



**2023-2024**

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

**School:** Peace River Elementary

**Principal:** Dr. David Cookerly

# 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, Dr. David Cookerly, 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)].

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Signature of Principal

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Print Name

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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
\$ \$3517.00	\$ 2015.54	\$ 1501.46
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.	<b>Funds were not fully expended because of the new procedures for purchasing books. Purchases were put on hold for a time, and the procedures for purchasing new books were time consuming. This year, now that the procedures for purchases are better understood, PRES plans to use the total budget of \$3341 on books for the Family Reading Center, Family Engagement events, Family Workshop supplies, ink for printing flyers and necessary documents for Title I, and Summer Reading Bundles for our academically struggling students.</b>	

# 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: My Child's teacher lets me know in a timely manner if my child is experiencing a positive or negative change in academics, behavior, or social interactions. (78%Y, 20%N)				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Planner should be used daily for communicating with families. Weekly phone calls to keep families informed of changes or progress	Classroom teacher, Special area teachers, coaches, families	Weekly communication, positive or negative changes addressed with families.	Weekly throughout the school year	Increased % of positive feedback on yearly family survey, better partnership between home and school encourages student success
Teachers host family conferences on a regular basis.	Teachers and families	Schedule conferences with families to keep them informed of student progress	Once per trimester or more often if needed	Increased % of positive feedback on yearly survey, better relationship between home and school, student success!
TOPIC: Academic Support				
Question: I use FOCUS to monitor my child's grades. (74y,28n)				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Ensure each family creates a FOCUS account by 2nd week of school	Registrar, Classroom Teacher, Families	Assist families in creating their FOCUS account	By 2nd week of school	Families will regularly check their child's progress in FOCUS and reach out to teacher if necessary

Host a FOCUS workshop for families to assist them with setting up their account	Registrar, AFA, Families, Teacher	Assist families in creating their FOCUS account during a “hands-on” event, ensuring they are comfortable finding information they need.	By the end of the first month of school	All families will have a FOCUS account, and know how to access it to check their child’s progress regularly
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**TOPIC: Family Engagement**

**Question: What may have prevented you from participating in PRES workshops and school events? (57% scheduling, 25%transportation, 18%other)**

<b>ACTIONS and ACTIVITIES</b>	<b>Person(s) Responsible</b>	<b>Tasks to be completed?</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Plan school activities at alternating times/days, being flexible with scheduling, offer virtual events when necessary	PRES Staff (Admin, PFEP Team, AFA, others)	We will offer activities at various times and days to accommodate our families’ differing work schedules when possible	Ongoing	Higher attendance at workshops and events, more family engagement which leads to higher student success rate!
Offer assistance with transportation	School Social Worker, AFA, Admin	PRES will offer transportation vouchers when available, and will hold meetings and workshops virtually if possible	Ongoing	Higher attendance at school events and workshops

## 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.

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: PRES will hold regular SAC (School Advisory Council) meetings to discuss Title 1 requirements and how they (families) are involved in the decision making process with regard to Title 1 funds. Families will be kept informed of the budget, and will be encouraged to participate in evaluating and monitoring how the Title 1 funds are being spent. PRES will have a mid-year review of the SIP and PFEP with families at the February SAC meeting, and update the PFEP as needed.**

## 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 Title I Meeting will be held in person, in July before the start of school. Families will be informed of this meeting, and the agenda for the meeting, via postcards, Facebook Posts, PRES Website, and on our marquee. For those families unable to attend in person, or for new families registering after the July meeting, the presentation will be posted on our Facebook page and our website for families to watch at their convenience. After each meeting (in person or virtual) families may provide feedback via an exit survey or they can call to request an in-person meeting.

Information about school events, activities, and other important notices will be posted on our Facebook page, school website, and communicated by the admin team with robocalls, or the teacher using DOJO, Remind, or other means determined to be effective.



## 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 family engagement [ESEA Section 1116]?

**Response:** Peace River Elementary School will offer regular SAC meetings in person for the 2023-2024 school year. Families who cannot attend in person may join the meeting virtually. Meeting dates will be posted on our website, on our Facebook page, and announced in a timely manner via robocall, school newsletters, and reminders sent home with students. Family Workshops will be offered in person, but will be shared to our school website and on our social media pages for those families unable to attend. Our school social worker will conduct home visits as needed. Family conferences will be held in person or by phone for the convenience of our families. PRES staff will reach out to the local high schools to assist with childcare during meetings and workshops. Transportation vouchers will be provided when available and if necessary for our families without transportation so they are able to attend meetings, conferences, and workshops/events during the school year. Feedback from families will be encouraged and documented with exit surveys, and also via the annual family survey in the spring.

## 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>	<b>Response:</b>				
	<i>The table below outlines the specific capacity-building activities and events.</i>				
	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
	Title I Annual Meeting	Admin, AFA, Teachers	Families will learn what Title I is, and how it affects their child	July (beginning of each new school year)	Families will complete an exit survey with comments or questions
	Open House	Admin, Teachers and Staff	Forms meaningful relationships between home and school, provides information on community partners	July (beginning of each new school year)	Compact signed by all parties, follow up meetings and compact reviews with teachers and families, conferences as needed or requested,
Family Reading and Resource Center	AFA	Forms relationships with families, provides books for	Ongoing throughout the school year, twice per week	Families are able to create and or build their home library,	

			families to read together at home, offers community resources to families when needed, encourages AR challenge and participation		students take and pass quizzes to earn AR points, builds confidence in reading
	Weekly food bags for needy families	Back Pack Kidz, AFA	Provides families with food for the weekend or school breaks when school is not in session and students don't have access to free meals at school	Ongoing throughout the school year, August thru May	Students will have food to eat at home, without the assistance of an adult
	SAC and PTO Meetings, Bi-monthly	Admin, SAC officers, PTO President	Regularly scheduled meetings provide families with important information and decision making opportunities, volunteer opportunities, families are included in budget decisions	Ongoing meetings throughout school year	SAC and PTO sign in sheets, agendas, minutes indicating joint decision making on school matters
	Math, Literacy and Science events on campus and in coordination with our community partners	Coaches, AFA, Teachers, Literacy Committee, Science Team, Admin, community partners	Improve academic skills, engage families in quality learning activities to increase capacity for assisting their students at home	Ongoing throughout the school year, once per month	Families attend events and their confidence with helping their children at home grows, Family Engagement increases

	SEL and PBIS activities	PBIS Team, Social Worker, Dean of Students, Guidance	Students (and families) will learn strategies to help with stress, trauma, anxiety, kindness, coping skills at school and at home	Monthly, July-May	Follow up meetings between SEL/PBIS team, and feedback from teachers and families
	Scholastic Family Engagement Workshops	AFA	Families will participate in Scholastic Family Engagement Workshops with various topics at least for times per year, learning strategies to assist their students at home	Four (or more) workshops per school year	Families will complete evaluations and follow up meetings with AFA with feedback on effectiveness
	Winn Dixie Math Night	AFA, Winn Dixie staff	Families will attend Winn Dixie math night and complete math worksheets together, encouraging family engagement and learning new skills to use at home	2 events per years (August and April)	Families will learn strategies to assist their children at home, complete evaluations and provide feedback
	Family Reading Center special community visitors	AFA, Community Partners	Community Partners will support families by sharing information related to their professions (fire fighters, CHEC, Wellness Team, Literacy Bus, etc.)	Ongoing, at least one special guest/activity per month	Families will learn about community partners that provide information and assistance that may be needed

	Dads Take Your Child to School Day	AFA	Dads will bring their children to school and participate in games and activities to encourage engagement and fosters positive home/school partnerships	September 2023	Sign in sheets, evals and pictures with families engaging in activities
	Fit and Fun Family Game Night	AFA, Family Engagement Team, PE Coach, Wellness Team, community partner (UF/IFAS extension)	Families will participate in active games and activities, enjoy healthy snacks, and learn a recipe kids can make on their own	October 2023	Sign in sheets, photos, evaluations with feedback from families
	Fall Family Night	AFA, Teachers, Other Staff	Families will participate in Fall activities, participate in a Fun Run/Practice 5K for our running teams	November 2023	Sign in sheets, photos, evaluations with feedback from families
	Snow Much Fun Winter Family Night	AFA, Chorus Teacher, PRES Staff	A community service event, families will donate canned goods for our holiday food drive, and participate in winter themed activities with a sing-along to end the evening	December 2023	Food baskets distributed to needy families, event evaluation with family feedback
	Literacy Week "Pancakes and Pajamas"	AFA, Literacy Committee, PRES Staff, Community Partners	Families will participate in literacy activities together, Judge the	January 2024	Students may take AR quizzes on the books used during

			door decorating contest, and enjoy a pancake dinner		the event, evals from families
	We "Heart" STEM Family Night	Science Team, STEM Teacher, AFA, PRES Staff, Community Partners	Families will participate in STEM activities together	February 2024	Sign in sheets, evals and feedback from families
	Read Across America Family Night	AFA, Literacy Team, Community Partners, PRES Staff	Families will participate in literacy events with a Dr. Seuss theme	March 2024	Sign-in sheets, family feedback via evals after the event
	Book Fair Family Night	Media Specialist, PRES Staff and AFA	Families will participate in literacy activities to help with choosing the correct level books, and encourage reading at home	March 2024	Sign in sheets, evals, AR quizzes passed by students using successful strategies
	PRES Spring Carnival	PTO, PFEP Team, AFA, Panther Staff, Community Partners	Building community partnerships, family engagement, learning for fun	April 2024	Wristband sales, pictures, sign in sheets
	Suncoast Remake Learning Days	AFA, Panther Staff, Community Partners	Encouraging community partnerships, family engagement, learning new skills	April 20-May 4 Four to Five Events during the Festival	Sign in sheets
	Kindergarten Orientation	Admin, AFA, Kindergarten Team, Community Partners (SCGLR)	Welcome new families, discuss Kinder expectations, meet staff, receive K readiness bags from SCGLR	May 15th, 2024	Sign in sheets

# BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

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

<p>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> <ul style="list-style-type: none"> <li>• <u>In the value of contributions of parents and families.</u></li> <li>• <u>In how to work with parents and families as equal partners.</u></li> <li>• <u>in building ties between parents and families and the school.</u></li> </ul> <p>[ESEA Section 1116]</p>	<p><b>Response:</b> Professional Development Workshops are held throughout the year on various topics that will ensure our Panther Staff learn the skills needed to engage in meaningful partnerships with families to improve student achievement.</p>				
	<p><i>The table below outlines the specific capacity-building activities and events.</i></p>				
	<p>Name and Description of Activity/Event</p>	<p>Person(s) Responsible</p>	<p>What will staff learn that will have a measurable, anticipated impact on parent and family engagement?</p>	<p>Timeline</p>	<p>Evidence of Effectiveness</p>
	<p>Weekly Staff Meetings</p>	<p>Admin Team</p>	<p>Staff will be informed and empowered to serve our students and families</p>	<p>Ongoing Weekly</p>	
	<p>Collaborative Planning</p>	<p>Academic Coaches, Admin Team, Teachers</p>	<p>Teachers and Coaches will plan together once per week</p>	<p>Ongoing</p>	
<p>Child Talk Meetings</p>	<p>Admin, Coaches, Teachers</p>	<p>Students' needs will be discussed and interventions will be determined so</p>	<p>Ongoing</p>		

			students achieve academic growth		
	Professional Development Opportunities	All Staff	Regularly scheduled professional development to provide relevant interventions and best practices to achieve student success	Ongoing	
	Title I Annual Survey	AFA, District Title I Coordinator	Families provide feedback on school concerns	January or February 2024	
	Scholastic Family Engagement Workshops	AFA, District Title I Coordinator, Scholastic Staff	Scheduled trainings for AFAs to hold workshops for families	Ongoing throughout the school year (at least 4 times)	



## 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)
- Opportunities for input in the schoolwide plan

[ESEA Section 1116]

**Response: Peace River Elementary School will use multiple modes of communication to include phone calls, emails, on campus events, and the student planner to communicate with our families. Weekly calls home are encouraged so families are informed of student progress and opportunities for families to participate in school and community events. Families are all invited to attend the Title I Annual Meeting at the beginning of the school year, family conferences, and regularly scheduled SAC meetings to provide input on school spending and other concerns. Families are also invited to complete our Title I Annual Survey to provide feedback and suggestions to concerns they have. Teachers will be encouraged to have family conferences at least once per trimester to provide information for families, and build partnerships for student success.**

**PRES 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 to assist with the input for the Parent and Family Engagement Plan.**

## BARRIERS

<p>Describe the barriers that hindered participation of parents during the previous school year.</p> <p>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.</p>	<b>Response:</b>			
	<i>_____ identified the following barriers to family engagement during the last school year:</i>			
	Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
	Transportation	We will offer transportation vouchers (SSW), and hold meetings at alternate times/days when possible	PRES Staff, Social Worker	Ongoing
	Language	Translate flyers, new translation devices available in the front office for families who need it, multilingual staff attend meetings to translate when possible	PRES Staff, ELL Coach	Ongoing
Scheduling	Have events and workshops at various times/days, offer virtual options to accommodate families' schedules	PRES Staff	Ongoing	
Lack of Communications or Not receiving information in a timely manner	PRES will make every effort to use multiple modes of communication with our families to inform them of upcoming events, send out a monthly calendar, robo calls, REMIND messages, and Facebook posts	PRES Staff	Ongoing	

## **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: 9/26/23 and 9/27/23 12:30-3:30pm

**ATTENDEES & ROLES** *David Cookerly , Principal, Tina Mihalakis , AFA, Sam Tucker, Parent/Community Partner, Rachel Aurthur, Parent*

## AGENDA

- Review PFEP from 22-23
- Jointly begin planning PFEP for 23-24

### PFEP Beginning- Year REVIEW

1. UPDATES
  1. Successes: Many FE events were successful, ESPECIALLY Remake Learning Days, Keep much of the same, add new events with input of students, staff, families and community members
  2. Challenges: Hurricane, Scheduling, Communication in a timely manner
2. THOUGHTS FOR 2023-2024 PFEP
3. **COMPACT NOTES:** Make changes where necessary to align with Benchmark, Be sure to review during family conferences
4. **UPDATES** Update End of Year Grade Level Goals to align with Benchmark, Team Leaders indicated changes requested per grade level

**NEW IDEAS:** (RA, Parent) Provide more timely communication, have grade level Family Nights to cover end of year expectations

**ACTION ITEMS:** Begin building PFEP with Team, review at SAC Meeting, Make changes where needed, meet in January to review

# PFEP & Parent/School Compact Mid-YEAR REVIEW

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DATE:

## *ATTENDEES & ROLES*

## **AGENDA**

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

### **Mid- Year Review Reflection**

1. Revisions Needed
2. Evaluation of Completed Activities
3. Budget Review
4. Ideas for NEXT YEAR

### **COMPACT NOTES**

5. UPDATES

### **NEW IDEAS**

### **ACTION ITEMS**



## SIGN-IN SHEET

<b>Event:</b>		<b>Meeting Date:</b>	
<b>School:</b>		<b>Place/Room:</b>	

Name	Role (Please check one)	Position	Signature
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
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