

**Deer Point Elementary
25-26 Parent and Family Engagement Plan**

Date Revised with Parent Input: April 2, 2025

District Approved:

School Name: Deer Point Elementary		School # 0461
Principal's Name: Rebecca Reeder		

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

Deer Point Elementary will work collaboratively to ensure the success of all students and staff through engaging, rigorous, and relevant learning activities.

I, Rebecca Reeder, 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 Section 1116(c)(3)?

The Parent and Family Engagement Plan will be reviewed and updated throughout the year with parents, staff, and community members. In the spring, parents will be given a paper or online Title I Parent Survey to complete. A copy of the new PFEP will be shared with faculty, administration, and parents for continued feedback. It will also be reviewed during PTO and SAC meetings throughout the school year in order to make revisions as needed.

(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 the education of their students through evaluation forms at parent events, IEP meetings, parent-teacher conferences, PTO meetings, SAC meetings, and Child Study Team Meetings. Suggestions made by 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)?

Our SAC (School Advisory Council), which is composed of parents, community members, teachers, administrators, and support staff, will meet to develop the School Improvement Plan based on available data (FAST/STAR, iReady, attendance, behavior). Climate Survey data, as well as Leader In Me Measurable Results will also be considered in the development of this plan. 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)?

Parents who are not satisfied with the school improvement plan will explain in writing why they are dissatisfied. Their comments will then be submitted to the Bay District Schools' Title I Supervisor who will in turn share the form with the Bay District Schools' Administrative Team.

<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>Deer Point Elementary will assist parents in understanding State academic standards; State and local academic assessments; requirements of Title I; monitoring a child's progress; and how to work with educators to improve the achievement of their children.</i></p>
--	---

<p>2. ACCESSIBILITY</p>	
<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>Based upon previous survey results, many parents felt as if their work schedules interfere with participation in meetings. Opportunities for meetings will be offered at various times of the day to accommodate these scheduling conflicts</p>
<p>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>.</p>	<p>Deer Point Elementary will advertise events as early as possible with a goal of notifying families two weeks prior to an event. This will give parents an opportunity to save the date. Various methods of communications, including, but not limited to emails, newsletters, Facebook announcements, texts, calls, and IRIS alerts, will be used to notify and remind parents about events to ensure the greatest participation.</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). <u>(Section 1116(f))</u>?</p>	<p><i>Based on previous survey results, accessibility to school-wide events due to work schedules and communication was a prominent barrier for parents. Per parent requests, we plan to offer events at various times of the day to give every parent the opportunity to participate. Flyers and documents will be translated into native</i></p>

	<i>languages when feasible and a translator provided for conferences when possible and requested.</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 <u>(Section 1116(e)(5) and (f))?</u>	All school communications are translated for our ELL families through either technology such as Google Translate, or from staff members. Parents will be invited via newsletters, school website, school Facebook page, class Dojo, and flyers. All of these can be translated into a variety of languages to best meet the needs of our ELL students and their families.

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 <u>(Section 1116(c)(1) ?</u>	The Title I Annual Meeting will be held in September prior to Open House. All parents will be invited via newsletters, emails, Everbridge alerts, Class Dojo and social media. The Title I Annual Meeting Powerpoint will be developed by Title I and the schools' Title I Coordinator. It will be individualized and customized with Deer Point Elementary School's data. This document will provide information required by law and include additional school information
--	---

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)**
- A description and explanation of the curriculum used at each grade level will be provided during
- scheduled activities at the school and during meetings such as SAC and PTO. These will also
- addressed during parent/teacher conferences. Parents will also be given information on how to
- access curriculum resources online. Based upon parent responses from the Title I Parent Survey
- additional training may be held to assist parents in understanding the curriculum that is currently
- in place, especially in the areas of reading and math.

(H) Description and explanation of:

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

A description and explanation of the assessments used at each grade level will be provided by the teachers, School Counselors, BDS resource teachers/therapists and/or administration during scheduled meetings such as parent/teacher conferences, SAC meetings, PTO meetings, STAR/FAST nights, and IEP/504 meetings. In addition, an STAR/FAST Parent night will be held to inform parents of testing requirements and information.

(I) Description and explanation of:

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

Achievement levels will be provided to parents and families at a variety of events and activities that are conducted at Deer Point Elementary. In addition, training for parents to access this information online will also be available. A description and explanation of standards will be given during the Title I Annual Meeting, Curriculum Nights, iReady/FAST/STAR Nights, SAC, and PTO meetings.

(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.**

The materials and training provided throughout the year may include a copy of the standards used for each grade level. Parent Portal/DOJO training will be held in order to foster parental involvement in this area. Parents will be informed of ways to access information outside of the school setting for enrichment and/or remediation of academic skills for their children.

Table A

QUALIFYING TITLE I PARENT EVENTS: 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
Aug	Parent Portal training	How to monitor child’s progress	F	Sign in sheets
Sept.	Title I Annual Meeting	Requirements of Title I	F,G,H	Sign in sheets
Sept.	Open House	Classroom expectations, Leader in Me, curriculum, assessment	F,G	Sign in sheets
Oct.	Math Night	Tips for helping with homework and other strategies with materials for working at home	F,G,H,I,J	Sign in sheets
Oct.	IReady reports	How to read the parent report	H,I	Sign in sheets
Mar.	FAST Parent Night	Assessment expectations and content	F,G,H,I,J	Sign in sheets

April	Kindergarten Transition	Transition into Kdg standards/expectations	F,G,H,I	Sign in sheets
May	Fine Arts Night	7 Habits, integration of art/music curriculum	J	Sign in sheets

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

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

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 and develop the SIP	F,G,H,I	Sign in sheets	
Aug-May	School Newsletter	School events, announcements, recognitions, Habits of the Month	F,G,H,I	Copies of newsletters	
October and February	Conference Days	Individual conferences to discuss academic performance and standardized test results	F,H	Parent sign in sheet and/or record of links used for virtual conferences	
Feb	Love Bug Ball/Family Dance	Emphasize importance of attendance	F,J	Report of tickets sold	

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
Example: August Newsletter	08/12/2024	Peachjar, Facebook, Classdojo, copies home	Spanish Portuguese	All

5. PARENT/SCHOOL COMPACT	
<p>As a component of the school-level Parent and Family Engagement Plan, <u>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.</u></p> <p>How will the school ensure parents'/families' involvement in this process?</p>	<p>Our SAC (School Advisory Council), which is composed of parents, community members, teachers, administrators, and support staff, will meet at the end of the school year to review the current compact and make suggestions for revisions. Climate Survey data as well as Title I survey results will be considered when making revisions to the compact. In addition to the SAC meeting, parents will be emailed an input form for submitting ideas for revisions to be considered. All members are encouraged and provided the opportunity to give input.</p>

ELEMENTARY

<p>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))</p>	<p>Parents will be encouraged at Open House to sign up for a parent-teacher conference where they can review, discuss and complete the parent/teacher compact. For parents who do not sign up, teachers will make a contact requesting a conference. Deer Point's Title I Coordinator will keep a record of the compacts completed and communicate with the teachers throughout the year to ensure these have been discussed with each family.</p>
--	--

MIDDLE & HIGH SCHOOL

<p>How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A))?</p>	<p><i>Your Response Here</i></p>
--	----------------------------------

<p>6. BUILDING STAFF CAPACITY</p>
<p>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:</p> <ul style="list-style-type: none"> ● 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. <u>(Section 1116 (e) (3))</u> <p>**Complete Table C.**</p>

Table C

Activity/ Topic	Person Responsible	Timeline	Evidence Documentation of Effectiveness	# of Faculty/ Staff Attended
What is Title I	Title I coordinator	Pre-school inservice	Sign in sheets	
Open Lines of Communication from Day 1	Title I coordinator	Sept.	Sign in sheets	

Compact training	Title I coordinator	Pre-school inservice	Sign in sheets	
Parent Scenarios	Title I coordinator	January	Sign in sheets	

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 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.
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	<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 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>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>

8. DISCRETIONARY ACTIVITIES

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

How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities (Section 1116 (e) (13)?	n/a
By what means will the school involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training (Section 1116 (e) (6)?	n/a
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)?	n/a
By what means will the school pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions (Section 1116 (e) (8)?	n/a
By what means will the school train parents to enhance the involvement of other parents (Section 1116 (e) (9)?	n/a
By what means will the school conduct in-home conferences for parents who are unable to attend at school (Section 1116 (e)(10)?	n/a
By what means will the school adopt and implement model approaches to improve parent involvement (Section 1116 (e)(11)?	n/a

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT

Category	List of Items
----------	---------------

Parent Training/Events	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner
Parent Communication	supplies
Educational Materials for use at home	Printed materials, office supplies, books, manipulatives

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 (All)	Multiple platforms to increase communication (Facebook, website, school messenger, Portal Messenger, Marquee sign, Peachjar, etc.)
Parent Availability/work schedules (all)	Based on survey results, we will schedule events at various days and times to accommodate all parents.
Communication (ELL)	We will work to provide a translator for parent events when requested and provide communication in native languages for school wide information. Teachers will be encouraged to translate all classroom created flyers and permission forms as well.
Childcare (all)	We will offer childcare when available and appropriate for events.

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>Rebecca Reeder 850-767-5462 reederl@bay.k12.fl.us</i>
Title I Coordinator	<i>Kim Lee 850-767-5462 leekk@bay.k12.fl.us</i>