All

5. PARENT/SCHOOL COMPACT

As a component of the school-level Parent and Family Engagement Plan, 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?

This plan will be jointly developed through the use of the Title 1 Parent Survey results, compact input form, and PFEP input form from parents and other stakeholders, including the School Advisory Council.

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))

St. Andrew School will provide multiple opportunities for discussion of the compact to include Annual IEP (Individual Education Plan) Meeting, Fall and/or Spring Conferences

MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact?

N/A

(Section 1116 (d) (2)(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**
- **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
Communicating With Parents	TIC	Fall		
Working with Parents and Equal Partners	TIC	Fall		
Supporting Students with 504/IEP's	TIC	Fall		
Title 1 and Parent Teacher Compacts	TIC	Fall		

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	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 obtain certification for critical shortage areas. 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	NA
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 (<u>Section 1116 (e) (13)?</u>)	St. Andrew School will work with outside agencies to build partnerships that help support Parent Involvement 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 (<u>Section 1116 (e) (6)?</u>)	St. Andrew School will use the Title 1 survey, event surveys, as well as any suggestions from SAC meetings, to develop training for teachers and school staff.
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>)	St. Andrew School will share literacy training opportunities that are available in the community, as well as Events to increase literacy achievements.
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>)	Title I funds will be used to provide educational materials to use at home, parent workshops, child care, transportation, and refreshments to parents and families during events.
By what means will the school train parents to enhance the involvement of other parents (<u>Section 1116 (e) (9)?</u>)	N/A
By what means will the school conduct in-home conferences for parents who are unable to attend at school (<u>Section 1116 (e)(10)?</u>)	School social workers and counselors may conduct home visits for parents who are unable to attend meetings at school.
By what means will the school adopt and implement model approaches to improve parent involvement (<u>Section 1116 (e)(11)?</u>)	St. Andrew School will use parent input from parent events, SAC, and the Title 1 Parent survey to determine needs and training opportunities.

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT

Category	List of Items
Parent Liaison	Salary, Benefits
Parent Center	Supplies
Parent Training/Events	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner
Parent Communications	Paper, ink/toner, stamps, printed materials/brochures
Parent/Teacher Conferences	Stipends to cover after hours

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
<i>Communication</i>	<ul style="list-style-type: none">• Multiple platforms to increase communication (Facebook, website, Focus Communication, Marquee sign, etc.).• All communications are translated for our ELL families
<i>Work Schedule</i>	<ul style="list-style-type: none">• We plan to hold events during the morning, evening, and virtually to allow all parents an opportunity to participate.

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</i> mistrll@bay.k12.fl.us
District Parent Liaison	<i>Bobbie Copsey 850-767-4294</i> copserm@bay.k12.fl.us
Title I Resource Teacher	<i>Stefanie Johnson 850-767-4113</i> hendlsm@bay.k12.fl.us
Principal	<i>Shandra Payne 850-767-4565</i> paynesb@bay.k12.fl.us
Title I Coordinator	<i>Kristin Cummings 850-767-4565</i> cummik@bay.k12.fl.us
Parent Liaison	<i>Leah Vanderboegh 850-767-4565</i> vandeld1@bay.k12.fl.us