

2024-2025

**School Improvement &
Parent and Family
Engagement Plan**

School: Sallie Jones Elementary

Principal: Keli Sare

INSTRUCTIONS

Complete the following sections of the Parent & Family Engagement Plan (PFEP). To be considered *complete* each section needs to have all the components included.

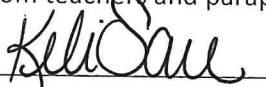
1. Assurances
 - Original Signature
 - Uploaded to Crate
2. Needs Assessment
3. Family Survey
4. Involvement of Parents
5. Annual Parent Meeting and Communication
6. Flexible Parent Meetings
7. Building Capacity of Families
8. Building Staff Capacity for Parent and Family Engagement
9. Communication
10. Barriers
11. Dissemination of PFEP & School/Family Compact to Stakeholders

ASSURANCES

This page will require an original signature and submission to the District. Print this page, sign, and upload to Crate.

I, Keli Sare, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement 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 requirements will be available for review by appropriate local, state and federal staff. I further certify that all 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.

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
- Engage parents and family, 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 school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent and family an 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 and family 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
- Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].



Signature of Principal

Keli Sare

Print Name

11-7-24

Date

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal overview from the Previous Fiscal Year *(this section is not required for new Title I schools)*

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$6105.00	\$5239.17	\$865.83
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.	These funds were not fully expended due to an April deadline. The AFA is now able to better monitor and track expenses and balances.	

FAMILY SURVEY

Using your [school survey results](#), choose areas to address this coming school year. Please prioritize up to 3 Areas for Improvement.

TOPIC: Communication

Question: How can we more effectively communicate with families and increase involvement?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Sunday Phone Calls, Remind App, school planner, flyers, PeachJar app	AFA, Administration, Homeroom Teachers	Ongoing in the 24-25 SY	Weekly	Positive feedback from families and higher involvement at school events

TOPIC: Technology

Question: How can we assist and help families navigate Classlink and Parent FOCUS accounts?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Host an open lab to help families navigate through technology	AFA, Administration and SJE Staff	Organize times to host an open lab for parents	Twice a year	Increased number of activated parent accounts and positive verbal feedback from parents regarding confidence and proficiency

TOPIC: Resources

Question: Do you know that SJE is a Title I School? Do you know that SJE has a Resource Center?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Social Media Posting, School Website, Marquee, Flyers, Newsletter	AFA, Administration and SJE Staff	Updating and posting all upcoming events	Continuously 24-25 SY	Increased number of families signed in weekly to the FRC, positive responses on the

INVOLVEMENT OF PARENTS

Sallie Jones Elementary will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

How will the school involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]?

If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]

Evidence can be SAC and/or PTO meetings, emails sent to and received from parents. Remember to include dates, agenda, minutes, sign-in sheets, and notes for the documentation in Crate.

Response:

We will involve parents through SAC, PTO and PFEP meetings. Our SAC meets 6 times a year, our PTO meets 4 times a year and PFEP meets 3 times a year. At these meetings the stakeholders will be presented with information and have the opportunity to provide input, feedback and the use of Title I funds.

ANNUAL PARENT MEETING and COMMUNICATION

Sallie Jones Elementary will provide timely information about the Title I programs. The Annual Parent Meeting is required and must be a separate meeting with an invitation, agenda, and sign-in sheet.

Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program [ESEA Section 1116].

Response:

Sallie Jones Elementary hosted the Annual Parent Meeting on three (3) different nights. The additional dates were to ensure that our families with students in multiple grade levels were able to attend. Kindergarten families met on July 30, our 1st thru 3 grade families met on August 13 and our 4th and 5th grade families met on August 15. All of meetings were held in their student's homeroom classrooms. During the Annual Parent Meeting, teachers shared with parents a PowerPoint presentation about upcoming curriculum, the Title I program and events that are hosted by Sallie Jones Elementary. A copy of this presentation is posted to our SJE website

FLEXIBLE PARENT MEETINGS

How will the school offer a flexible number of meetings, such as meeting in the morning or evening?

How will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and

Response:

SAC, PTO and PFEP vote on the preferred meeting times at the first meeting of the year. Members of SAC voted to meet before school, members of PTO voted to meet after school and PEFP meets during school hours.

Parent teacher meetings are offered at various times during the day. Parents schedule these meeting at times that best fit their schedule with the homeroom teacher. Parents also have the option to meet in person or have a phone conference.

BUILDING CAPACITY OF FAMILIES

Sallie Jones Elementary will implement activities that build the capacity of families to engage in meaningful partnerships to improve student achievement.

How will the school implement activities that will build:

- the capacity for meaningful parent/family engagement?
- relationships with the community to improve student achievement?

[ESEA Section 1116?]

Response:
The table below outlines the specific capacity-building activities and events.

Name and Description of Activity/Event	Person(s) Responsible	What will parents learn that will have a measurable, anticipated impact on student achievement	Timeline	Evidence of Effectiveness
Family Reading & Resource Center	AFA	Assisting parent with choosing grade level books together as a family	Weekly, ongoing throughout the school year	Increased usage and increased number of families signed into the FRC and positive comments and response on the Title I Survey
Workshop #1 – Supporting your Reader at home	AFA and Community Members	Parents were able to come and receive information to support their reader at home and students were able to make customized kits for their reading materials	September 10, 2024	Parent input on surveys and parents feeling more confident in supporting their young reader at home

	Workshop #2 – Make and Take Kindergarten ELA and Math Games	AFA, SJE Kindergarten Teachers, SJE Administration	Parents will listen to a presentation to help support successful study habits at home and customize ELA and Math Games for their students to take home with them	November 13, 2024	Parent’s exit tickets and surveys and parents feeling more confident in the kindergarten expectations in supporting their kindergartener at home
	Workshop #3 – TBA	AFA and Community Members	Families will participate in a Workshop that will assist and support their students at home	March 11, 2025	Parent input on surveys and parents feeling more confident in supporting their young learner at home
	Title I Annual Meeting	Administration, SJE Teachers, AFA	For Families to gain the knowledge and the understanding of the curriculum used at SJE and how Title I can help support their student	July & August 2024	Face to Face conversations with families about their reactions, parent surveys, increased family involvement
	Student Led Conferences	Administration SJE Teachers AFA	Parents are welcomed into the classroom where students showcase their learning gains	October 2024 and March 2025	Parents learn how to set academic goals and understand current test results and

			and achievements		increase in test scores
	Watch D.O.G.S. (Dads of Great Students)	AFA	Positive male role models are welcomed to come and volunteer for the day and assist and help teachers in the classrooms and around campus	Tuesdays, Wednesdays and Thursdays from October 2024 to March 2025	End of Day Survey from all of our participants, teacher testimonials, increased positive behavior from student
	Fall Park and Play	AFA and Community Members	Engaging families in outdoor learning with hands on literacy activities and fun family games to build social/emotional skills	November 15, 2024	Positive feedback from families, Annual Title I Survey, increased family engagement at future events
	Winter Park and Play	AFA and Community Members	Engaging families in outdoor learning with hands on literacy activities and fun family games to build social/emotional skills	February 21, 2025	Positive feedback from families, Annual Title I Survey, increased family engagement at future events
	Spring Park and Play	AFA and Community Members	Engaging families in outdoor learning with hands on literacy activities and fun family	April 11, 2025	Positive feedback from families, Annual Title I Survey, increased family engagement

			games to build social/emotional skills		at future events
	Publix Math Night	AFA, SJE Staff and Community Members	Engaging families in a hands-on event to show students that math is all around us and engage and solve in math problems as a family	May 1, 2025	Positive parent input surveys, positive verbal feedback at the event, increased math scores
	STEAM Night	AFA, SJE Staff and Community Members	Engaging families in a hands-on event to show students the opportunity to see that science is all around us	April 22, 2025	Positive Parent input surveys, verbal feedback at the event,
	Kindergarten Round Up	AFA, Administration, Kindergarten Teachers	Welcoming new kindergarten families, discussing kindergarten expectations, meet and greet with SJE Staff and hand out "Kindergarten Readiness Bags"	May 2025	Stronger partnerships between teachers and kindergarten families
	Pasta & Painting	AFA, Administration, SJE Staff and Community Members	Families can come together to experience and create different forms of Art.	April 29, 2024	Parent input surveys, verbal feedback at the event, students will have more

					opportunities and participation in art

BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

Sallie Jones Elementary will implement activities that build the capacity of staff to engage in meaningful partnerships with families to improve student achievement.

How is your school nurturing the staff's capacity in Family Engagement?

Describe the STAFF development activities the school will provide to SUPPORT all school personnel:

- In the value of contributions of parents and families.
- In how to work with parents and families as equal partners.
- in building ties between

Response:

The table below outlines the specific capacity-building activities and events.

Name and Description of Activity/Event	Person(s) Responsible	What will staff learn that will have a measurable, anticipated impact on parent and family engagement?	Timeline	Evidence of Effectiveness
Monthly Staff Meetings	Administration and SJE Staff	Staff will be informed of the events and goals of the upcoming month so that they can share the information with their	Monthly	Increased attendance from families, positive verbal feedback from families

parents and families and the school.

[ESEA Section 1116]

		families		
Child Talk Meetings	Academic Coaches, Administration, SJE Teachers, Parents	Student's needs will be discussed and interventions will be determined	Monthly	Increased student achievement

COMMUNICATION

Describe how the school will provide regular, **two-way**, meaningful communication between family members and school staff, and, as required, in a language that families can understand.

Include:

- Timely information about the Title I programs
- Curriculum, forms of assessment used to measure student progress and the grade level expectations/achievement levels
- Individual student progress
- Qualifications of staff
- Opportunities to participate, as appropriate, in decisions relating to the education of their child(ren)

Response:

Sallie Jones Elementary School will use many methods of communication to inform our families. We plan on using Sunday phone calls, emails, Remind Apps, SJE Marque, Peachjar App, take home flyers and the student's planner.

Sallie Jones Elementary hosts a Title I Annual Meeting at the beginning of the year, family conferences, and regularly scheduled SAC meetings to provide input on the school spending and other concerns. Families are also requested to complete the Title I Annual Survey to provide feedback and any suggestions or concerns they may have.

Teachers are encouraged to have family conferences at least once a trimester to provide families with data and updates on their student and to build partnerships.

SJE Staff will make every effort to communicate in the home language of the family. Translation tools will be used for conferences, flyers and other important information.

Families will also be informed of staff qualifications, opportunities to participate in decision making, and assist with the input for the Parent and Family Engagement Plan.

- Opportunities for input in the schoolwide plan [ESEA Section 1116]

BARRIERS

Describe the barriers that hindered participation of parents during the previous school year. Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families in the following subgroups: economically disadvantaged, disabled, limited English proficiency, limited literacy.

Response:

Sallie Jones Elementary identified the following barriers to family engagement during the last school year:

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Scheduling	Provide events on different days of the week and various times	AFA and Administration	24-25 SY
Language	Provide flyers in native languages. Title I Translate Devices in the front office and FRC	AFA and Administration	24-25 SY

DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Describe HOW your school PFEP and Compact will be shared with families, staff and community. Remember to include strategies for electronic sharing, hard copy sharing, and community notification for PFEP availability. Remember, a copy needs to be in both Title I binders (one found in the Front Office and the other in the Family Resource Center.

Response:

At Sallie Jones Elementary, we publish the Parent and Family Engagement Plan (PFEP) on our school website. It is shared in English, Spanish and Haitian Creole. We share on our school's social media accounts where to locate this document. A hard copy of the Parent and Family Engagement Plan (PFEP) is located in our main lobby and in our Family Resource Center.

PFEP & Parent/School Compact Beginning YEAR REVIEW

DATE: October 2, 2024

ATTENDEES & ROLES

Amanda Clyatt – Achievement and Family Associate

Lindsey Bongo – Parent

Corey Troast – Assistant Principal

Robin Turlakis – Parent

Ceci Meyerpeter – Community Member

Johnathan Schwartz – Community Member

Stacie Muscilino-Benfer – Staff & Parent

Alyssa Platt – Staff

Shelly Endrey – Staff

Stephanie Fortin – Parent

AGENDA

Remember to take notes and to label **P** for parent/family, **T** for teacher, & **A** for Admin, **C** for community partner

PFEP Beginning-Year REVIEW

1. UPDATES

1. Successes

○ Suncoast Student Run Branch

■ AFA - Ambassadors assist with daily operations of the Branch, Commercials spreading the word

- C- The Student Run Branch has opened over 90 accounts in its opening month! Students are excited to come and make their deposits with their families. Suncoast will bring their own prize wheel and the students will get to spin the prize wheel the 3rd Wednesday of the month.

- Book Vending Machines
 - AFA – We are behind with the Birthday Books from the Vending Machines. New School Counselor recently started at SJE and can assist with taking students to the vending machines for their birthdays
 - AFA – Needs financial assistance for the Book Vending Machine, Suncoast Foundation Mini grants for \$2500 to help assist with the book costs will be coming out shortly.
- Family Workshop #1 partnered with the Book Fair and helped give out supplies and support strategies to many of our SJE Families
- Weekly Activities in the Reading Center
 - P -They enjoy the engaging activities that are done in the reading center

2. Challenges

- AFA -Communication – What is the best way that our families prefer to receive upcoming information?
 - P – All of the parents who attended said they do not use the district app PeachJar and they prefer the Sunday call and social media updates.
- Weekly Attendance – How to get more students and families to visit the FRC?
 - P – Guests in the family center
 - AFA – Offer families to check out Books and the Stuffie Character from the book. Have them complete read the book as a family, complete the Literacy activity and take a picture to post in the Family Center

2. THOUGHTS FOR 2024-2025 PFEP

- Partnering with New World Reading and more Literacy Opportunities
- Remake Learning Days 2025
 - i. April 19-May 3, 2025 – Ideas??
 1. STEAM Night- (P) – Must Keep
 2. Publix Math – (P) – Possibly in February or March – Must keep
 3. Painting and Pizza - AFA – Wants to incorporate the Art in Remake days this year. P – they like the idea and would like to have this as an event this year.

4. Park and Play – (P) Must Keep. These are SJE well loved events
5. Savings and Suncoast – AFA - Fun Literacy Financial Literacy night at Sallie or Suncoast. CM – They would be open to hosting a school event after bank hours for our students

COMPACT NOTES

3. No updates. Compact for Success will be reviewed at the Mid-Year PEFP Meeting

ACTION ITEMS

4. Budget Review from 2023-2024 – AFA – will be paying closer attention to the budget to the actual reports.
 - P – agreed to enjoying the ice cream at the park as a fun engagement opportunity for families.
 - AFA – spend 1/3 the budget on food, 1/3 on workshop materials and 1/3 on keeper books and replenishing books in the FRC

ACTION ITEMS

The 2024-2025 School Improvement and Parent and Family Engagement Plan (PFEP) has been jointly developed and agreed upon by stakeholders (e.g., staff, families, community members, etc.) in compliance with Title I federal funding regulations.

2024-2025 PFEP TEAM:

Name	Role (Staff, Parent, Community Member etc.)
Amanda Clyatt	AFA – Staff Member
Corey Troast	Assistant Principal – Staff Member
Ceci Petermyer	Community Member – Suncoast Credit Union
Johnathan Schwartz	Community Member – Suncoast Credit Union
Alyssa Platt	Staff Member
Shelly Endrey	Staff Member
Stacie Muscilino-Benfer	Staff Member
Aisling Bumgardner	Parent
Robin Turlakis	Parent
Lona Rios	Parent
Stephanie Fortin	Parent
Lindsay Bongo	Parent