

**2023-2024**

**School Improvement &**

**Parent and Family**

**Engagement Plan**

**School: Sallie Jones Elementary**

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**Principal: Jennie Hoke**

## 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, [enter name of Principal/School Administrator], 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

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
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
\$2,300.00	\$1,280.74	\$1,019.26
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.	<i>In July 2022, Charlotte County Schools notified Sallie Jones Elementary that purchasing books to add to the FRC and books to giveaway as keeper book were suspended until further notice. In February 2023, the FRC was closed while the county reviewed book titles and needed to provide a list of books approved for the FRC.</i>	

## FAMILY SURVEY

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

<b>TOPIC: Families being unable to attend engagement workshops and school events</b>				
<b>Question: What has kept you from participating in engagement workshops or school events?</b>				
<b>ACTIONS and ACTIVITIES</b>	<b>Person(s) Responsible</b>	<b>Tasks to be completed?</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Scheduling Conflicts	AFA/Administration	Conduct a more detailed survey with clear	Once/twice a year	Attendance will go up at workshops and events
Transportation	AFA /Administration	Conducting virtual events	Having information and training accessible on the SJE Website	Have parents sign in online so we can track attendance
<b>TOPIC: Families being aware of the Family Reading &amp; Resource Center</b>				
<b>Question: Are you aware there is a Family Reading and Resource Center?</b>				
<b>ACTIONS and ACTIVITIES</b>	<b>Person(s) Responsible</b>	<b>Tasks to be completed?</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Social Media Posting/Notifications	Administration	Posting events and Reading Center hours and days opens	23-24 SY	Sign in sheet & Attendance
SJE Website	AFA, Administration	Update the school website with the current activities and events happening	23-24 SY	Attendance
<b>TOPIC: Get feedback on the best way to communicate with families</b>				

## Question: How would you like to receive information about SJE Events?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Sunday Phones Calls	Administration		Weekly 23-24 SY	Positive feedback from families & Higher Attendance at school events
Communication Apps - Remind / Dojo	Homeroom Teachers and Administration		23-24 SY	Positive feedback from families & Higher Attendance at school events

## INVOLVEMENT OF PARENTS

The school 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.

<p><b>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]?</b></p> <p><b>If the plan for Title I, Part A,</b></p>	<p><i>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.</i></p> <p><b>Response:</b></p> <p><b>We will involve parents through SAC and PTO meetings where stakeholders will be presented with information and have the opportunity to provide input and feedback regarding Title I programs and the use of Title I funds.</b></p>
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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)]

## ANNUAL PARENT MEETING and COMMUNICATION

The school 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:**

**The annual meeting to inform parents and families regarding participating in the school's Title I program take place at the beginning of the year during our school's open house event. Title I program will be shared with parents in a power point presentation in each of the classrooms.**

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### FLEXIBLE PARENT MEETINGS

<p>How will the school offer a flexible number of meetings, such as meeting in the morning or evening?</p> <p>How will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?</p>	<p><b>Response:</b></p> <p><b>SAC/PTO vote on all events/activities and the preferred meeting times. Parent meetings are offered at various times throughout the day per the parent’s request. School events are both during the day and in the evening. Individual parent conferences offered twice a year during the first two trimesters. Parents schedule these meeting times with their child’s teacher.</b></p>
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## BUILDING CAPACITY OF FAMILIES

The school will implement activities that build the capacity of families to engage in meaningful partnerships to improve student achievement.

<p>How will the school implement activities that will build:</p> <ul style="list-style-type: none"> <li>the capacity for meaningful parent/family engagement?</li> <li>relationships with the community to improve student achievement?</li> </ul> <p>[ESEA Section 1116]</p>	<p><b>Response:</b></p> <p><i>The table below outlines the specific capacity-building activities and events.</i></p>				
	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	Hands on learning activities	Weekly, Ongoing throughout the school year	Families are able to create and/or build their own home library
Scholastic Family Engagement Workshops	AFA	Families will participate in Scholastic Family Engagement Workshops with various topics that will assist and support their students at home.	Quarterly	Parent surveys	

	PTO/SAC	Admin, SAC, PTO, Parents, Community Members	These meetings provide families with important information and decision making opportunities	Quarterly	Sign in sheets, agendas and minutes indicating joint decisions making on school matters
	Title I Annual Meeting – Parents gain information about Title I services	Teachers, Admin, AFA	Families will learn what Title I is and how it affects this child	July 2023	Families will complete a survey with comments or questions
	Tiger Pride	Teachers and Admin	Families will be able to celebrate their student's accomplishments at school and at home	23-24SY	Increase in student achievement
	Watch D.O.G.S.	AFA, Teachers, Parents	Male role models can come and volunteer for the day and assist in their student's classroom and throughout the school	October 2023 - March 2024	Male role models will complete a survey to give the AFA feedback on their experience
	Publix Math Night	AFA, Admin, Teachers,	Families that attend Publix Math Night will encourage and engage families while learning new skills	February 2024	Families will complete a survey to give the AFA feedback on their experience

	Family Reading Center special community visitors	AFA, Community Partners	Community Partners will support families by sharing information related to their professions.	Bi-Monthly 23-24SY	Families will complete a survey to give the AFA feedback on their experience
	Fall Park and Play	AFA, Admin, Teachers	The Park and Play will engage families while learning new skills and having fun at a local community park	October 2023	Families will complete a survey to give the AFA feedback on their experience
	Winter Park and Play	AFA, Admin, Teachers	The Park and Play will engage families while learning new skills and having fun at a local community park	February 2024	Families will complete a survey to give the AFA feedback on their experience
	Spring Park and Play	AFA, Admin, Teacher	The Park and Play will engage families while learning new skills and having fun at a local community park	April 2024	Families will complete a survey to give the AFA feedback on their experience
	Suncoast Remake Learning Days	AFA, Admin, Staff	Encouraging community partners, family engagement and learning new skills	April 20-May 4, 2024	Sign In Sheets, Parent Surveys

	Kindergarten Round Up	AFA, Admin, Kindergarten Teachers, Community	Welcome new families, discuss Kindergarten expectations, meet staff and receive Kinder readiness bags	May 2024	Sign In sheets and Parent Survey

## BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

<p>The school 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?</p> <p>Describe the <u>STAFF development activities</u> the school will provide to SUPPORT all school personnel:</p>	<p><b>Response:</b></p> <p><i>The table below outlines the specific capacity-building activities and events.</i></p>				
	<b>Name and Description of Activity/Event</b>	<b>Person(s) Responsible</b>	<b>What will staff learn that will have a measurable, anticipated impact on parent and family engagement?</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
	Monthly Staff Meetings	Admin and Instructional Staff	Staff will be informed and empowered to serve our students and families	Monthly	23-24SY

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

[ESEA Section 1116]

Collaborative Planning	Academic Coaches, Admin Team, Teachers	Teachers and Coaches will plan together once a month	Ongoing	
Child Talk Meetings	Admin, Coaches and Teachers	Students' needs will be discussed and interventions will be determined	Ongoing	
Professional Development Opportunities	All Staff	Regularly scheduled PD will provide relevant interventions and best practices to student achievement and success	Ongoing	
Title I Annual Survey	District Title I Coordinator and the AFA	Families provide feedback on all aspects of the school	2024	
Scholastic Family Engagement Workshops	District Title I Coordinator, AFA and Scholastic Staff	Quarterly trainings for AFAs to host for families	Quarterly	

## 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

### Response:

**Sallie Jones Elementary School will use many methods of communication informing our families. We plan on using Sunday phone calls, emails, Class Dojo/ Remind Apps, SJE Marque, 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.**

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)
- Opportunities for input in the schoolwide plan

[ESEA Section 1116]

**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.**

## 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:**

*\_\_\_\_\_ identified the following barriers to family engagement during the last school year:*

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Language	Provide flyers in native language	AFA	23-24SY
Availability for Events	Provide events on different days of the week and various amount time	Administration & AFA	23-24SY
Additional Time for ESE Families	Providing a "Sensory Time" before the main event starts for students without as much stimulus	PTO, Administration & AFA	23-24SY
Transportation	Hold meeting on alternative days and times as well as host virtual meetings	Administration and AFA	23-24 SY

## DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Create a document on your school letterhead that states 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 Reading & Resource Center). **This documentation will be uploaded to Crate.**

# PFEP & Parent/School Compact Beginning YEAR REVIEW

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DATE: October 4, 2023

## ***ATTENDEES & ROLES***

Amanda Clyatt – AFA & Parent

Courtney Doyle - Parent

Keli Sare – Assistant Principal

Aisling Bumgardner - Parent

Kelly Howarth – School Social Worker

Lona Rios - Parent

Stacie Muscilino-Benfer – Staff & Parent

Albert Gonzalez - Parent

Carrie Whiteman – Parent

David Joslin – Parent

Jacinda Cunningham - 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

- Special Guest
  - Football Players
  - Cheerleaders
  - CC Fire/EMS / Iguana land / Babcock Ranch



- ESE Teachers / ELL and Paras have been utilizing the Family Reading Center to help support their students in and out of the classroom
- The morning extended hours have been very successful, the mornings have been very busy and now the afternoons are slowing down.

## 2. Challenges

- Thoughts about communication re: Family Center and School Events
- Should there be an activity each week? A learning moment? Tip or trick to help and support students?
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## 2. THOUGHTS FOR 2023-2024 PFEP

- Monthly Drawings? Or Giveaways
  - i. ex: Gingerbread House ( 1 per grade level ), Fall cookie kits
  - ii. Setting up their own Study/Reading area ex. Comfy Blanket, Pillow, Book Sets
- Remake Learning Days 2024 ideas?
  - i. STEAM Night (Tying the concepts in and aligning SIP Goals)
  - ii. Art/Painting Night Idea
  - iii. Kindergarten Round Up/Orientation
  - iv. Math Game Night
  - v. Bingo for Books
  - vi. Earth Day Event
  - vii. Movie Night
- Student Picks – Highlight a Student from each grade level and have them pick a book to suggest to other students