



TOMMY SMITH ELEMENTARY
24-25 Parent and Family Engagement Plan

Date Revised with Parent Input: May 8, 2024

District Approved:

School Name:	Tommy Smith Elementary	School # 0511
Principal's Name:	Debra Spradley	

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

Our mission is to be a part of putting the “A” back in Bay through exhibiting mutual respect to include consistent attendance of all stakeholders, focusing on the academic needs of each individual child, and modeling core essentials of good character to build a strong community.

VISION:

RESPECT, ACADEMICS, GOOD CHARACTER

I, Debra Spradley, 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

Upload this document in the Originals Folder with principal signature

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 encouraged to complete our Title I survey via paper or online. The results of the survey are tallied and shared with our faculty in April-May where they can provide ideas on how to improve our PFEP for 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 following school year. The plan will be reviewed throughout the year with the SAC committee to make any necessary changes and revisions based on the needs of all stakeholders.

<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 (Section 1116 (c) (4) (C) ?</p>	<p><i>Parents have opportunities where their input is recorded in meeting minutes and/or they complete a survey that include, but are not limited to: Evaluation forms at Title I events, IEP/504 meetings, parent-teacher conferences, SAC meetings, CST (attendance) meetings- Appropriate and practical suggestions will be implemented in a timely manner.</i></p>
<p>(C) By what means will the school involve parents in the joint development of the School Improvement Plan (Section 1116(A)(2)?</p>	<p><i>During a SAC meeting, the results from a comprehensive needs assessment are discussed. Strategies from the current SIP are reviewed, and revisions are made based on barriers, needs, and stakeholder 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 (Section 1116 (c) (5) ?</p>	<p>Parents who are not satisfied with the school improvement 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 (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>Based on the Title I Parent Survey results, parents have stated that they would like more help in monitoring their child's progress. We discussed multiple ways to monitor their child's progress, both behaviorally and academically during our planned activities. We will send home hard copies of progress reports, iReady Family Report, Teacher-Parent Conference, and communication via email and/or phone calls. We will have other test history results and classroom grades uploaded to FOCUS.</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><i>Based on the Parent Survey responses, the majority of parents indicated that evenings and right after school are the best times for meetings. This will be taken into consideration when scheduling events.</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 10 day notice will be our school policy. This will give parents an opportunity to save the date. Various methods of communication such as the newsletter, Peachjar, social media, and Everbridge alerts will be utilized to inform parents to ensure the</i></p>

	<i>highest level of participation.</i>
C. By what means will the school provide opportunities for informed participation of parents and family members (including parents and family members with limited English proficiency, with disabilities, and parents of migratory children). (Section 1116(f))?	<i>Based on the Title I Parent Survey results, work schedule was listed as the top barrier to participation. We plan to offer morning, evening, and take home events to give every parent an opportunity to participate.</i>
D. By what means will the school ensure that information related to school and parent programs, school reports, meetings, and other activities is sent to the parents in a format and in a language the parents can understand (Section 1116(e)(5) and (f))?	<i>All school communications are translated for ELL families and students. Google translate is an option for communication, and our new ADA approved website will translate all uploaded documents. Bilingual district staff are available to assist with conferences and phone calls when applicable.</i>

3. ANNUAL PARENT MEETING

The school will conduct the Annual Parent Meeting about the benefits of the Title I Schoolwide Program to inform parents and families of the school's participation in the Title I Schoolwide Program. During the meeting, the school will provide a description, explanation, or understanding of the Title I Schoolwide Program which includes an explanation about the forms of academic assessments, the school performance data, and the rights of parents. Additionally, the school will document that the communication has been provided to stakeholders as follows:

By what means will the school conduct a Title I Annual Meeting (convened at a convenient time, to which all parents are invited and encouraged to attend) to inform parents of their school's participation in Title I, the requirements of Title I, and the right of parents to be involved (Section 1116(c)(1)) ?	<i>Tommy Smith will hold our annual Title I meeting in conjunction with our open house. This usually takes place in September. We will inform parents through email, Everbridge alerts, social media, newsletters, Peachjar, and flyers. We will begin advertising the time and date in August, and the day before the meeting, we will make another Everbridge alert. Tommy Smith will hold our Title I Annual Meeting 30 minutes prior to our Open House. <u>We will have the parents complete a survey.</u></i>
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4. BUILDING PARENT CAPACITY (Address topics F-J)

<p>(F) Assist parents in understanding:</p> <ul style="list-style-type: none"> • B.E.S.T. Standards; • Achievement levels of the B.E.S.T. Standards; • Description and Explanation of curriculum used in the classroom; • State and local assessments (FAST, iReady, EOC,etc); • Requirements of Title I; • How to monitor their child’s progress; and • How to partner with educators to increase their child’s progress <u>(Section 1116 (e) (1))</u>
<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. <u>(Section 1116 (4) (B))</u>
<p>(I) Description and explanation of:</p> <ul style="list-style-type: none"> • Achievement levels of B.E.S.T. Standards that students are expected to obtain <u>(Section 1116 (4) (B))</u>
<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 <u>(Section 1116 (e) (2))</u> <i>(LEA note: This includes Parent Portal Training)</i> • Schools must provide a <u>description, explanation, or understanding</u> of academic requirements that fall under the Federal Guidelines for Title I. <i>(Do not JUST give parents handouts. This does NOT build parent capacity)</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/ Documentati on for Effectiveness	# Of Parents Attended
February	New Worlds Reading	Statewide program to advance literacy and a love of reading	Information about how to support and work with children at home		
January	Winter Wonderland		Curriculum, Assessments and Achievement Standards;		

			Suggestions for parents helping children at home		
April	Kindergarten Transition		Curriculum, State Standards, Expectations of student and parents for next school year		
April	5th grade Transition Let's GLO Dance		Curriculum, Assessments and Achievement Standards; Suggestions for parents helping children at home and for next school year		

***To be updated throughout the year**

**Table B
OTHER EVENTS/ACTIVITIES**

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

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student achievement?	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended
Aug- May	School Advisory Council		Review/improve the PFEP and Develop the SWP		
Aug- May	Newsletter		To inform parents of events, school expectations, tips on helping children, and policies and procedures		10

5. PARENT/SCHOOL COMPACT

<p>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?</p>	<p><i>Parents will be encouraged at Open House, SAC, and all Parent Events to sign up for Parent-teacher conferences throughout the year. We send reminders to teachers throughout the year to make sure they have compacts for all students, and also keep a record of how many compacts we have collected each quarter.</i></p>
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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><i>We will collect Compacts at different times throughout the year. Upon collecting the Compacts, we make note of which teachers still need to complete this parent engagement.</i></p>
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MIDDLE & HIGH SCHOOL

<p>How will the school distribute the school-parent-student compact? (Section 1116 (d) (2)(A)?</p>	
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<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. (Section 1116 (e) (3) <p>**Complete Table C.**</p>

Table C

Activity/ Topic	Person Responsible	Timeline	Evidence Documentation of Effectiveness	# of Faculty/ Staff Attended
Compact Training	AJ Bezenyei	September	Surveys	
Title 1 Annual Staff Training	AJ Bezenyei	October	Surveys	

Communication with parents		Sept-Oct		
Working with parents		Sept-Oct		
TBA		Jan-March		

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	<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 to increase parent involvement with our ESOL families so they can help their students at home.</i>
Title II Professional Learning	
Title III ESOL	
Title IX Homeless	<i>Support for our homeless population through the district program is provided when the parent communicates a need with the teacher. The teacher then looks to the district for support.</i>
Preschool	
Other	

8. DISCRETIONARY ACTIVITIES

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

How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities <u>(Section 1116 (e) (13)?</u>	
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 child care costs, to enable parents to participate in school-related meetings and training sessions <u>(Section 1116 (e) (8)?</u>	<i>Refreshments and activities will be provided for meetings to encourage more parental involvement.</i>
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	<i>We will ask our regular parent volunteers to encourage other parents to be involved in the classroom, field trips, and SAC.</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>	
By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT	
Category	List of Items
Parent Center	Supplies
Parent Training/Events	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner
Parent Communication	Paper, ink/toner, copier rental, stamps, digital newsletter

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
Communication (All)	<ul style="list-style-type: none">• Multiple platforms to increase communication (Facebook, website, school messenger, Portal Messenger, Marquee sign, Peachjar, etc.)

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	<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 1 Resource Teacher	<i>Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us</i>
Principal	<i>Debra Spradley 850-767-1688 sprald@bay.k12.fl.us</i>
Title I Coordinator	<i>Amy Jo Bezenyei 850-767-1688 bezenaj@bay.k12.fl.us</i>