AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

October 27, 2026

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

   ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
   a. September 3, 2026. Immediately Following Final Budget Hearing at 5:01 p.m., Special Board Meeting
   b. September 22, 2026, 4:30 p.m. – School Board Financial Workshop
   c. September 22, 2026, 6:00 p.m. – Regular School Board Meeting

   ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
   a. Personnel 2026 – 2027 **- SEE PAGE #3**

   ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS
   a. Renewal of Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, LLC – **SEE PAGE #6**

   Fund Source: N/A
   Amount: N/A

   ACTION REQUESTED: The Superintendent recommends approval.

   b. Contractual Agreement Between the School Board of Gadsden County and Tallahassee Memorial Healthcare, Inc. – **SEE PAGE #8**

   Fund Source: General Funds
   Amount: $18,400.00 – Annually up to 700 Employees

   ACTION REQUESTED: The Superintendent recommends approval.

c. Unified School Improvement Grant (UNISIG) 2026 – 2027 - **SEE PAGE #19**

Fund Source: UniSIG
Amount: $454,860.00

ACTION REQUESTED: The Superintendent recommends approval.

8. SCHOOL FACILITY/PROPERTY

a. 2026 – 2027 Required FASST Report, 2025 – 2026 Office of Safe School's Inspection Reports, and District School Safety Specialist Beginning of the Year Inspection Report – **SEE PAGE #35**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

a. Approval of the 2026 – 2027 School Advisory Council (SAC) Membership Rosters - **SEE PAGE #**36

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

b. Approval of the 2026 – 2027 School's Title I Parent and Family Engagement Plans (PFEP) **SEE PAGE #51**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10. EDUCATIONAL ISSUE

a. Sale of District Properties – **SEE PAGE #199**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

b. Old Quincy School Property

c. Mine Road Property

d. Chattahoochee High School Property

11. CITIZEN COMMENTS AND CONCERNS

12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

13. SCHOOL BOARD REQUESTS AND CONCERNS

14. ADJOURNMENT

THE GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

35 Martin Luther King, Jr. Blvd Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.GadsdenSchools.org

October 27, 2026

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2026-2027

The following reflects the total number of full-time employees in this school district for the 2026-2027 school term, as of October 27, 2026.

Description Per DOE Classification	DOE Object#	#Employees October 2026
Classroom Teachers and Other Certified	120 & 130	255.00
Administrators	110	53.00
Non-Instructional	150, 160, & 170	329.00
		637.00
Part Time Instructional		2.00
Part Time Non-Instructional		3.00
Total		5.00
100% Grant Funded		150.00
Split Grant Funded		21.00
Total Grant Funded of 637 Employees		171.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

Cathy S. Johnson	Steve Scott	Leroy McMillan.	Charlie D. Frost	Stacey Hannigon
DISTRICT NO. 1	DISTRICT NO. 2	DISTRICT NO. 3	DISTRICT NO. 4	DISTRICT NO. 5
Havana, FL 32333	Quincy, FL 32351	Chattahoochee, FL 323324	Gretna, FL 32332	Quincy, FL 32351
Midway, FL 32343	Havana, FL 32333	Greensboro, FL 32330	Quincy, FL 32352	Midway, FL 32343

AGENDA ITEM 6A INSTRUCTIONAL AND NON-INSTRUCTIONAL 2026/2027

INSTRUCTIONAL

Name	Location	Position	Effective Date
Aggelis, Steven	HMS	Teacher	10/01/2026
Estelle, Randall	GBES	Teacher	10/02/2026
Farmer, Armoni	HMS	Teacher	09/24/2026
Harley, Angelina	WGMS	Teacher	09/14/2026
Henderson, Keymijah	HMS	Teacher	09/25/2026
King, Shannon	WGMS	Teacher	09/28/2026
Murray, Shannon	GWM	Teacher	10/05/2026
Royster III, Emmett	HMS	Teacher	09/28/2026
Woodard, Tamiko	SSES	Teacher	09/22/2026

NON INSTRUCTIONAL

Name	Location	Position	Effective Date
Dobbins, Rebecca	GTC	Educational Paraprofessional	10/01/2026
Kenon, Michael	GBES	Custodial Assistant	10/01/2026
Lugo, Maria	Headstart/PreK	PreK Program Assistant	09/21/2026
Murphy, Bianca	District/ESE	School Social Worker	10/01/2026
Peoples, Veranda	Transportation	Bus Driver	10/07/2026
Smith, Okoye	Transportation	Bus Driver	10/01/2026
Stephens, Brenda	GCHS	School Food Service Worker	10/13/2026
Wood, Jamayl	Maintenance	Maintenance Worker- General	10/12/2026

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

LEAVE

Name	Location/Position	Beginning Date	End Date
Jackson, Lillian	GCHS/Custodial Assistant	07/13/2026	09/04/2026
Johnson Scurry, Debra	GCHS/SFS Worker	10/14/2026	10/19/2026
Murphy, Donald	District/Safe Schools/GBES	08/06/2026	10/30/2026
Nelson, Rena	GBES/Reading Coach	08/12/2026	10/02/2026
Parson-Buckhalt, Tiffany	District/Safe Schools/Safety Inv.	07/27/2026	09/07/2026
Quintero, Dolores	GCHS/Office Manager	10/08/2026	11/05/2026
Robinson, Andreca	HMS/Teacher	09/14/2026	11/06/2026

RESIGNATION

Name	Location	Position	Effective Date
Banks, Tunya	GBES	School Food Service Worker	10/09/2026
Battles, Barry	HMS	School Food Service Worker	09/24/2026
Darby, Jeffery	WGMS	Custodial Assistant	10/05/2026
Foxx, Keishara	District/ESE	School Social Worker	09/30/2026
Grandison, Sophia	CES	School Counselor	10/30/2026
Hobbs II, Charles	GCHS	Teacher	10/09/2026
Hurchins, Felix	HMS	School Food Service Manager	10/02/2026
Kolog, Celestina	GCHS	Teacher	09/28/2026
Russ, Chandra	District/ESE	School Social Worker	10/30/2026
Sellers, Susan	GBES	Teacher	09/30/2026
Tolbert, Destiny	District/ESE	School Social Worker	09/21/2026
Wood, Jamayl*	GWM	Custodial Assistant	10/09/2026

*Resigned to accept another position within the District

TRANSFERS Name	Location/Position Transferring From	Location/Position Transferring To	Effective Date
Hutley-Figgers, Latisha	GWM/Teacher	District/ESE/Teacher	08/24/2026
Johnson Jr, Roosevelt	HMS/Teacher	WGMS/Teacher	09/23/2026

DROP RETIREMENT

Name	Location	Position	Effective Date
Rittman-Jackson, Debra	Transportation	Administrative Assistant	10/31/2026

RETIREMENT

Name	Location	Position	Effective Date
Dixon, Anthony	SSES	Custodial Assistant	10/30/2026

TERMINATION

Name	Location	Position	Effective Date
Jones, Brittany	CES	Teacher	09/29/2026
Mathews, Lawanda	WGMS	ESE Paraprofessional	10/27/2026

OUT OF FIELD

Name	Location	Area Out of Field	# of Periods
Estelle, Randall	GBES	Physical Education	All Periods
Farmer, Armoni	HMS	Elementary Education	All Periods
Farmer, Armoni	HMS	Reading Endorsement	All Periods
Henderson, Keymijah	HMS	Elementary Education	All Periods
Henderson, Keymijah	HMS	Reading Endorsement	All Periods
Murray, Shannon	GWM	Reading Endorsement	All Periods
Woodard, Tamiko	SSES	Exceptional Student Education	All Periods
Woodard, Tamiko	SSES	Reading Endorsement	All Periods

SUBSTITUTES

TEACHER	SFS Worker	Custodian	SFS Worker/Custodian
Bell, Alvin	Banks, Tunya	Smith, Okoye	Stephens, Brenda
Bridges, Joan	Isaac, Mack		
Henderson, Keymijah			
Milton, Charryse			

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: October 27, 2026

TITLE OF AGENDA ITEM: Renewal of Capital Health Plan, Inc., World Class Schools of Leon County, Inc., and Titus Sports Academy, L.L.C.

DIVISION: Office of the Assistant Superintendent for Support Services

X This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

This annual agreement allows CHP Champions to work with Gadsden County School District students and employees to provide before, during, and after-school fitness and exercise programs.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: Assistant Superintendent for Support Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Docusign Envelope ID: 1D592B93-49F1-82DB-8061-DF1F0467BBAB

REINSTATEMENT AND FIRST AMENDMENT TO AGREEMENT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, CAPITAL HEALTH PLAN, INC., THE GREATER TALLAHASSEE CHAMBER OF COMMERCE, and TITUS SPORTS ACADEMY, L.L.C.

This Reinstatement and First Amendment to Agreement Between The School Board of Gadsden County, Florida, Capital Health Plan Inc., The Greater Tallahassee Chamber of Commerce, and Titus Sports Academy, L.L.C. ("Amendment") is entered into effective as of July 1, 2026, by and among the School Board of Gadsden County, Florida, Capital Health Plan, Inc., the Greater Tallahassee Chamber of Commerce, and Titus Sports Academy, LLC (collectively, the "Parties").

RECITALS

WHEREAS, the Parties entered into that certain Agreement Between The School Board of Gadsden County, Florida, Capital Health Plan, Inc., The Greater Tallahassee Chamber of Commerce, and Titus Sports Academy, L.L.C. effective August 1, 2025 (the "Agreement"); and

WHEREAS, pursuant to Section 9 of the Agreement, the Parties desire to reinstate and extend the term of the Agreement.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the Parties agree as follows:

1. **Reinstatement.** Effective July 1, 2026, the Agreement is hereby reinstated and deemed to have remained continuously in effect without interruption.
2. **Extension of Term.** The term of the Agreement is hereby extended for an additional three (3) years. Accordingly, the Agreement shall remain in full force and effect through June 30, 2029, unless earlier terminated in accordance with its terms.
3. **Ratification.** Except as expressly modified by this Amendment, all terms and conditions of the Agreement remain unchanged and are hereby ratified and confirmed by the Parties.
4. **Counterparts.** This Amendment may be executed in counterparts, each of which shall be deemed an original, and all of which together shall constitute one instrument.

IN WITNESS WHEREOF, the Parties have executed this First Amendment effective as of July 1, 2026.

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

By: _____
Name: _____
Title: _____
Date: _____

CAPITAL HEALTH PLAN, INC.

By: Signed by: Sabin Bass 07BF7474132B4B7...
Name: Sabin Bass
Title: President, CEO
Date: 8/5/2026

GREATER TALLAHASSEE CHAMBER OF COMMERCE

By: Signed by: Michael Dalby 2B7FF1FCA81425...
Name: Michael Dalby
Title: President & CEO
Date: 8/5/2026

TITUS SPORTS ACADEMY, LLC

By: DocuSigned by: [signature] 7B1F6084B2A...
Name: Adam Faurot
Title: CEO
Date: 8/5/2026

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: October 27, 2026

TITLE OF AGENDA ITEM:
Contractual Agreement between the School Board of Gadsden County and Tallahassee Memorial Healthcare, Inc.

DIVISION:
Exceptional Student Education

No This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this agreement is to establish a partnership between Gadsden County Schools and Tallahassee Memorial HealthCare Employee Assistance Program (EAP) to provide confidential counseling, referral, wellness, and support services to employees and eligible household members. These services are intended to promote employee well-being, support a healthy and productive workforce, and assist in addressing personal or workplace concerns that may affect employee performance and retention.

FUND SOURCE: General Funds

AMOUNT: $18,400.00 – Annually up to 700 Employees

PREPARED BY: Kesandra Brown KB

POSITION: Director of Exceptional Student Education and Student Services

LS 10/14/26

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 5

CHAIRMAN'S SIGNATURE: page(s) numbered 5

SCHOOL BOARD ATTORNEY: page(s) numbered

This form is to be duplicated on light blue paper.

REVIEWED BY: _____

Exhibit 'A'
Description of Services
Gadsden County School District

Total annual contract amount: $ 18,400.00
Up to 700 covered employees

Direct Services:

- Up to 8 problem assessment and short-term counseling, referral and follow-up sessions per employee** (household family members 10 years of age and up included as needed and appropriate)
- Appointments scheduled within 3-5 business days
- 24 hours, 7 days per week, free telephone access with Master level therapists for crisis intervention
- Crisis appointment requests prioritized and scheduled as soon as possible
- Statistical reports of utilization on a quarterly basis with basic demographic information sufficient to identify issues and trends.
- EAP Director who will work with your key contact person(s) to customize and coordinate your service needs

Training and Consultation:

- Up to a total of 12 leadership / employee training hours to include on-site orientation to EAP as a benefit, wellness seminars, making effective referrals to the EAP, program philosophy and protocols for confidentiality
- **Unlimited** on-going supervisor and HR consultation
- **Unlimited** management of performance referrals with monitoring of employee
- **Unlimited** return-to-work consultations with supervisors and/or employees returning from extended mental-health-related medical leave
- **Unlimited** on-site critical and trauma debriefings. Critical incident stress debriefings are focused on ameliorating the effects of traumatic and emotionally charged adverse events that occur in the workplace. Examples of such events include robberies, sudden onset life threatening behaviors such as physical attacks or suicides, natural disasters, or work-related accidents.
- Up to 3 Fitness For Duty evaluations will be completed by a TMH preferred provider on an as needed basis. Any additional Fitness For Duty evaluations beyond the customary 3 will be at an additional cost for each. The price will be based on the amount of time that is required for the assessment and according to the provider's usual and customary fee.

Other Benefits:

- 12 monthly ***Frontline Supervisor*** Q & A newsletters sent electronically
- Monthly employee awareness / wellness newsletters sent electronically
- **Unlimited** access to electronic legal library and discount for legal services with referral from EAP
- **Unlimited** access to electronic financial literacy program and telephone counseling for financial problems with referral from EAP
- TDD phone line for hearing impaired available via Florida Relay (dial 711)

Promotional Materials

- Brochures as needed and requested

*All services provided pursuant to this Agreement shall be performed in accordance with CDC guidelines, as well as any state-issued health mandates or local government ordinance, as applicable. ** If employees need additional help or services, they will be referred to the appropriate health care and community provider. The cost of any assistance outside of the Employee Assistance Program is the responsibility of the employee.

TALLAHASSEE MEMORIAL HEALTHCARE

EMPLOYEE ASSISTANCE PROGRAM AGREEMENT

This Employee Assistance Program Agreement (the "Agreement") is made as of the 1st day of October 2026, by and between **Tallahassee Memorial HealthCare, Inc.** ("TMH") at 1613 Physicians Drive, Tallahassee, Florida 32308, and the **Gadsden County School District** (the "Employer") at 35 Martin Luther King Jr. Blvd, Quincy, Florida 32351.

WHEREAS, TMH has developed a program, known as the Employee Assistance Program ("EAP"), to assist employers in establishing and administering a program of special assistance to employees geared toward addressing personal concerns which may be affecting, or may have the potential to affect, employees' productivity in the workplace; and

WHEREAS the parties desire to enter into this Agreement whereby TMH will make available EAP services to Employer and the employees of Employer on the terms and conditions set forth herein.

NOW THEREFORE, in consideration of the mutual covenants, obligations and promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1) Description of EAP.

   a) TMH is retained to establish and administer a program of special assistance to employees, to be called the Employee Assistance Program, as provided in this Agreement. The EAP is a worksite-based program designed to assist:
      i) organizations in addressing productivity issues; and
      ii) employees and employers in identifying and resolving personal concerns, including but not limited to, health, marital, family, financial, alcohol, drug, legal, emotional, stress or other personal issues that may affect job performance.

   b) Core EAP services provided through this Agreement shall include:
      i) Consultation with, training of, and assistance to work organization leadership, and outreach to and education of employees and their family members about the availability of EAP services.
      ii) Confidential and timely problem identification/assessment services for employee clients seeking to resolve personal concerns.
      iii) Use of constructive confrontation, motivation and short-term intervention with employees with personal concerns which may adversely impact job performance.
      iv) Referral of clients for diagnosis, treatment and assistance, plus case monitoring and follow-up services; and
      v) Identification of the effects of EAP services on the work organization and individual job performance.

2) Definitions. The following terms used herein shall have the meaning set forth below:

   a) "Employees" shall mean full-time and part-time regular status, exempt and non-exempt (includes hourly) employees at the Employer's sites; retirees and contractors are not covered, unless otherwise noted. The number of covered employees is listed in Exhibit "A" attached hereto and by reference made a part hereof. The term "employee" as used herein shall include family members as defined below. The Employer shall notify TMH in writing immediately regarding any deletions from or additions to Exhibit "A".

   b) Family" includes but is not limited to the employee's spouse and dependent children (i.e., biological children, adopted children and/or stepchildren living with the employee aged 10 and above as needed and as appropriate). "Family" may also include parents residing with the employee and other household members where appropriate.

   c) "Problem identification, assessment and/or referral" shall mean the service(s) to be provided for problems or issues which include, but are not limited to, one or more of the following areas: emotional, psychological, marriage/family relationships, alcohol/drug abuse, financial and legal.

d) "Referral" shall mean recommendation for treatment and/or professional services to be provided by an agency external to TMH's Employee Assistance Program (which may include TMH) and which is reasonably beyond the short-term problem resolution focus of TMH EAP.

3) Duties and Obligations.

a) TMH's Duties and Obligations. TMH shall provide the services listed in Exhibit "A" attached hereto and by reference made a part hereof subject, and in addition, to the following limitations and requirements:
   i) TMH shall consult with Employer's supervisory and leadership personnel, when requested, in administering the Employee Assistance Program and shall provide technical assistance, in developing policies and procedures governing use of the EAP. The policies and procedures will relate to both self-referrals and management referrals and will set forth the requirement of confidentiality and the general separation of the EAP from the employee's disciplinary process.
   ii) TMH shall provide its services in a facility that is licensed by proper state authorities; the services shall be provided by healthcare professionals with appropriate licenses, certificates or other credentials.
   iii) TMH shall keep in force comprehensive general liability insurance and professional malpractice insurance during the term of this contract with limits of not less than $1,000,000 per occurrence and $3,000,000 aggregate.

b) Employer's Duties and Obligations. The Employer covenants and agrees to:
   i) Designate an Employer EAP Coordinator who will be the chief representative of the Employer and liaison with TMH's designated EAP consultant.
   ii) Provide TMH with a suitable means to identify those individuals eligible to participate in the program, including but not limited to updated lists of employees who are covered under this Agreement, designating which employees are supervisors hereunder.
   iii) Develop and update policies and procedures specific to the EAP program sufficient to smoothly and efficiently operate the program; take reasonable steps to promote awareness of the EAP through internal communications and by Employer endorsement.

4) Compensation for Services Rendered. Employer shall compensate TMH for the services described above as follows:
   a) For services rendered hereunder, the Employer shall pay TMH $18,400.00 (Eighteen thousand four hundred dollars), annually. TMH will invoice the Employer for one fourth of the total amount, due upon implementation of this contract. Subsequent invoices will be submitted on a quarterly basis. Payment will be made within thirty (30) days after receipt of invoice.

   b) The Employer represents that it has employees who may avail themselves of the services to be provided under this Agreement. In the event that the number of company employees is increased or decreased by more than ten percent (10%) during the term of this Agreement, there will be an appropriate pro rata modification of the basic charge.

5) Term. The term of this Agreement shall be for twenty-four (24) months from 12:00 a.m., October 1, 2026, through 11:59 p.m., September 30, 2028. Either party may terminate this Agreement upon sixty (60) days' prior written notice to the other. In the event of early termination of this Agreement, the parties agree that the compensation owed by the Employer to TMH shall be prorated.

6) Confidentiality. The records of employees and other persons served by TMH shall be treated as confidential, in compliance with state laws governing the confidentiality of patients' medical records and federal laws where applicable, which include, but are not limited to, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), 45 CFR Parts 160, 162 and 164, the Confidentiality of Alcohol and Drug Abuse Patient Records, 42 C.F.R. Part 2. However, records will be disclosed as required in response to valid compulsory legal processes and the rulings of any court having jurisdiction of the matter in the event records are subpoenaed or requested as required in compliance with local, state and federal laws, rules and regulations. The records developed and gathered by TMH for individuals hereunder shall be the property of the individual employee and/or TMH, and they shall not be the property of the Employer. This confidentiality provision will survive the termination or expiration of the terms of this Agreement.

7) Services Outside of the EAP. TMH has no obligation to provide services to employees beyond the services described herein and in Exhibit "A", including, but not limited to, assessment and referral to other agencies or providers as appropriate. The cost of any further outpatient service or any other services to be rendered by TMH shall be paid by the employee or family member, his or her insurer or other third-party payer as negotiated between patient and provider and will be the responsibility of the employee. Also, the employee shall be responsible for the costs, as required, of any and all services of any other agency or provider to which the employee has been referred for assistance.

8) Indemnification/Hold Harmless. Subject to and without waiving the liability limits in Section 768.28, Florida Statutes, each party agrees to indemnify and hold the other harmless against claims arising out of its own acts, omissions and failure(s) to act and the acts, omissions and failure(s) to act of its employees, directors and agents under this Agreement. In no event will either party be liable for any injury or damages to employees, members of employees' families or other individuals or persons arising out of any acts, omissions or failure(s) to act by the other party, under this Agreement.

9) Independent Contractors. All payments made pursuant to this Agreement shall be solely for services rendered to the Employer and its employees by TMH, pursuant to this Agreement. This Agreement constitutes a personal services contract, not an employment agreement. Each party hereto is an independent contractor, and nothing in this Agreement shall be construed as creating a partnership, joint venture, employer-employee relationship, agency, trust or other association for any kind between the parties, other than the independent contractor relationship specifically provided herein. Except as specifically provided herein, neither party shall act, represent or hold itself out as sharing authority to bind or commit the other party in any way.

10) Notice. Notices provided hereunder shall be in writing and shall be sent by certified mail, return receipt requested or by hand delivery to the addresses as noted herein.

11) Waiver of Breach. The waiver by TMH of a breach of any of the provisions of this Agreement by the Employer shall not be construed as a waiver of any subsequent breach by the Employer.

12) Binding Effect: Assignment. The rights and obligations of TMH under this Agreement shall inure to the benefit of and shall be binding upon the successors and assigns of TMH. Neither party may sell, assign, transfer, pledge or hypothecate its own rights, obligations and interests hereunder without the consent of the other party.

13) Venue and Jurisdiction. For the purposes of this Agreement, the laws of the State of Florida shall apply. Exclusive jurisdiction and venue shall be in Leon County, Tallahassee, Florida.

14) Severability. If any provision of this Agreement is found to be invalid or unenforceable by any court or other lawful forum, such provision shall be ineffective only to the extent that it is in contravention of applicable laws without invalidating the remaining provisions of this Agreement, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

15) Entire Agreement. This Agreement contains the entire agreement and supersedes all prior agreements and understandings, oral or written, with respect to the subject matter hereof. This Agreement may be changed only by an agreement in writing signed by both parties hereto.

16) Headings. The headings contained in this Agreement are for reference purposes only and shall not affect the meaning or interpretation of this Agreement.

17) Regulatory Compliance.

a) TMH and Employer shall comply with all federal and state fraud and abuse prohibitions, as amended from time to time, including, but not limited to, the Federal Anti-Kickback Prohibition, 42 U.S.C. ə 1320a-7b, Stark II/Phase II, 42 U.S.C. ə 1395nn, the Florida Patient Self-Referral Act of 1992, ə 456.053, Florida Statutes, and the Florida Patient Brokering Prohibition, ə 817.505, Florida Statutes. All payments between the parties shall be the reasonable fair market value for the health care services provided. None of the parties shall, directly or indirectly, determine the compensation or other exchanges of benefit, value or services based on the volume or value of referrals between the parties for designated health services as defined in 42 U.S.C. ə 1395nn, as amended from time to time. The values and consideration of all

remuneration, goods and services exchanged between the parties are for a commercially reasonable business purpose, are determined by the fair market value, reflect the actual provision of health care and other goods and services provided and are not exchanged to induce and/or direct any direct or indirect referrals of goods and/or services that may be paid by a governmental program or any other health care benefit program.

b. If either party develops concern that any provision of this Agreement violates or may violate any applicable federal or state law, then such party shall immediately notify the other party in writing of such concern and the specific activities giving rise to such concerns. The parties then shall negotiate in good faith to amend this Agreement to bring it in compliance with applicable laws.

c. To the extent TMH is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of its duties under this contract, TMH will specifically:
   a. Keep and maintain public records required by the School Board to perform the service.
   b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statues or as otherwise provided by law.
   c. Ensure that records that are exempt or confidential and exempt from public records disclosure requirements (as more fully explained in Paragraph 6 of this Agreement) are not disclosed except as authorized by law for the duration of the contract term and following completion of the Agreement if TMH does not transfer the records to the School Board.
   d. Upon completion of the contact, transfer, at no cost, to the School Board all public records in possession of TMH or keep and maintain public records required by the School Board to perform the service. If TMH transfers all public records to the School Board upon completion of the contract, TMH shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If TMH keeps and maintains public records upon completion of the contract, TMH shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request of the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.
   e. The failure of TMH to comply with the provisions set forth herein shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to the School Board.

PUBLIC RECORDS NOTICE

IF TMH HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO TMH'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS, DAHILA BIBB-MITCHELL, AT BIBB-MITCHELLD@GCPSMAIL.COM 850-627-9651 EXT. 1232. 35 MARTIN LUTHER KING JR. BLVD QUINCY, FLORIDA 32351.

18) Remedies Cumulative. Except as expressly provided herein, the various rights, options, elections, powers and remedies of the respective parties hereto contained in, granted, or reserved by this Agreement, are in addition to any others that said parties may be entitled to by law, shall be construed as cumulative, and no one of them is exclusive of any of the others, or of any right or priority allowed by law.

19) Attorneys' Fee Provision. The prevailing party in any litigation between the parties, arising out of this Agreement, including but not limited to appeals shall be entitled to reasonable attorneys' fees and the costs of such action from the other party.

20) General Interpretation; Ambiguities. Ambiguities, if any, in this Agreement shall be reasonably construed in accordance with all relevant circumstances, including, without limitation, prevailing practices in the industry of

the parties in the place where the contract is to be performed and shall not be construed against either party, irrespective of which party may be deemed to have authored the ambiguous provision.

IN WITNESS THEREOF, the parties have caused this Agreement to be duly executed by their duly authorized representatives as of the date first written above.

TALLAHASSEE MEMORIAL HEALTHCARE,
d/b/a Tallahassee Memorial HealthCare EAP

By: _____
G. Mark O'Bryant, CEO

Date: _____

Gadsden County School District

By: _____

_____
(Print Name)

Title: _____

Date: _____

By: _____

_____
(Printed Name)

Title: _____

Date: _____

Exhibit 'A'
Description of Services
Gadsden County School District

Total annual contract amount: $ 18,400.00
Up to 700 covered employees

Direct Services:

- Up to 8 problem assessment and short-term counseling, referral and follow-up sessions per employee** (household family members 10 years of age and up included as needed and appropriate)
- Appointments scheduled within 3-5 business days
- 24 hours, 7 days per week, free telephone access with Master level therapists for crisis intervention
- Crisis appointment requests prioritized and scheduled as soon as possible
- Statistical reports of utilization on a quarterly basis with basic demographic information sufficient to identify issues and trends.
- EAP Director who will work with your key contact person(s) to customize and coordinate your service needs

Training and Consultation:

- Up to a total of 12 leadership / employee training hours to include on-site orientation to EAP as a benefit, wellness seminars, making effective referrals to the EAP, program philosophy and protocols for confidentiality
- **Unlimited** on-going supervisor and HR consultation
- **Unlimited** management of performance referrals with monitoring of employee
- **Unlimited** return-to-work consultations with supervisors and/or employees returning from extended mental-health–related medical leave
- **Unlimited** on-site critical and trauma debriefings. Critical incident stress debriefings are focused on ameliorating the effects of traumatic and emotionally charged adverse events that occur in the workplace. Examples of such events include robberies, sudden onset life threatening behaviors such as physical attacks or suicides, natural disasters, or work-related accidents.
- Up to 3 Fitness For Duty evaluations will be completed by a TMH preferred provider on an as needed basis. Any additional Fitness For Duty evaluations beyond the customary 3 will be at an additional cost for each. The price will be based on the amount of time that is required for the assessment and according to the provider's usual and customary fee.

Other Benefits:

- 12 monthly ***Frontline Supervisor*** Q & A newsletters sent electronically
- Monthly employee awareness / wellness newsletters sent electronically
- **Unlimited** access to electronic legal library and discount for legal services with referral from EAP
- **Unlimited** access to electronic financial literacy program and telephone counseling for financial problems with referral from EAP
- TDD phone line for hearing impaired available via Florida Relay (dial 711)

Promotional Materials

- Brochures as needed and requested

*All services provided pursuant to this Agreement shall be performed in accordance with CDC guidelines, as well as any state-issued health mandates or local government ordinance, as applicable. ** If employees need additional help or services, they will be referred to the appropriate health care and community provider. The cost of any assistance outside of the Employee Assistance Program is the responsibility of the employee.

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 08/01/2026

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER

Arthur J. Gallagher Risk Management Services, LLC
2850 Golf Road
Rolling Meadows, IL 60008

CONTACT NAME: Andrew Becker
PHONE (A/C, No, Ext): 630-694-5473 FAX (A/C, No): 630-634-4634
E-MAIL ADDRESS: drew_becker@ajg.com

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A :	National Fire Marine Insurance	20079
INSURER B :	TDC Specialty Insurance Company	34487
INSURER C :		
INSURER D :		
INSURER E :		
INSURER F :		

INSURED

Tallahassee Memorial HealthCare Foundation
Tallahassee Memorial HealthCare, Inc.
1300 Miccosukee Road
Tallahassee, FL 32308

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	UMBRELLA LIAB X OCCUR			EN016439	08/01/2026	08/01/2027	PER EVENT	$ 15,000,000
X	EXCESS LIAB X CLAIMS-MADE						AGGREGATE	$ 15,000,000
	DED RETENTION $ 100,000							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N						PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) ☐ N/A						E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
B	X Excess LIAB X Follow Form			HPX-00303-26-01	08/01/2026	08/01/2027	EACH CLAIM	$10,000,000
	RETENTION $100,000						POLICY AGGREGATE	$10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

EVIDENCE OF INSURANCE

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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View current license information at: Floridahealthfinder.gov

LICENSE #: 4080
CERTIFICATE #: 10675

State of Florida

AGENCY FOR HEALTH CARE ADMINISTRATION
DIVISION OF HEALTH QUALITY ASSURANCE

Hospital

Licensed

This is to confirm that TALLAHASSEE MEMORIAL HEALTHCARE INC has complied with the rules and regulations adopted by the State of Florida, Agency for Health Care Administration, and authorized in Chapter 395, Part I, Florida Statutes, and is authorized to operate the following:

Class I Hospital
Number of Licensed Beds:
Acute Care: 567
Adult Psych: 45
Child Psych: 15
NICU: 32
SNU: 113

TALLAHASSEE MEMORIAL HOSPITAL
1300 Miccosukee Rd
Tallahassee, FL 32308

TOTAL CAPACITY: 772

Licensed Programs: Level 2 Adult Cardiovascular Services, NICU Level III, Primary Stroke Center
Dedicated Emergency Department Level 2 Trauma Center Emergency Services: Anesthesia, Burns, Cardiology, Cardiovascular Surgery, Colon & Rectal Surgery, Emergency Medicine, Endocrinology, Gastroenterology, General Surgery, Gynecology, Hematology, Hyperbaric Medicine, Internal Medicine, Nephrology, Neurology, Neurosurgery, Obstetrics, Ophthalmology, Oral/Maxillo-facial Surgery, Orthopedics, Otolaryngology, Plastic Surgery, Podiatry, Psychiatry, Pulmonary Medicine, Radiology, Thoracic Surgery, Urology, Vascular Surgery

EFFECTIVE DATE: 09/29/2025

EXPIRATION DATE: 09/28/2027



Shevaun L. Harris, Secretary

View current license information at: Floridahealthfinder.gov

LICENSE #: 4080
CERTIFICATE #: 10675

State of Florida

AGENCY FOR HEALTH CARE ADMINISTRATION
DIVISION OF HEALTH QUALITY ASSURANCE

Hospital

Licensed
Hospital-Based Off-Campus Emergency Department

TALLAHASSEE MEMORIAL EMERGENCY CENTER - NORTHEAST
1260 METROPOLITAN BLVD
TALLAHASSEE, FL 32312

No licensed beds

Emergency Services: Anesthesia, Burns, Cardiology, Cardiovascular Surgery, Colon & Rectal Surgery, Emergency Medicine, Endocrinology, Gastroenterology, General Surgery, Gynecology, Hematology, Hyperbaric Medicine, Internal Medicine, Nephrology, Neurology, Neurosurgery, Obstetrics, Ophthalmology, Oral/Maxillo-facial Surgery, Orthopedics, Otolaryngology, Plastic Surgery, Podiatry, Psychiatry, Pulmonary Medicine, Radiology, Thoracic Surgery, Urology, Vascular Surgery

EFFECTIVE DATE: 09/29/2025

EXPIRATION DATE: 09/28/2027

Shevaun L. Harris, Secretary

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: October 27, 2026

TITLE OF AGENDA ITEM: Unified School Improvement Grant (UNISIG) 2026-2027

DIVISION: Academic Services

___**X**___This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Unified School Improvement Grant (UniSig) is available to schools that are implementing comprehensive support and improvement activities. Three schools are eligible: Chattahoochee Elementary School ($71,392.50), Greensboro Elementary School ($251,370.00), and West Gadsden Middle School ($132,097.50).

FUND SOURCE: UniSig

AMOUNT: $454,860.00

PREPARED BY: Allysun Davis AD

POSITION: K-12 Director

INSTRUCTIONS TO BE COMPLETED BY PREPARER

__0__Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____
CHAIRMAN'S SIGNATURE: page(s) numbered _____

Gadsden County Schools

2026-27 Unified School Improvement Grant Application

Table of Contents

I. LEA Eligibility and Program Requirements 1
II. Allocations 2
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I. LEA Eligibility and Program Requirements

LEA Eligibility and Program Requirements

Funds will be allocated to LEAs to serve traditional and charter public Title I schools implementing comprehensive support and improvement activities under section 1111(d) of the Elementary and Secondary Education Act (ESEA) in alignment with Goal 1 of the Florida State Board of Education's K-20 Strategic Plan.

LEAs with Title I schools are eligible to apply for funding if the schools meet any of the following criteria from the 2026 ESSA Support List:

- Overall federal index below 41%;
- Graduation rate at or below 67% (applies to all schools, regardless of regardless of Title I status);
- School grade of D or F with federal index at or above 41% (CSI – additional state category for support and improvement; however, these schools must have at least one low-performing subgroup with a federal index below 41% and would otherwise be identified as ATSI or TSI).

The LEAs must collaborate with eligible charter schools to submit one plan. Submission guidelines and additional eligibility criteria are included in the project Request for Application (RFA).

Directions

LEAs must complete the LEA UniSIG Plan and Assurances in Florida's Continuous Management System (CIMS) at https://cims2.floridacims.org/ to support the application for 2026-27 UniSIG funds.

II. Allocations

SCHOOL ID	SCHOOL NAME	ALLOCATION
0141	GREENSBORO ELEMENTARY SCHOOL	$251,370.00
0151	CHATTAHOOCHEE ELEMENTARY SCHL	$71,392.50
0052	WEST GADSDEN MIDDLE SCHOOL	$132,097.50
	Total District Allocation	$454,860.00

A maximum of 5% grant administration, allocated at the LEA level, which may include costs associated with employing appropriate staff for administering the project, office materials and supplies and other relevant costs associated with the administration of the project.

III. Assurances

Check the box to indicate adherence to the assurance.

The LEA shall follow the intent and requirements of UniSIG as outlined in the RFA.

The LEA must have a signed statement by the agency head certifying applicant adherence to the Florida Department of Education's (FDOE) *General Terms, Assurances, and Conditions for Participation in Federal and State Programs*.

The LEA must have a Risk Analysis (DOE 610) on file with FDOE in order to apply for UniSIG.

The LEA shall ensure that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

The LEA shall ensure the activities requested at eligible schools align to an Area of Focus within the School Improvement Plan (SIP).

The LEA shall ensure the SIP includes one or more evidence-based interventions that meet the three levels of evidence as defined by ESEA.

The LEA shall ensure that the deliverables for monitoring are prepared and submitted as required by the Bureau of School Improvement (BSI). BSI reserves the right to conduct desktop or on-site monitoring of each school site and LEA in coordination with the Federal Education Programs Monitoring Procedures.

The LEA assures that they will comply with the K-12 ESEA Common Federal Program Guidance.

IV. Supports for School Improvement

Developing and Implementing

Describe how the LEA will support each UniSIG-eligible school in developing and implementing a SIP.

Academic Services will work with each UniSIG-eligible school to develop a School Improvement Plan that responds to its students' needs. We will review the school's 2026 accountability results, FAST data, subgroup performance, classroom observations, and other available evidence with the principal and leadership team. Together, we will identify the most pressing needs, determine their likely causes, and select actions the school can implement and measure.

District staff will support principals and teachers through school visits, instructional feedback, coaching, professional learning, and assistance with data review. Throughout the year, we will monitor student progress and the implementation of the school's planned actions, making adjustments as needed when student data do not show sufficient progress.

Alignment of Resources

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes.

Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in UniSIG-eligible schools.

Provide the person(s) responsible, frequency of meetings, inventory of resources and any problem-solving activities used to determine how to apply resources for the highest impact.

Gadsden County Schools uses each school's SIP and student performance data to identify where district support is needed most. Academic Services reviews the school's priorities with the principal and leadership team, then works with Finance, Human Resources, and other district departments to determine which staff, instructional materials, professional learning, services, and funding can be directed to those priorities. This process also helps us identify scheduling or district procedures that may need to be adjusted for the school to carry out its plan.

Academic Services staff use school visits and department meetings to share what they are seeing, follow up on requests, and coordinate support across teams. School leadership teams use their regular planning and data meetings to review student progress and identify barriers. When a need requires a broader district decision, it is brought to the Executive Management Team or the monthly Extended Executive Management Team for problem-solving and follow-up.

Before resources are assigned, the district reviews what the school already has available, including staff assignments, curricula and instructional materials, coaching, professional learning, school allocations, and federal, state, and local funds. Finance and Federal Programs review proposed

UniSIG expenditures for allowability and alignment with the SIP. When resources are limited, decisions are guided by student need, the school's capacity to implement the support, and evidence of its impact on student outcomes. UniSIG funds supplement the state and local resources the school would otherwise receive.

LEA Policies and Practices

Identify specific policies and practices the LEA shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The district will strengthen its practice of coordinating and documenting support to schools. Academic Services staff have been asked to place school visits on the Academic Services calendar and document what they observe, the feedback provided, and the next steps identified with school staff. This will help us see whether support is reaching the schools that need it and whether identified needs receive follow-up.

We will also use school data reviews and district leadership meetings to address barriers that a principal cannot resolve alone, such as staffing, materials, scheduling, or access to services. The Assistant Superintendent of Academic Services will coordinate instructional follow-up with principals and department leaders. The department responsible for a particular barrier will identify the action needed and report back on its completion.

These practices are intended to make district support more consistent and responsive to each school's SIP. If a school identifies a need for a formal change to a district procedure or policy, the appropriate department and district leadership will review it and take it through the district's established approval process.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to UniSIG-eligible schools to enable full and effective implementation of the SIP.

For UniSIG-eligible schools, operational flexibility means the ability to propose school specific uses of time, personnel, professional learning, instructional support, and approved funds that are necessary to implement the SIP effectively. A principal may request adjustments such as targeted coaching, intervention schedules, extended learning opportunities, or professional learning based on documented student needs. The district will review requests promptly for instructional value, staffing feasibility, funding allowability, and compliance with applicable requirements. The principal remains responsible for implementation, with district departments responsible for helping resolve barriers within their authority.

External Partners

Describe the LEA's rigorous review process to recruit, screen, select and evaluate any external

partners with whom the LEA will collaborate.

The district will consider an external partner when the school and district identify a need that cannot be adequately met with current resources. Before selecting a partner, the district will define the service needed, the students or staff to be served, and the results expected under the SIP.
Academic Services and the appropriate district department will review the partner's qualifications, experience, evidence supporting its approach, implementation plan, cost, and ability to meet district requirements. Selection will follow applicable district purchasing procedures. Once services begin, the school and district will review whether the partner is delivering the agreed-upon work and whether the service is helping the school make progress. That review will inform decisions to continue, adjust, or discontinue the partnership.

Monitoring

Describe how the LEA will monitor each school receiving UniSIG funds.

Monitoring will be part of the district's ongoing work with each UniSIG-funded school. The principal and school leadership team will review student data and the status of SIP activities. Academic Services will use school visits, instructional feedback, assessment results, and follow-up discussions to determine whether planned supports are reaching classrooms and students.
Finance and Federal Programs will review expenditures and supporting documentation. Academic Services will work with principals to address implementation concerns, identify who is responsible for the next step, and check that the action is completed. The district will also prepare and submit required Bureau of School Improvement deliverables and participate in any desktop or on-site monitoring.

Sustainability

Explain the strategies and activities the LEA will implement to support the UniSIG-eligible school after the school improves performance and is no longer eligible.

As schools implement UniSIG-funded activities, we will identify which practices are improving instruction and student outcomes and what it would take to continue them after the grant ends. We will focus on building the skills of school leaders and teachers, establishing useful routines for reviewing data and planning instruction, and incorporating effective supports into the school's regular work.
Before a school exits UniSIG eligibility, Academic Services, the principal, Finance, and Federal Programs will review the activities the school wants to continue and the resources available to support them. The district will continue to follow the school's performance through its regular school support and improvement processes.

Alignment with K-20 Strategic Plan

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

The UniSIG project supports Goal 1, Highest Student Achievement, of the State Board of Education's K–20 Strategic Plan. Gadsden County Schools will use each eligible school's School Improvement Plan (SIP) to identify its most pressing academic needs and establish measurable goals for student performance. The district will align UniSIG resources with the actions in those plans, including instructional support, professional learning, coaching, and targeted student interventions based on each school's identified needs.

School and district leaders will review classroom assessments, progress-monitoring results, and state assessment data throughout the year. They will examine results for the school as a whole and for student subgroups to determine whether the planned actions are improving achievement and closing gaps. When students are not making expected progress, leaders will work with teachers to adjust instruction and interventions and direct support where it is needed most. This cycle of planning, implementation, and review connects UniSIG spending to measurable gains for students in eligible schools.

V. Acknowledgement

LEA Plan and Assurances Acknowledgment form.

Click the link to download the completed document (must be logged in to CIMSv2).
2026 27 LEA UniSIG.pdf

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
District Admin *Training Supplies; Chart Paper, Markers. Copy Paper, Pens, Highlighters, Notebooks, Folders, Binder Clips, Storage Bins, Paper Clips, Labels, Shipping Tape, Batteries (AA & AAA), Ruiers, Calculators, Staples, Staple Machines, Pencil Sharpeners, Pencils, Post-Its, Scotch Tape, Clip Boards*		District	6400/510	0.0	9, 211.00
District Admin *BSI Conference- 6 Staff x $160(Hotel)=$960.00, 4 Rental Cars x$160 per week=$640.00, Per Diem 6 staff x $36 per day x 6 days=$1296.00, Summer Literacy Institute- 9 Staff x $160(Hotel)= $1440.00, 6 Rental Cars x $160 per week= $960.00, Per Diem 9 staff x $36 per day x 5 days=$1620.00, High Reliability Conference- 6 Staff x $160(Hotel)=$960.00, 4 Rental Cars x$160 per week=$640.00, Per Diem 6 staff x $36 per day x 6 days=$1296.00, Model Schools Conference- Registration Fee ($900 x 2 Staff=$1800), Flight ($700 x 2 Staff=$1400), Rental Car- $160, Per Diem- $36 x 2 staff x 5 Days=$360*		District	6400/330	0.0	13, 532.00
District Admin *indirect percentage is 5.99%.*		District	7200/720	0.0	27, 246.00
Total	District Admin	District			49, 989.00
Uploaded Budget *Teachers of ELA, Math, Science and Social Studies will be compensated to attend professional learning sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/delivery and instructional scope and sequence for sessions that occur outside of contractual hours (8 teachers X $35 per hour X 60 hours). Pre and Post Supplemental and Intervention Planning.*	Instructional Practice - Professional Learning Communities	GREENSBORO ELEMENTARY SCHOOL	6400/120	0.0	16, 800.00
Uploaded Budget *Travel for 20 teachers to participate in professional learning activities offered offsite and required by BSI or district to support school improvement and implementation of the Florida State Academic Standards. BSI Conference (Per diem $36 per day x 2 days x 5 teachers = $360, rental cars 5 x $135 = $675, hotel for 2 nights x 180 per night x 5 rooms = $1800.00, Registration fees $300 per person x 5 = $1500.00); Model Schools Conference (Per diem $36 per day x 2 days x 5 teachers = $360, rental cars 5 x $135 = $675, hotel for 2 nights x 180 per night x 5 rooms = $1800.00, Registration fees $300 per person x 5 = $1500.00); Summer Literacy Institute (Per diem $36 per day x 2 days x 5 teachers = $360, rental cars 5 x $135 = $675, hotel for 2 nights x 180 per night x 5 rooms = $1800.00, Registration fees $300 per person x 5 = $1500.00); High Reliability Schools (Per diem $36 per day x 2 days x 5*	Instructional Practice - Professional Learning Communities	GREENSBORO ELEMENTARY SCHOOL	6400/330	0.0	13, 005.00

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
teachers = $360, rental cars 5 x $135 = $675, hotel for 2 nights x 180 per night x 5 rooms = $1800.00, Registration fees $300 per person x 5 = $1500.00). Total $4335 per conference x 3 conferences =$13,005.00					
Uploaded Budget	Instructional Practice - Math	GREENSBORO ELEMENTARY SCHOOL	5100/369	0.0	5, 000.00
Instructional supplemental materials, licenses, subscriptions and supplies aligned with district-approved curricular resources that promote academic success (Acaletics, IXL, PBIS Rewards/Navigate 360)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/644	0.0	5, 000.00
Digital, electronice devices capable of reading, processing, and executing software programs designed for administrative and instructional uses (tablets, e-readers, and other portable devices.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/510	0.0	11, 974.61
Instuctional materials (copy paper, pens, pencisl, printer cartridges, composition notebooks, binder, highlighters, 3 ring binders, loose-leaf paper, spiral notebooks, index cards, etc.)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	7800/160	0.0	6, 750.00
Salaries for drivers of after school instructional support (3 drivers x 2.5 hours per day x 60 days x $15 per hour).					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/120	0.0	42, 000.00
Salaries for before and after school instructional support (After school 4 teachers x 2 hours per day x 60 days x $35 per hour) - (Before School 8 teachers x 30 minutes x $35 per hour x 180 days)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/510	0.0	21, 000.00
Salaries for before and after school instructional support (After school 4 Paraprofessionals x 2 hour day x 60 days x $25 per hour) - (Morning Duty 4 Paraprofessionals x 30 minutes x $25 per hour x 180 days)					
Uploaded Budget	Instructional Practice - Professional	GREENSBORO ELEMENTARY	6400/150	0.0	7, 500.00

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
	Learning Communities	SCHOOL			
Paraprofessionals will be compensated to attend professional learing sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/delivery and instrucional scope and sequence for sessions that occur outside of contractual hours. (5 Paraprofessionals x $25 per hour x 60 hours) Pre and Post Supplemental and Intervention Planning.					
Uploaded Budget	Instructional Practice - Math	GREENSBORO ELEMENTARY SCHOOL	6400/120	0.0	31, 500.00
ELA, Math, Science and Social Studies teachers will be compensated two days per week to plan weekly standards-based lessons and interventions at $35 per hour beyond the regular school contracted hours (15 teachers x $35 per hour x 30 weeks x 1 hour per day x 2 days per week)					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	6300/211	0.0	11, 200.00
Contracted services to increase the number of student services support personnel to address student needs and reduce the interruption of learning. Personnel will serve as academic mentors to students with multiple discipline referrals and excessive absences (2 personnel x 2 days per week x 4 hours per day x $35 per hour.)					
Uploaded Budget	Student Attendance	GREENSBORO ELEMENTARY SCHOOL	7800/160	0.0	12, 000.00
Travel to support transportaion for student participation in real-world experiences that are aligned to standards instruction. Mileage will determine cost and will include fuel and driver expenses. (8 trips x $1,500.00 per trip x 40 students) (Tallahasseee Museum, Challenger Learning Center, Zoo World, FAMU Essential Theatre, Mission San Luis, Gadsden Arts Center, Joe Budd Wildlife Management Area, UF/IFAS EXTENSION, Florida A&M Univeristy (FAMU) Research and Extension Center, Wild Adventures-Valdosta, GA, Sea World Oriando, Busch Gardens Tampa, Big Kahunas, Tallahassee Museum, Gulf Speciman Marine Lab Panacea, Florida)					
Uploaded Budget	Student Attendance	GREENSBORO ELEMENTARY SCHOOL	6400/120	0.0	15, 000.00
Recruitment and Retention of certified teachers in 3rd grade tested area.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/220	0.0	51.63
FICA for transportation services in the after school program.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific	GREENSBORO ELEMENTARY SCHOOL	5100/240	0.0	7.76

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
	questions)				
Worker's Compensation for transportation services in the after school program.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/210	0.0	1, 012.50
Retirement for transportation services in the after school program.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/220	0.0	3, 213.00
FICA (7.65%) for teachers before school, after school and summer programs					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/240	0.0	483.00
Worker's Compensation (1.15%) for teachers before school and after school programs					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/210	0.0	6, 300.00
Retirement (15%) for teachers before school and after school programs.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/220	0.0	1, 606.50
FICA (7.65%) for Paraprofessionals for before school and after school programs.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/240	0.0	241.50
Worker's Compensation (1.15%) for Paraprofessionals before school and after school programs.					
Uploaded Budget	Instructional Practice - ELA required by RAISE (specific questions)	GREENSBORO ELEMENTARY SCHOOL	5100/210	0.0	3, 150.00
Retirement (15%) for Paraprofessionals before school and after school programs.					
Total	Uploaded Budget	GREENSBORO			214, 795.50

BUDGET	ACTIVITY	SCHOOL	FUNCTION/ OBJECT	FTE	AMOUNT
		ELEMENTARY SCHOOL			
Plan Budget Total					**264, 784.50**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: October 27, 2026

TITLE OF AGENDA ITEM: 2026-2027 Required FASST Report, 2025-2026 Office of Safe School's Inspection Reports, and District School Safety Specialist Beginning of the Year Inspection Report

DIVISION: School Safety

____This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

In accordance with Florida States Statutes 1006.07(6)(a)1 and 1001.212(13)(c), the following documents are submitted to the Board for review (See attached):

A. Downloaded October 1 FSSAT Report with attached summary
B. 2025-2026 Office of Safe Schools inspection reports.
C. September 2026 Safe School Specialist School Safety & Security Compliance Checklist

**Due to School Safety Guideline, the FASST assessment and safety inspections may not be shared with the general public. Therefore, this information is provided to the Superintendent and the Board in a separate confidential packet (attachments).*

FUND SOURCE: N/A

AMOUNT:

PREPARED BY: Lt. Tiffany Parsons-Buckhalt TPB

POSITION: District School Safety Specialist

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____
CHAIRMAN'S SIGNATURE: page(s) numbered _____
REVIEWED BY: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: October 27, 2026

TITLE OF AGENDA ITEM: Approval of the 2026-2027 School Advisory Council (SAC) Membership Rosters

DIVISION: Family And Community Engagement

____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM: Family and Community Engagement is seeking approval of the 2026-2027 School Advisory (SAC) Membership Rosters for each school.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Cheryl Moody

POSITION: Family And Community Engagement Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____ _____

School Advisory Council Membership Roster

School Year 2026-2027 **School** Chattahoochee Elementary

Telephone # 850-662-2080

Principal's Signature _____ **Date** 10/8/26

SAC Chair Signature _____ **Date** 10-8-26

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Zola Akins	335 Maple Street Chattahoochee, FL 32324	850-662-2080	F	B	Principal	Appointed
Tamaya Maddox	111 W 16th Avenue Havana, FL 32333	850-545-7846	F	B	SAC Chairperson/ Parent	Elected
Marketia Spears	5452 Bonnie Hill Road Chattahoochee, FL 32324	850-694-8716	F	B	Parent	Elected
Alethaer Woody	424 Line Street Apt. A-3 Chattahoochee, FL 32324	850-879-7515	F	B	Secretary/ Parent	Elected
Marquanda Bright-Brown	155 Dawkins Loop Road Chattahoochee, FL 32324	850-694-3202	F	B	Parent	Elected
Diane White	PO Box 997 Chattahoochee, FL 32324	229-202-6568	F	B	Community Member	Elected
Crystal Robinson	888 Arlington Circle Quincy, FL 32351	850-241-2869	F	B	Parent	Elected
Isidora Torres	159 Smith Lane Chattahoochee, FL 32324	850-841-0691	F	H	Parent	Elected
Stanley James	312 Liberia Street Chattahoochee, FL 32324	850-694-8868	M	B	Parent	Elected
Patsy Willis	961 Providence Road Quincy, FL 32351	850-545-8689	F	W	Community Member	Elected
Marilyne McClendon	335 Maple Street Chattahoochee, FL 32324	850-662-2080	F	B	Staff	Elected
Ruth Hinson	335 Maple Street Chattahoochee, FL 32324	850-662-2080	F	B	Staff	Elected
Sarah Graham	335 Maple Street Chattahoochee, FL 32324	850-662-2080	F	B	Staff	Elected
Gloria Matos	335 Maple Street Chattahoochee, FL 32324	850-662-2080	F	H	Staff	Elected

School Advisory Council Membership Roster

School Year 2026-27 School Greensboro Elementary School
Telephone (850) 442-6327
Principal's Signature Catina Simmons Russ Date 10/1/2026
SAC Chair Signature _____ Date _____

Name	Address	Phone #	Gender	Race	Position	Method of Selection
Bean, Ryley	514 Rosewood St. Quincy, FL 32351	(850) 408-5096	M	W	Parent-Member	Vote
Carter, Kayla	670 Spires Rd. Quincy, FL 32351	(334) 648-1790	F	W	Parent-Member	Vote
Favors, Brenda	559 Greensboro Hwy. Quincy, FL 32351	(850) 442-6327	F	B	Community Partner - Member	Volunteer
Flowers, Chales Rev.	109 N. Madison St. Quincy, FL 32351	(850) 776-2883	M	B	Community Partner - Member	Volunteer
Gunn, Henry	109 N. Madison St. Quincy, FL 32351	(850) 251-0767	B	M	Community Partner-Vice Chair	Volunteer
Hopkins, Beatrice	67 South Ave. Gretna, FL 32332	(850) 524-5933	F	B	Parent - **Chair**	Vote
Nelson, Rena	559 Greensboro Hwy. Quincy, FL 32351	(850) 442-6327	F	B	Staff	Volunteer
Palmer, Sam	100 N. Madison St, Quincy, FL 32351	(850) 509-3504	M	B	Community Partner - Member	Volunteer
Simmons-Russ, Catina	559 Greensboro Hwy. Quincy, FL 32351	(850) 442-6327	F	B	Principal	Appointed
Thomas, Anthony	109 N. Madison St. Quincy, FL 32351	(850) 570-5759	M	B	Community Partner - Member	Volunteer
Walker, Shirley	276 Selman Rd. Quincy, FL 32351	(850) 766-9297	F	B	Parent-Secretary	Vote
Weeks, Dawn	559 Greensboro Hwy. Quincy, FL 32351	(850) 442-6327	F	W	Teacher	Volunteer

Sweet, Jasmar	1343 S. Barack Obama Blvd. Quincy, FL 32351	(850) 254-5050	M	B	Parent – Member	Vote
Youmans, John	559 Greensboro Hwy. Greensboro Fl 32351	(850) 442-6327	M	B	Community Partner - Member	Volunteer

HAVANA MAGNET SCHOOL

School Advisory Council Membership Roster

School Year: 2026-2027 **School:** Havana Magnet School

Telephone: 850-662-2750

Principal's Signature: _____ **Date:** September 25, 2026

SAC Chair Signature: Linda Clemmons **Date:** September 25, 2026

Name	Address	Phone #	Gender	Race	Position	Method of Selection
Siobhan McGhee	445 North Charles Willis Dr Midway, FL 32343	(850)459-1598	F	B	Chairperson Parent	Peer elected
Linda Clemmons	8703 Havana Hwy, Havana, FL 32333	(850) 322-2076	F	B	Vice Chair-person Parent	Peer elected
Roddricus Lewis	206 Stevens Drive Midway, FL 32343	(850) 743-9797	M	B	Parent	Peer elected
Amber Hall	1210 Kemp Road Havana, FL 32333	850-662-2750	F	B	Educator Secretary	Peer elected
Ashley Brown	111 W. 16th Ave Apt E-4 Havana, FL 32333	(850) 264-0728	F	B	Parent Assistant Secretary	Peer elected
Phillip McBride	74 McBride Court Havana FL 32333	(850) 345-8445	M	B	Parent	Peer elected
Ericka Bills	272 Sand Pine Drive Midway, FL 32343	(850) 575-8487	F	B	Parent	Peer elected
Lavonda Harris	132 Walters Street Havana, FL 32333	(850)405-4566	F	B	Parent	Peer elected
Angela Pina	9 Ponderosa Circle Midway, FL 32343	(850) 508-5026	F	H	Parent	Peer elected
Hector Perez Hernandez	48 Holly Ridge Road Havana FL 32333	(737) 281-9471	M	H	Parent	Peer elected
Roosevelt Rogers	9260 FL/Ga Highway Havana, FL 32333	(850)5081642	F	B	Community Partner	Peer elected
Julius Harris	45 Stillwater Lane Havana, FL 32333	(850)2105806	M	B	Community Partner	Peer elected
Damauren Hawk	58 Walters St. Havana, FL 32333	(850)3451946	F	B	Community Partner	Peer elected
May Allen	1210 Kemp Road Havana, FL 32333	(850)662-2750	F	B	Educator	Peer elected

HAVANA MAGNET SCHOOL

School Advisory Council Membership Roster

School Year: 2026-2027 **School:** Havana Magnet School

Telephone: ~~850-662-2750~~

Principal's Signature: **Date:** September 25, 2026

SAC Chair Signature: **Date:** September 25, 2026

Montrail Harris	601 S.W. 4th Street Havana, FL 32333	(850)228-1471	M	B	Community Partner	Peer elected
Deputy Arnold	1210 Kemp Road Havana, FL 32333	(850) 756-9255	M	B	GCSD School Resource Officer	Peer elected
Jaiden Shannon	133 S.W. Arnold St. Midway, FL 32342	(850) 843-7169	M	B	Student	Peer elected
Lovely Hicks	172 Betts Community Road Bainbridge, GA 39819	(850) 405-7657	F	B	Student	Peer elected
Michael Cobbs	1638 MLK Blvd Quincy, FL 32351	(850) 559-2644	M	B	Student	Peer elected
Dumarr Jones	488 Woodberry Rd Quincy, FL 32351	(850) 405-2903	M	B	Student	Peer elected
Christopher Germany	1210 Kemp Road Havana, FL 32333	850-662-2750	M	B	Principal	Appointed

HAVANA MAGNET SCHOOL

1210 Kemp Road, Havana, FL 32333
Phone: (850) 662-2760
Christopher Germany, Principal
Deborah Dickey, Assistant Principal
Shannon Williams, Assistant Principal

2026-2027
SCHOOL ADVISORY COUNCIL MEETING
SIGN-IN SHEET

Project: SAC MEETING 2026-2027	**Meeting Date:** 9/16/2026
Facilitator: PRINCIPAL GERMANY	**Place/Room:** HMS MEDIA CENTER

Name	Subject	Name	Subject
1.	Principal	16.	
2. Maritza Romero		17.	
3. Amy McBride		18.	
4. Siobhan McGhee	Parent	19.	
5. Linda Clemons		20.	
6. Latoya McCree	Parent	21. mrobinson_82@yahoo.com	
7. Shaunkedra Fluker	Parent	22. Shaunkedra88@yahoo.com	
8.		23.	
9.		24.	
10.		25.	
11.		26.	
12.		27.	
13.		28.	
14.		29	
15.		30.	
31.			

School Advisory Council Membership Roster

School Year 2026-2027 **School** Crossroad Academy Charter School of Business

Telephone # 850.875.9626

Principal's Signature _ __ **Date** September 30, 2026

SAC Chair Signature **Date** September 30, 2026

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Natalie Roberts	362 Frances Drive Havana, Florida 32333	850.868.1319	F	B	Parent	Elected
Terrance Roberts	362 Frances Drive Havana, Florida 32333	850.868.1319	M	B	Co-Chair Parent	Elected
Alvin Palm	335 Maple Street Chattahoochee, Florida 32324	850.662.2080	M	B	Parent	Elected
Ronterious Green	212 East Clark Street Quincy, Florida 32351	850.363.7166	M	B	Community Partner	Elected
Camry S. Floyd	175 Shrell Lane Quincy, Florida 32351	850.345.1218	F	B	(Principal)	Appointed
Naomi Bell	Quincy, Florida 32351	850.688.0358	F	B	Staff Member	Elected

School Advisory Council Membership Roster

School Year 2026-2027 **School George W. Munroe**

Telephone 850-875-8800

Principal's Signature **Date 10/15/26**

SAC Chair Signature **Date**

Name	Address	Phone #	Gender	Race	Position	Method of Selection
Wendy Gee	360 Dusty Rd, Quincy, Fl 32352	850-756-3293	F	B	Chair Parent	Elected
Marcus Thomas	10797 Flat Creek Rd, Quincy, Fl 32351	850-544-4664	M	B	Vice Chair Community Member	Elected
Quineldra Jackson	912 Martin Luther King Jr. Blvd. Quincy, Fl 32351	850-702-6934	F	B	Secretary Parent	Elected
Arecely Figueroa	2190 Havana Hwy, Quincy, Fl		F	H	Parent	Volunteer
Charles Salem	911 East Magnolia Dr. Quincy, Fl 32351	850-743-8818	M	B	Parent	Volunteer

Oksana Salem	911 East Magnolia Dr. Quincy, Fl 32	850-743-8818	F	B	Parent	Volunteer
Floribel Hernandez	214 Selman Rd. Quincy, Fl 32351	909-278-0603	M	H	Parent	Volunteer
Kenda Perry	538 Peck Betts Rd. Quincy, Fl 32352	850-544-1970	F	W	Parent	Volunteer
Kiara Williams	199 Goldwire Rd. Quincy, Fl 32351	850-321-6386	F	B	Parent	Volunteer
Luis Figueroa	2190 Havana Hwy. Quincy, Fl 32351	448-242-5414	M	H	Parent	Volunteer
Maritza Romero	129 Del Rio Dr. Quincy, Fl 32351	850-566-4139	F	H	Parent	Volunteer
Michelle Jefferson	11591 Old Federal Rd. Quincy, Fl 32351	850-445-2688	F	B	Parent	Volunteer
Nena Delafuente					Parent	Volunteer
Aryonna Horne	195 Washington Ave. Havana, Fl 32333	850-354-3973	F	B	Parent	Volunteer
Shanda Wright			F	B	Community Member	Volunteer

School Advisory Council Membership Roster 2026-2027
Gadsden Elementary Magnet School

Principal's Signature Germaine Kirkland Date 9/30/26

SAC Chair Signature Dr. Clarissa York Date 9/30/26

Name	Address	Email Address	Phone #	Gender	Race	Position	Selection Method
Germaine Kirkland	1830 West King St., Quincy	browng@gcpsmail.com	850-442-9500	F	B	Principal	Appointed
Dr. Clarissa York	212 N. Shelfer Street	yorkc@gcpsmail.com	850-544-8931	F	B	SAC Chair	Elected
Andrea Forehand	253 Frank Jackson Road	alf06f@yahoo.com	850-264-4987	F	B	SAC Vice Chair	Elected
Stephanie Brown	265 Monroe Creek Drive		850-591-2997	F	B	Secretary	Elected
Shalanda Starks	236 Uptain Road	starkss@gcpsmail.com	850-544-7591	F	B	Teacher	
Ebeneezer Akaadom	2393 Continental Ave.	akaadomebe@gcpsmail.com	850-964-3989	M	B	Teacher	
Jamila Paul-Jackson	335 Peachtree Drive	pauljam@gcpsmail.com	850-508-6565	F	B	Teacher	
Carlicia Baker	10797 Flat Creek Road	carliciab03@yahoo.com	850-544-4664	F	H	Parent	
Diane Walker	4935 Bainbridge Hwy	frostd@gcpsmail.com	850-728-4807	F	B	Parent	
Randi Saunders	546 Trail End Road	saunders_randi@yahoo.com		M	W	Parent	
Alexandria Trask	35 Elk Club Road	traskalexandria.2@gmail.com	850-559-6295	F	B	Parent	
Dana Lockwood	35 Elk Club Road	traskalexandria.2@gmail.com	850-666-2449	F	B	Parent	
Maria Aragon	196 Ellis Circle	mariaaragon93@gmail.com	850-459-0876	F	H	Parent	

Jose Canjura	196 Ellis Circle	mariaaragon93@gmail.com	850-459-0876	M	H	Parent	
Keishara Foxx	246 Ivey Drive	foxxkeishara@gmail.com	850-567-6611	F	B	Parent	
Ronald Foxx	246 Ivey Drive		850-222-1851	M	B	Parent	
Carla Brown	112 South Duval St. Quincy	carla2725@yahoo.com	727-276-0103	F	B	Parent	
Tanesia Price	3862 Shade Farm Rd.		850-354-9337	F	B	Parent	
Samuel Price	3862 Shade Farm Rd.		850-212-6723	M	B	Parent	
Oralia Aguilar	701 W Washington St Quincy	Oraliaa1604@gmail.com	850-621-0063	F	H	Parent	
Nakia Baldwin	635 Strong Rd.	baldwinnakia@yahoo.com	850-443-6633	F	B	Parent	

School Advisory Council Membership Roster 2026-2027

West Gadsden Middle School Telephone 850-442-9500

Principal's Signature G. Kirkland **Date** 9/29/26

SAC Chair Signature S Richardson **Date** 09-29-2026

Name	Address	Email Address	Phone #	Gender	Race	Position	Selection Method
Germaine Kirkland	200 Providence Rd Quincy	browng@gcpsmail.com	850-442-9500	F	B	Principal	Appointed
Shakelia Richardson	540 Williams St. Quincy	barne310@gmail.com	850-567-3697	F	B	SAC Chair	Elected
Cedric Wynn	430 Frank Jackson Rd. Quincy		850-405-3217	M	B	SAC Vice Chair	Elected
Norma Ba	2215 W Jefferson St Lot #40	Novmab2215@gmail.com	850-274-1067	F	H	Secretary	Elected
Kimberly McNeal	200 Providence Rd Quincy	mcnealk@gcpsmail.com	850-442-9500	F	B	Teacher	Elected
Michelle Taylor	200 Providence Rd Quincy	taylorm@gcpsmail.com	850-442-9500	F	B	Teacher	Elected
Anthony Luckey	200 Providence Rd Quincy	luckeya@gcpsmail.com	850-442-9500	M	B	Teacher	Elected
Keneisha Brown-Reid	64 N. Cleveland St Apt 47 Quincy	brownreidken@gcpsmail.com	448-200-8527	F	B	Parent	
Trudie Battles	292 Liberty Rd. Quincy	battlestru@gcpsmail.com	850-354-3730	F	B	Parent	
Tiaisha Cargile	5476 Ben Bostick Rd. Quincy	godwintiaisga22@gmail.com	229-867-6046	F	B	Parent	
Niesha Childress	317 S 12th St. Quincy		850-242-6069	F	B	Parent	
Lucretia Battles	289 East Lake Rd. Quincy		850-694-7522	F	B	Parent	
Ernesto Escobar	2647 Old Federal Rd. Quincy	ernestoescobar1975@gmail.com	850-510-8027	M	H	Parent	
Treshandra Williams	604 S Main St.	t.nekawillaims1981@gmail.com	850-345-2233	F	B	Parent	

School Advisory Council Membership Roster 2026-2027

Stewart Street Elementary School Telephone 850-627-3145

Principal's Signature _____ **Date** October 13, 2026

SAC Chair Signature _____ **Date** October 13, 2026

Name	Address	Phone #	Gender	Race	Position	Selection Method
Sonja Wilson Lewis	749 S. Stewart Street Quincy	850-627-3145	F	B	Principal	Appointed
Mariah Frye	140 Anita Road, Quincy	850-408-2302	F	B	SAC Chair	Elected
Carlicia Thomas	10797 Flat Creek Road, Quincy	850-544-4664	F	B	SAC Vice Chair	Elected
Linda Jordan	749 S. Stewart Street, Quincy	850-627-3145	F	B	Secretary	Elected
Shendora Murphy	749 S. Stewart Street, Quincy	850-627-3145	F	B	Teacher	
Rodell Thomas	749 S. Stewart Street, Quincy	850-627-3145	M	B	Teacher	
Shannon Dowdell	749 S. Stewart Street, Quincy	850-627-3145	F	B	Teacher	
Javon Ford	19 Carroll Hopkins Lane, Quincy	850-743-6137	M	B	Parent	
Elizabeth DeLeon	1296 Pat Thomas Parkway, Quincy	713-815-1360	F	H	Parent	
Elizabeth Zacarias	1400 Gilchrist St, Quincy	850-408-3542	F	H	Parent	
Delores Madison Dickey	297 Palmer Rd, Midway	850-674-4449	F	B	Parent	
Brianna Lewis	1847 Elm St, Quincy	850-570-9109	F	B	Parent	

GADSDEN COUNTY HIGH SCHOOL

School Advisory Council Membership Roster

School Year 2026-2027 **School** Gadsden County High School

Telephone # 850-662-2300

Principal's Signature Pamela Jones **Date** 10/8/2026

SAC Chair Signature **Date** 10/8/2026

Name	Address	Phone#	Gender	Race	Position	Method of Selection
Mimi Ellis	111 Grove Rd Quincy, FL 32351	850-445-7229	F	Black		Elected
Linda Johnson	Kamren Johnson 2215 West Jefferson St Lot 17 Quincy, FL 32351	850-666-3424	F	White		Elected
Sonya Burns	246 Newbeery Rd Quincy, FL 32351	850-408-1475	F	Black		Elected
Alisha Douglas	239 Dupont Ave Quincy, FL 32351	850-774-0640	F	Black		Elected
Calandria Pugh	188 Daffodil Circle Tallahassee, FL 32305	850-363-6161	F	Black		Elected
Tamika O'Neal	27001 Blue Star Highway Havana, FL 32333	850-782-2391	F	Black		Elected
Carolyn Bullock	408 B.W. Roberts Street Quincy, Florida 32351	850-284-6051	F	Black		Elected
Lonyell Butler	925 Thigpen Rd Quincy, Florida 32351	850-556-7953	F	Black		Elected
Kyshada Walker	101 Davis ST Quincy, FL 32351	850-567-6925	F	Black	Chair	Elected
Michael Cobbs	27001 Blue Star Highway Havana, FL 32333	850-212-9724	M	Black		Elected
Pamela Jones	27001 Blue Star Highway Havana, FL 32333	850-662-2300	F	Black		Selected

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

DATE OF SCHOOL BOARD MEETING: October 27, 2026

TITLE OF AGENDA ITEM: Approval of the 2026-2027 School's Title I Parent and Family Engagement Plans (PFEP)

DIVISION: Family And Community Engagement

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM: Family and Community Engagement is seeking approval of the 2026-2027 School's Title I, Parent And Family Engagement Plans (PFEP's) for each school.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Cheryl Moody

POSITION: Family And Community Engagement Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Chattahoochee Elementary School

I, Zola Akins, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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.

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Zola Akins *10/8/2026*

Signature of Principal ***Date***

MISSION STATEMENT

Chattahoochee Elementary School is committed to ensuring that all students have access to diverse high-quality educational experiences and are well prepared for middle school.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Chattahoochee Elementary School believes that parents should be involved and help make decisions concerning Title 1 and student outcomes. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. School Advisory Council is composed of 51% parents and 49% school and community members. All parents are given the opportunity to review the plan and offer their input prior to approval. During the SACS meeting, the council will decide how Title 1 funds will be utilized.

During the quarterly meetings, input is solicited from the Council members and all parents in attendance in regard to specific goals they have for the school and in the decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan. Parents are also surveyed at least once for Title 1 for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Chattahoochee Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school, with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and training to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents in the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of what is happening at Chattahoochee Elementary School, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Chattahoochee Elementary School's strategy for information. Parents also have access to our new student database- FOCUS.

How will you build parent capacity?
1. Provide assistance to parents of children served to understand State academic standards. 2. Provide assistance to parents of children served to understand State and local assessments. 3. Provide assistance to parents of children served to understand how to monitor child's progress. 4. Provide assistance to parents of children served to understand how to improve their child's achievement.
What is the Activity or strategy you will be using?
Chattahoochee Elementary School will provide parents with grades and assessment data each nine weeks to keep them abreast of their child's academic performance.
How will you deliver the activity/strategy?
Chattahoochee Elementary School will host parent meetings throughout the year to ensure parents receive information regarding their child's academic status. These meetings will consist of: Parent Expos, Parent Nights, School Advisory Council Meetings, and Parent-Teacher Conferences/Meetings.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Parent meetings will be conducted quarterly to share student progress with parents.
Who will be facilitating or implementing the strategy/activity?
The Principal, Reading Coach, and Resource Teacher will be responsible for facilitating and implementing the activities/strategies.
What group will be receiving the content of the strategy/activity?
Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
Parents will be notified via: Flyers, Skylert Messages, School Website, & Social Media Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K
Why are you offering this activity/strategy?
We are offering this activity to involve parents in the education of their children. We want them to be active partners in ensuring their academic success. Providing them with up-to-date information on academics and high-stakes assessments will prompt parents to act on their children's behalf and hopefully seek guidance on how to help at home.
What is the impact you hope to achieve?
We hope to increase parent involvement with academics.
How will you document that the activity happened?
Sign-in sheets, meeting agendas, flyers that advertise the meeting, and Skylert message reports will all be proof that the meetings occurred.

2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? ***Include items from the assurances above that must be addressed in the PFEP.***
A Title I Meeting will be conducted to provide parents with information about their rights as their child attends a Title I school.
How will you build parent capacity?
We will provide Information on the Title I Program, provide data chats, and host School Advisory Council Meetings.

What is the Activity or strategy you will be using?
We will host a Title I Meeting to bring awareness to parents as their rights.
How will you deliver the activity/strategy?
The Title I Meeting will be hosted once per year to share information with parents and to let them know their rights.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
The Meeting will be hosted annually.
Who will be facilitating or implementing the strategy/activity?
The Principal and Assistant Principals will be responsible for implementing the strategy/activity.
What group will be receiving the content of the strategy/activity?
Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
Parents will be notified via: Flyers, Skylert Messages, School Website, & Social Media Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K
Why are you offering this activity/strategy?
We are offering this activity because we want parents to know their rights as parents of students who attend a Title I school.
What is the impact you hope to achieve?
We hope to increase parents' awareness of the school community and how they can be involved in their child's educational journey.
How will you document that the activity happened?
Sign-in sheets, meeting agendas, flyers that advertise the meeting, Skylert message reports will all be proof the meetings occurred.

3. *How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? Include items from the assurances above that must be addressed in the PFEP.*
Parents will be provided information regarding state and local assessments during parent meetings, parent expos, and parent-teacher conferences. Parents will be provided resources to assist their children at home. Parents will be kept abreast of local and state requirements for promotion.
How will you build parent capacity?
Parent meetings will allow for various grade levels to review assessment data with parents. We will provide the data and resources to assist with learning from home. The data forms will also break down a student's strengths and weaknesses and provide parents with information to assist the child with deficiencies.
What is the Activity or strategy you will be using?
The activity/strategy will be parent meetings to review data and resources available to assist the parent.
How will you deliver the activity/strategy?
Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
This activity/strategy will be conducted each semester.
Who will be facilitating or implementing the strategy/activity?
School Principal, Assistant Principals, Reading Coach, & Teachers will facilitate and implement this strategy.
What group will be receiving the content of the strategy/activity?
Our second through fifth grade student groups will receive the content of this strategy.
How are you going to let parents know that the activity is that is available to them?
Parents will be informed of the events via Skylert messages, flyers in backpacks, flyers posted in the front office, and Classroom Dojo.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE
Why are you offering this activity/strategy?
We are offering this activity because our students are struggling in the area of reading and math. We want our parents to know how their children are performing and to assist us with academics. We want all of our students to make improvements on state and local assessments, and we need additional assistance from home to make it happen.
What is the impact you hope to achieve?
We hope to see a 10% increase in student performance on state and local assessments.
How will you document that the activity happened?
Sign-in sheets, meeting agendas, flyers that advertise the meeting, Skylert message reports will all be proof that the meetings occurred.

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? ***Include items from the assurances above that must be addressed in the PFEP.***
Parents will be provided with an understanding of the state standards and curriculum during parent-teacher conferences, parent expos, & parent meetings.
How will you build parent capacity?
Parents will be provided with their child's test results from state and local assessments. They will also be provided with updates in curriculum materials and learning for their child.
What is the Activity or strategy you will be using?
The activity/strategy will be parent meetings to review data and resources available to assist the parent.
How will you deliver the activity/strategy?
Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies. Parents will also be kept abreast of curriculum updates using the Classroom Dojo.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
The activity/strategy will be held quarterly.
Who will be facilitating or implementing the strategy/activity?
The School Principal, Reading Coach, and Teachers will facilitate the implementation of this activity/strategy.
What group will be receiving the content of the strategy/activity?
All grade levels will receive the content of this activity/strategy.
How are you going to let parents know that the activity is that is available to them?
Parents will be informed of the events via Skylert messages, flyers in backpacks, flyers posted in the front office, and Classroom Dojo.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We want parents to know how their child is performing on the state standards and the adopted curriculum.
What is the impact you hope to achieve?
We want to see a 10% increase towards proficiency on the state standards.
How will you document that the activity happened?
Sign-in sheets, meeting agendas, flyers that advertise the meeting, Skylert message reports will all be proof the meetings occurred.

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? Include items from the assurances above that must be addressed in the PFEP.
Parents will be provided with updates on the learning and how they can help their child academically on a weekly basis using the Classroom Dojo. In addition, parents can access their child's grades real-time using the district's student database system- FOCUS.
How will you build parent capacity?
We will build parent capacity by inviting them to the teacher's Classroom Dojo and providing them with the necessary information to access their child's FOCUS account.
What is the Activity or strategy you will be using?
We will use the Classroom Dojo & FOCUS to communicate with parents about their child's progress. We will also provide them with strategies they can use to help their child from home.
How will you deliver the activity/strategy?
Invites to the Classroom Dojo will be sent via text message to the parent's cellphone. FOCUS information will be shared with parents at each parent meeting and at the beginning of the school year during Open House.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
This activity/strategy will be implemented quarterly.
Who will be facilitating or implementing the strategy/activity?
School Administration and Teachers will facilitate the implementation of this strategy.
What group will be receiving the content of the strategy/activity?
All students will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
The Classroom Dojo and flyers announcing parent meetings is how parents will be made aware of the activity.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We want to build capacity with our parents and help propel education as a priority in the home.
What is the impact you hope to achieve?
We hope to see a 10% increase in student grades on their progress reports and report cards.
How will you document that the activity happened?
The Classroom Dojo, as well as parent meeting agendas and sign-in sheets, will all document the activities.

6. How will you provide assistance to parents in understanding how to monitor their child's progress? ***Include items from the assurances above that must be addressed in the PFEP.***
We will work with parents by first encouraging them to utilize the FOCUS system often. That way, they will know their child's grade and can immediately inquire when there are questions. We will also provide assistance with monitoring progress via programs like I-Ready. There, students can work from home and parents can see their scores immediately.
How will you build parent capacity?
We will provide information on maneuvering the FOCUS database during Open House. During that time, we will assist parents with ways to check their child's progress in I-Ready.
What is the Activity or strategy you will be using?
Open House meeting at the beginning of the year will help us carry out the activity. Teachers will also provide access information during parent-teacher conferences.
How will you deliver the activity/strategy?
Teachers will walk parents through the FOCUS features to retrieve their child's academic status. Teachers will also train parents on how to read student data from I-Ready reports.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
This activity/strategy will be implemented annually.
Who will be facilitating or implementing the strategy/activity?
Administrators and Teachers will facilitate the implementation of the strategy/activity.
What group will be receiving the content of the strategy/activity?
Kindergarten through 5th grade will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
We will utilize Skylert messages, the school's website, and social media page to advertise this event.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We are offering this activity/strategy because we want parents to remain up-to-date on their child's academic progress.
What is the impact you hope to achieve?
We hope to see a decline in failing grades because parents can immediately see when their child is missing or failing an assignment. We want to see an increase in student I-Ready performance because the parents are involved with implementation of the program from home.
How will you document that the activity happened?
Documentation will be in the form of agendas and sign-in sheets from Open House.
7. How will you provide teachers and staff with training to understand the value parents can bring to the school? ***Include items from the assurances above that must be addressed in the PFEP.***
We will jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student achievement. We will use the compact to develop two-way communication and build collaboration

partnerships with our parents.
How will you build parent capacity?
We will build parent capacity through two-way communication like phone calls, parent conferences, email to ensure the school-parent-compact agreement is fulfilled.
What is the Activity or strategy you will be using?
Teachers will be trained on effective two-way collaboration with parents.
How will you deliver the activity/strategy?
Teachers will be provided a training on effective two-way collaboration. In addition, we will use the school-parent compact to ensure we are doing the things we agreed upon.
What is the timeframe for when the activity/strategy will be implemented? (i.e. ,annually, quarterly, each semester, monthly, etc.)
This event will be held each semester.
Who will be facilitating or implementing the strategy/activity?
Administration and our ESE staff will facilitate the implementation of this strategy/activity.
What group will be receiving the content of the strategy/activity?
All grade groups will receive the content of this strategy.
How are you going to let parents know that the activity is that is available to them?
Parents will be informed via flyers for meetings held to discuss communication.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We want our teachers to be able to effectively communicate a student's progress in their classroom.
What is the impact you hope to achieve?
We hope to see a 10% increase in parental involvement.
How will you document that the activity happened?
Communication logs, agendas, and sign-in sheets will document this activity.

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? Include items from the assurances above that must be addressed in the PFEP.
We will use the Classroom Dojo to reach out to and communicate/work with parents as equal partners to build ties between home and school.
How will you build parent capacity?
Teachers will send invites to their Classroom Dojo as a way to stay in contact. Parents will be able to inquire and respond to posts from the teacher.
What is the Activity or strategy you will be using?
We will use Classroom Dojo to communicate/work with parents.
How will you deliver the activity/strategy?
The Classroom Dojo will be introduced at our Open House at the beginning of the year and utilized throughout the year.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
The strategy/activity will launch at the beginning of the school year and will be ongoing throughout the year.
Who will be facilitating or implementing the strategy/activity?
Classroom Teachers will be facilitating the implementation of this strategy/activity.
What group will be receiving the content of the strategy/activity?
All grades will be receiving this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
Parents will be informed of this activity during our Open House Meeting at the beginning of the year and will be sent invites from the Classroom Dojo to join.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We want parents to have direct contact with our teachers regarding their child's education.
What is the impact you hope to achieve?
We hope to increase parent involvement by 5%.
How will you document that the activity happened?
The agenda & sign-in sheets from Open House and Classroom Dojo will be provided as documentation.

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? Include items from the assurances above that must be addressed in the PFEP.
We want to communicate and build trusting relationships with our parents. We want to treat them with respect and show them that interactions are not solely based on discipline issues.
How will you build parent capacity?
Parents will be provided with at-home assignments that encourage their involvement in and understanding of the standards and the associated assignments. Parents will be treated with the utmost dignity and respect, regardless of their level of involvement.
What is the Activity or strategy you will be using?
We will use Positive Behavior Interventions & Support (PBIS) at school and will communicate strategies to parents.
How will you deliver the activity/strategy?
The activity/strategy will be delivered via PBIS Training.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
The activity will be held annually.
Who will be facilitating or implementing the strategy/activity?
The School Principal and School Counselor will facilitate the implementation of this activity/strategy.
What group will be receiving the content of the strategy/activity?
All student groups will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
A newsletter will communicate that this activity was made available to our teachers.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
Our teachers need to understand the role our parents play in helping to educate our students. We want our teachers to learn how to pull parents into this educational journey, and to let them know that they are an important component to the success of their child's academics.
What is the impact you hope to achieve?
We hope to improve parental involvement by 10%.
How will you document that the activity happened?
An agenda, sign-in sheet, and presentation will document this activity.

10. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately
Shall provide assistance to parents of children served to understand state academic standards.
What was the Activity?
Provide resources that will eliminate barriers to greater participation in the Florida Standards for ELA and Math trainings.
How often did you offer it?
Performed at Curriculum Night/Parent Meetings three times per year.
How many parents and/or staff participated?
25-30 parents participated and all staff members (30) participated in the parent meetings on a regular basis.
What was the goal of the activity?
The goal was for parents to know the standards being taught and for them to find ways to help reinforce the standards at home.
What outcomes did you see as a result of the activity?
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11. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately
CES has established a resource room as a means of providing assistance to parents.
What was the Activity?
The resource room was stocked with school supplies, clothing, and personal items.
How often did you offer it?
The resource room is available throughout the school year.
How many parents and/or staff participated?
25-30 parents participated and utilized the resources proved. All 10 of the teachers contributed to the items in the resource room, and our operations team (custodial staff) was responsible for ensuring the area was tidy and inviting.
What was the goal of the activity?
The goal was to provide support to parents who may not have the means to provide necessities for all of their children.
What outcomes did you see as a result of the activity?
Parents are more trusting of the school and school personnel, and feel comfortable coming to make requests and discuss their needs.

12. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately
Shall provide assistance to parents of children served to understand how to monitor child's progress.
What was the Activity?
Understanding report cards, Edmentum reports, STAR reports, and FAST student reports
How often did you offer it?
Per semester
How many parents and/or staff participated?
25-30 parents participated and all staff members (30) participated in the parent meetings on a regular basis.
What was the goal of the activity?
The goal was for parents to be able to read and understand the data reported. The reports also provided parents with information regarding the students' deficiencies and areas of strength.
What outcomes did you see as a result of the activity?
We saw more parents helping their children with reading and math, not just when they had homework.
13. What did you say you were going to do last year in your PFEP to help parents? Review the activities you said you were going to do in last year's PFEP. List all activities separately
Shall provide assistance to parents of children served to understand the requirements of Title I.
What was the Activity?
Host a Title I Meeting
How often did you offer it?
Annually, at the beginning of the year.
How many parents and/or staff participated?
25-30 parents participated and all staff members (30) participated in the parent meetings on a regular basis.
What was the goal of the activity?
The goal was for parents to understand their rights as parents of students who attend a Title I school.
What outcomes did you see as a result of the activity?
Parents were empowered and became knowledgeable about the reports and meetings they can request. They were more likely to advocate for their children.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Greensboro Elementary

I,Catina Simmons-Russ , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Latoya G. Simmons-Russ — 9/30/26

Signature of Principal — ***Date***

MISSION STATEMENT

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Greensboro Elementary School involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title 1 meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meetings will be held monthly at a time feasible for the committee. The annual Title 1 meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Greensboro Elementary School involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title 1 meeting, monthly community meetings, and various parent night out activities. School Advisory meetings will be held monthly at a time feasible for the committee. The annual Title 1 meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online parent, student and/or community surveys. The use of Class DoJo and District email will serve as a means of communicating with parents.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it

How will you build parent capacity?

The school will employ an open door policy wherein parents may visit the Principal and staff at a time convenient for them. The school will keep parents informed of student progress, attendance and discipline regularly.

What is the Activity or strategy you will be using?

Parents will be invited to various Parent activities, invited on field trips and school meetings that address the needs of the students.
How will you deliver the activity/strategy?
Face to face, Powerpoint presentations, flyers, newsletters, Class Dojo and/or virtual meetings.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
School Administrators, School Counselor, Social Worker, teachers and/or staff.
What group will be receiving the content of the strategy/activity?
Parent and other stakeholders
How are you going to let parents know that the activity is that is available to them?
The District's Parent Portal through FOCUS, school flyers and/or social media will be utilized to communicate with parents.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part CMigrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, and Title II, Part A- Staff Training
Why are you offering this activity/strategy?
To inform parents of ways to assist with vocabulary and comprehension; to provide parents with the training and the tools to assist their children at home; and to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations
What is the impact you hope to achieve?
Increased student achievement, parental involvement, improved student discipline and attendance.
How will you document that the activity happened?
Meeting/training agendas, sign-in sheets, meeting minutes, monthly attendance, assessment data and discipline reports.

2. *How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?* ***Include items from the assurances above that must be addressed in the PFEP.***
The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
How will you build parent capacity?
Provide Information on the Title I Program, training module on building ties between parents and the school, and school advisory council meetings
What is the Activity or strategy you will be using?
Annual Title 1 Parent Meeting and/or School Advisory Council Meetings
How will you deliver the activity/strategy?
Face to Face
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
At the conclusion of each grading period.
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, School Advisor Council
What group will be receiving the content of the strategy/activity?
Parents, students, teachers, staff, community
How are you going to let parents know that the activity is available to them?
Parent Portal, School marque, flyers
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, and IDEA- Federal ESE, SAC, Federal Programs Staff
Why are you offering this activity/strategy?
To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.
What is the impact you hope to achieve?
Increased Parental awareness of the Title 1 program
How will you document that the activity happened?
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

3. *How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?* ***Include items from the assurances above that must be addressed in the PFEP.***
The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
How will you build parent capacity?
Provide assistance to parents of children served to understand State and local assessments.
What is the Activity or strategy you will be using?
Schedule individual parent meetings to discuss student progress and graduation options.
How will you deliver the activity/strategy?
Face to face parent trainings, virtual meetings, Title 1 Parent Meetings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, School Counselor
What group will be receiving the content of the strategy/activity?
Parents
How are you going to let parents know that the activity is available to them?
Personal phone calls, Skyward alerts, and/or notices home.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, and IDEA- Federal ESE
Why are you offering this activity/strategy?
To provide parent information and strategies to assist students in preparation for standardized assessments.
What is the impact you hope to achieve?
Increased student performance and parental involvement.
How will you document that the activity happened?
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

4. *How will you provide parents with an understanding of the State Standards and the curriculum you will be using?* ***Include items from the assurances above that must be addressed in the PFEP.***
The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
How will you build parent capacity?
Invite parents to Standards and/or assessment training to help parents better understand the state standards and the curriculum used.
What is the Activity or strategy you will be using?
Effective utilization of parent/teacher communication tool(s), understanding the Florida Standards Assessment Student Report, understanding the Edmentum diagnostic report, understanding STAR diagnostic reports, Parent Teacher Expos, provide other resources that eliminate barriers to greater participation, enhance parent resource center at the school, and SAC meetings
How will you deliver the activity/strategy?
Face to face parent trainings, Title 1 annual meeting, SAC meetings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Each semester
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Department Chairpersons
What group will be receiving the content of the strategy/activity?
Parents, teachers and staff.
How are you going to let parents know that the activity is that is available to them?
Newsletters, social media, school marque, letters home to parents
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Family and Parent engagement, and district staff
Why are you offering this activity/strategy?
To provide training to parents to better understand the state standards and the curriculum used.
What is the impact you hope to achieve?
Improved parental awareness and student outcomes.
How will you document that the activity happened?
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts Sign-in sheets

5. *How will you provide parents with an understanding about how to help their children at home and how to improve academically?* ***Include items from the assurances above that must be addressed in the PFEP.***
The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement. The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
How will you build parent capacity?
Provide assistance to parents of children served to understand how to help their children at home and how to improve academically.
What is the Activity or strategy you will be using?
Effective utilization of parent/teacher communication tool(s), understanding the Florida Standards Assessment Student Report, understanding Edmentum diagnostic reports, understanding STAR diagnostic, Parent Nights, provide other resources that eliminate barriers to greater participation, enhance parent resource center at the school, and SAC meetings
How will you deliver the activity/strategy?
Literacy workshops, Intervention training, Parent Portal training
What is the timeframe for when the activity/strategy will be implemented? ***(i.e. annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Guidance Counselor, Social Worker
What group will be receiving the content of the strategy/activity?
Parents
How are you going to let parents know that the activity is that is available to them?
Focus Alerts, Class Dojo, school and district website, flyers and invitations.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Family and Parent engagement, and district staff
Why are you offering this activity/strategy?
Provide assistance to parents of children served to understand how to help their children at home and how to improve academically.
What is the impact you hope to achieve?
Increased student achievement
How will you document that the activity happened?
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts.

6. How will you provide assistance to parents in understanding how to monitor their child's progress? ***Include items from the assurances above that must be addressed in the PFEP.***
Provide training and resources to help parents work with their children at home to improve their academic achievement.
How will you build parent capacity?
Effective utilization of parent/teacher communication tool(s), Understanding the Florida Standards Assessment Student Report, Understanding Edmentum Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at the School, School Advisory Council Meetings.
What is the Activity or strategy you will be using?
Parent Training, Parent / Teacher Conference, and Data Chat meetings.
How will you deliver the activity/strategy?
Focus Alerts. Class Dojo, school and district website, flyers and invitations.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, School Counselor, Social Worker
What group will be receiving the content of the strategy/activity?
Parents, teachers, staff
How are you going to let parents know that the activity is that is available to them?
Focus Alerts, Class Dojo, school and district website, flyers and invitations.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Family and Parent engagement, and district staff
Why are you offering this activity/strategy?
To provide assistance to parents of children served to understand how to monitor their child's progress.
What is the impact you hope to achieve?
Improved student outcomes
How will you document that the activity happened?
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts
7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? ***Include items from the assurances above that must be addressed in the PFEP.***
Provide training to teachers and staff to understand the value parents can bring to the school
How will you build parent capacity?
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations.
What is the Activity or strategy you will be using?

Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations.
How will you deliver the activity/strategy?
Parent Training, Parent / Teacher Conference, and Data Chat meetings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Parent Liaison, Guidance Counselor
What group will be receiving the content of the strategy/activity?
Parents, teachers, staff
How are you going to let parents know that the activity is that is available to them?
Focus alerts, school and district websites, take home flyers
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Family and Parent engagement, and district staff
Why are you offering this activity/strategy?
Provide training to teachers and staff to understand the value parents can bring to the school.
What is the impact you hope to achieve?
Increased student achievement
How will you document that the activity happened?
Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts.

8. How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school? ***Include items from the assurances above that must be addressed in the PFEP.***
GES will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.
How will you build parent capacity?
GES will provide both internal and external workshops and activities that strengthen these relationships throughout the school year
What is the Activity or strategy you will be using?
Report Card Conferences: Teachers will conduct individual conferences to discuss the student's test results, expectations, progress toward benchmarks, and individual needs. Connect Phone Messages: Increased parental awareness of school events and participation. Community Forums: Parents and students will have access to information about school events/ activities.
How will you deliver the activity/strategy?
Face-to-Face Meetings Virtual Meetings Telephone Contact
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, School Counselor, Teachers and Staff
What group will be receiving the content of the strategy/activity?
All stakeholders
How are you going to let parents know that the activity is that is available to them?
Connect Phone Messages • Flyers • Email • Home-to-School and School-to-Home Communication • School Website and Class Dojo
Who are you going to coordinate with to offer the activity or implement the strategy?
District Parent Engagement Liaison
Why are you offering this activity/strategy?
To facilitate collaborative relationships with parents of children served to understand how to monitor their child's progress
What is the impact you hope to achieve?
Build strong partnerships between the home and school to increase student achievement
How will you document that the activity happened?
Parent survey, Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? ***Include items from the assurances above that must be addressed in the PFEP.***
GES will strive to build the capacity of all parents and families throughout the year by various activities and learning opportunities.
How will you build parent capacity?
GES will provide both internal and external workshops and activities that strengthen these relationships throughout the school year
What is the Activity or strategy you will be using?
Report Card Conferences: Teachers will conduct individual conferences to discuss the student's test results, expectations, progress toward benchmarks, and individual needs. Connect Phone Messages: Increased parental awareness of school events and participation. Community Forums: Parents and students will have access to information about school events/ activities
How will you deliver the activity/strategy?
Face-to-Face Meetings Virtual Meetings Telephone Contact
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Parent Liaison
What group will be receiving the content of the strategy/activity?
Parents, students, teachers and staff
How are you going to let parents know that the activity is that is available to them?
Connect Phone Messages • Flyers • Email • Home-to-School and School-to-Home Communication • School Website and Class Dojo
Who are you going to coordinate with to offer the activity or implement the strategy?
Family and Community Engagement Office
Why are you offering this activity/strategy?
To provide assistance to parents of children served to understand how to monitor their child's progress.
What is the impact you hope to achieve?
Build strong home to school partnerships between the home and school to increase student achievement
How will you document that the activity happened?
Parent surveys, Meeting/training agenda, meeting/training sign-in sheets, meeting minutes, and meeting/training handouts

10. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP.*** ***List all activities separately***
Open House/Back to School Night
What was the Activity?
Report CArd Conferences
How often did you offer it?
Quarterly
How many parents and/or staff participated?
148 Parents, 15 teachers
What was the goal of the activity?
Build Parent Capacity
What outcomes did you see as a result of the activity?
Increase parent participation from previous year.
11. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP.*** ***List all activities separately***
Monthly Bulldog Family Newsletter
What was the Activity?
Create and distribute a monthly newsletter to parents outlining important and upcoming events about the school.
How often did you offer it?
Monthly
How many parents and/or staff participated?
All instructional staff and all parents of students enrolled
What was the goal of the activity?
To keep parents informed and abreast of what was happening at the school.
What outcomes did you see as a result of the activity?
Increased student attendance and parent participation in school events.

12. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP.*** ***List all activities separately***
Bulldog Pride Family Events
What was the Activity?
Seasonal celebrations tied to academic milestones
How often did you offer it?
Seasonal
How many parents and/or staff participated?
157 parents, 23 staff members
What was the goal of the activity?
Celebrate student success
What outcomes did you see as a result of the activity?
More parental participation and increased student accountability.
13. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP.*** ***List all activities separately***
Partner with GCSD and the FACE Office
What was the Activity?
Partner with GCSD and the FACE Office to offer parents enrichment opportunities that build life skills, strengthen family wellness, and deepen community connections.
How often did you offer it?
Quarterly
How many parents and/or staff participated?
72 parents, 15 staff members
What was the goal of the activity?
To help parents and students build life skills, strengthen family wellness and deepen community connection.
What outcomes did you see as a result of the activity?
Increased parental awareness and school engagement

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Havana Magnet School

I, Christopher Germany, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

The school will adhere to the statutory definition of parent involvement and will implement programs, activities, and procedures consistent with the requirements outlined in the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

The school shall provide parents with multiple opportunities to participate in meetings and activities throughout the school year. These opportunities will allow parents to provide input and participate in decisions regarding the education, academic achievement, and overall success of their children.

The school shall involve parents of students served through Title I, Part A in decisions regarding the use of funds reserved for parent and family engagement. Parents will have opportunities to provide input on how these funds can best support student achievement and strengthen family engagement.

Title I Meetings

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.

- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.

- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

_____ _____

Signature of Principal ***Date***

MISSION STATEMENT

At **Havana Magnet School**, we are committed to cultivating a community of **self-driven learners** who think critically, act responsibly, and take full ownership of their educational journey. We strive to foster a learning environment that promotes **intellectual curiosity**, **independent thinking**, and **positive engagement**, where every student is empowered to reach their fullest academic and personal potential.

We proudly **accept the challenge and responsibility** to educate **every student, every day, without exception**. Our dedicated faculty and staff work collaboratively to provide **high-quality instruction, personalized support**, and **equitable learning opportunities** that are grounded in Florida's state standards and aligned with college and career readiness.

In this spirit of excellence, we recognize the vital role that families play in the success of our students. We aim to strengthen our bond with parents and guardians by positioning ourselves as **true partners in education**. By building trusting, respectful relationships and maintaining open lines of communication, we can more effectively support students both at school and at home.

To further connect with our community, **Havana Magnet School** will serve as a hub of educational and cultural enrichment. Through **curriculum nights, fine arts showcases**, and **community-centered events**, we invite families to become active participants in the life of the school. These efforts will foster a sense of belonging and shared purpose that extends beyond the classroom walls.

Our mission is clear:

> To provide a **rigorous, nurturing, and inclusive** learning environment where **students feel safe, supported, and inspired** to achieve excellence—academically, socially, and emotionally. At Havana Magnet School, **we don't just teach students—we empower leaders, thinkers, and lifelong**

learners who are ready to make a positive impact in their communities and beyond.

Together, we will move **Onward and Upward… Taking Flight to New Heights..Every Student, Every Day.**

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Havana Magnet School (HMS) firmly believes that **parents are critical partners in the success of their children** and should be actively involved in making decisions that impact both Title I programs and overall student achievement. We are committed to fostering strong, collaborative relationships with parents and families, ensuring they are fully informed, engaged, and empowered as active participants in the educational process.

The **School Advisory Council (SAC)** plays a central role in this partnership by developing, implementing, and evaluating the **School Improvement Plan (SIP)** and the **Parent and Family Engagement Plan (PFEP)**. All parents are given the opportunity to review and provide input on these plans prior to approval, ensuring that their perspectives are integrated into the goals and strategies of the school. The SAC also determines how Title I funds are allocated based on student achievement data, school culture goals, and community needs.

Parent Communication and Engagement

HMS is committed to involving parents in an **organized, ongoing, and timely manner** through multiple forms of communication, ensuring that families remain informed and engaged. Methods include:

- **Home-to-school and school-to-home communication** in English and other languages as needed
- Flyers and newsletters distributed regularly
- **HMS Parent and Guardian Remind messages** for instant updates
- School website and email communication
- Social media platforms (e.g., Facebook)
- Classroom-level Remind messages

These tools ensure that all parents are kept up to date on important information, upcoming events, and opportunities for involvement.

Parent Participation in Decision-Making

Parents and families play a key role in planning, reviewing, and improving Title I programs, as well as in deciding how funds will be used. HMS facilitates this involvement through the following:

- **School Advisory Council (SAC) Meetings** (held quarterly and open to all parents)
- **Parent Meetings** (designed to showcase student learning and share strategies to support students at home)
- **Annual Title I Parent Meeting** (to review Title I programming, parent rights, and teacher qualifications)
- **Capacity-building activities** that empower parents with tools to support student learning
- **Reviewing academic data**, previous PFEPs, and parent surveys to identify needs and evaluate progress

During SAC meetings, Title I pamphlets and Florida Standards are distributed to parents to ensure they are aware of program goals and expectations. The first SAC meeting of the year focuses on reviewing Title I allocations and soliciting parent ideas and suggestions regarding funding priorities. Title I funds are then allotted to support academic achievement and school culture goals based on parent input and student data.

Annual Title I Meeting and Parent Training

The **Annual Title I Parent Meeting** serves as a cornerstone of parental involvement. During this meeting, parents receive:

- Information about Title I programs and services
- An overview of their rights to be involved in decision-making
- Teacher and paraprofessional qualification information
- Details about curriculum, state and local assessments, and student progress monitoring
- Information about school choice options and additional support programs

In addition, **quarterly parent meetings** provide ongoing opportunities for parents to review academic data, student progress, and the PFEP. Parents of students identified as low-performing will also participate in semi-quarterly conferences to discuss interventions and targeted supports.

Building Parent Capacity

HMS seeks to build the capacity of parents to support their child's academic success through the following strategies:

- Establishing strong **relationships with teachers** and administrators
- Administrative participation in parent conferences to model collaborative problem-solving
- Providing **bi-directional communication channels** with teachers (via Remind, Class Dojo, email, and phone)
- Distributing **supplemental instructional materials** for parents to use at home
- Offering training sessions to help parents understand:
    - **State academic standards and local assessments**
    - How to **monitor student progress** and interpret data
    - Strategies for **improving student achievement at home**
- Sharing best practices for creating a positive home learning environment

Accessibility and Inclusion

HMS is committed to ensuring that **all parents, regardless of background or circumstance, have full access to parent involvement activities and information**. We provide the following supports to include all subgroups (ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent):

- Translating all essential documents into Spanish and other languages as reported by families
- Providing translators during meetings and conferences as needed
- Ensuring that informational materials are written in **clear, understandable language**

- Offering accommodations (e.g., interpreters, special seating arrangements, transportation assistance) for families with unique needs
- Coordinating closely with **district ESOL/EL/Migrant offices** and community service providers to meet the needs of families requiring additional support

All informational documents (e.g., PFEP, SAC minutes, newsletters) are posted online, shared through Remind and social media, and available in print. Monthly calendars are distributed digitally and in print to encourage maximum participation.

Ongoing Evaluation

Parent feedback is a cornerstone of continuous improvement at HMS. Parents are surveyed at least once each year regarding Title I programs and activities. Surveys collect parent input on:

- Activities and expenditures supporting the PFEP
- Parent engagement activities they find most valuable
- Goals they would like the school to pursue in the upcoming year

This feedback is reviewed by the SAC and school leadership team to guide decision-making and ensure parent voices directly influence school priorities.

Overall Strategy for Parent Involvement in Student Achievement

HMS's overarching strategy is to engage parents as **active partners** in the learning process by:

1. Inviting parents to quarterly meetings and conferences aligned with report card distribution
2. Offering additional conferences and communication for students identified as needing extra support
3. Empowering parents through training, access to instructional materials, and clear information about standards and assessments
4. Ensuring all parents have the opportunity to participate in school decisions through SAC, PFEP development, and Title I planning

5. Providing equitable access to all programs and communication, ensuring no parent is left out due to language, disability, or other barriers

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Havana Magnet School will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child (ren) at home through the implementation of various best-known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program. HMS will continually hold meetings where information will be presented about the Title I programs, curriculum, and academic assessment during the month of September. Parents will obtain information about the school wide
programs, how to set up conferences with teachers, and will have opportunities to participate in decisions on these topics, they will receive a copy of the PFEP. Parents will obtain the parent handbook, which includes information that is more detailed. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the
Subjects they teach home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Teachers will also prepare an information packet for all the parents that were not able to attend. HMS provides full opportunities for participation in parental involvement activities to all parents, students, and community members.

HMS will hold quarterly meetings where information will be presented regarding the Title I programs, curriculum, and academic assessment. Parents will obtain information about the school wide programs, community partnerships, communication norms, and will have opportunities to participate in decisions on these topics. Parents will obtain the student Code of Conduct handbook, which includes more detailed information. Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the subjects they teach, home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Information packets will be sent home with students for parents who are unable to attend.
HMS provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Social media and mass messaging systems (i.e. Remind, SkyAlert) are employed to ensure consistent communication regarding all school events. A monthly calendar is provided via these platforms to encourage maximum involvement. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. The school with the assistance of the district communicates to parents via the SkyAlert communication system, newsletters,

flyers, newly purchased digital signs, phone calls, news materials and training to help parents work with their children to improve their children's academic achievement. Forums including Open House, SAC, and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoke in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Havana Magnet School happenings, especially issues regarding their children
1. What is your overall strategy for Parent Involvement in Student Achievement?   ***Include items from the assurances above that must be addressed in the PFEP.***
Parents will be invited to quarterly parent meetings to discuss student progress following the issuance of report cards from each grading period. In addition, students identified as low-performing will have semi-quarterly conferences to discuss interventions and support.
How will you build parent capacity?
Parents will be empowered via the establishment of relationships with teachers, administrative participation in parent conferences, and bi-directional communication with teachers via messaging applications. Parents will also be provided with access to supplemental materials for use at home. Provide assistance to parents of children served to understand State academic standards. Provide assistance to parents of children served to understand State and local assessments.   Providing assistance to parents of children served to understand how to monitor a child's progress.. Providing assistance to parents of children served to understand how to improve their child's achievement.
What is the Activity or strategy you will be using?
The main activity for parent engagement in student achievement and building capacity is the involvement of parents in semi-quarterly conferences and the provision of supplemental materials.
How will you deliver the activity/strategy?
Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting. Parent Training
What is the timeframe for when the activity/strategy will be implemented?   ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter, Second Quarter, Third Quarter, Fourth Quarter
Who will be facilitating or implementing the strategy/activity?
Teachers
What group will be receiving the content of the strategy/activity?
All Parents

How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE
Why are you offering this activity/strategy?
To make parents aware of state assessments and their parental rights.
What is the impact you hope to achieve?
Improve Parent Participation Rates Improve attendance at mandatory Parent Nights to 15% of parents.
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

2. ***How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Parents are invited to an annual Title I meeting where the purpose of the Title I programs and use of funding are discussed.
How will you build parent capacity?
Parents will be invited to join advisory council
What is the Activity or strategy you will be using?
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings
How will you deliver the activity/strategy?
Title I Annual Meeting, Parent Training, School Advisory Council Meeting
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter
Who will be facilitating or implementing the strategy/activity?
Director of Federal Programs, Parent Services Team
What group will be receiving the content of the strategy/activity?
All Stakeholders
How are you going to let parents know that the activity is available to them?

School or District Website, Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Parent Involvement Resource Center, Title I, Part A- Parent Involvement
Why are you offering this activity/strategy?
To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.
What is the impact you hope to achieve?
Improve knowledge of the Title I Program Improve parent participation by 5%
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

3. How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card? ***Include items from the assurances above that must be addressed in the PFEP.***
A Parent Nights will be held that focuses specifically on the guidelines for the State Progress Monitoring Assessment, provides the schedule for groups of students, and requests support from home with regard to test preparation.
How will you build parent capacity?
Parents are provided with access to the F.A.S.T. parent portal, and the links to the practice tests appropriate for their students' grade level.
What is the Activity or strategy you will be using?
Florida Standards Assessment- English Language Arts, Florida Standards Assessment-Mathematics Grades 3-8, Understanding the Florida Standards Assessment Student Report, Understanding Edmentum Diagnostic Report
How will you deliver the activity/strategy?
School Advisory Council Meeting, Title I Annual Meeting
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Second Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Stakeholders, Parents of At-Risk Students
How are you going to let parents know that the activity is available to them?
Backpack, Campus Display on Marquee, Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Head Start- Federal Pre-K
Why are you offering this activity/strategy?
Based on student data from last year, less than 50% of our students are proficient in Reading.
What is the impact you hope to achieve?
Improve English Language Arts Achievement Improve by 10% in grades 3-8
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

4. *How will you provide parents with an understanding of the State Standards and the curriculum you will be using?* ***Include items from the assurances above that must be addressed in the PFEP.***
At Parent Expos, parents are provided with information regarding the state assessed standards. Student work is displayed, and connection to the standards is highlighted.
How will you build parent capacity?
Parents will be provided with at-home-assignments that encourage their involvement in and understanding of the standards and the associated assignments. This will encourage them to be involved in the process of standards mastery.
What is the Activity or strategy you will be using?
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings
How will you deliver the activity/strategy?
Title I Annual Meeting, Parent Training, School Advisory Council Meeting
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter
Who will be facilitating or implementing the strategy/activity?
Director of Federal Programs, Parent Services Team
What group will be receiving the content of the strategy/activity?
All Stakeholders
How are you going to let parents know that the activity is that is available to them?
School or District Website, Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Parent Involvement Resource Center, Title I, Part A- Parent Involvement
Why are you offering this activity/strategy?
To make parents aware of the funding provided to the public schools with low-income families. To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.
What is the impact you hope to achieve?
Improve knowledge of the Title I Program Improve parent participation by 5%
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

5. *How will you provide parents with an understanding about how to help their children at home and how to improve academically?* ***Include items from the assurances above that must be addressed in the PFEP.***
In addition to the exposure to standards at Parent Nights and through homework assignments, teachers will provide options that are learner-based (i.e.Edmentum teacher assigned lessons) as means of remediation at home.
How will you build parent capacity?
Parents who have access to the internet at home will be able to monitor their students' progress without having to provide instruction, and can aid in ensuring that academic gaps are closed.
What is the Activity or strategy you will be using?
Understanding Edmentum https://docs.google.com/spreadsheets/d/11h7BGzGAVI0r63by3IM-7hpo5KTP7gvSG5kMBhEUwsM/edit?gid=2000978578#gid=2000978578Diagnostic Report, Understanding the Florida Standards Assessment Student Report
How will you deliver the activity/strategy?
Parent / Teacher Conference, Parent Training
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Second Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents
How are you going to let parents know that the activity is available to them?
Skylert, Flyer or Invitation, Email
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training
Why are you offering this activity/strategy?
To show parents their child's strengths and areas of need down to the sub-skill level. This report helps pinpoint the area of the target.
What is the impact you hope to achieve?
Improve English Language Arts Achievement Improve by 5% in grades 3-8
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes

6. ***How will you provide assistance to parents in understanding how to monitor their child's progress?*** ***Include items from the assurances above that must be addressed in the PFEP.***
The STAR assessment and Edmentum assessment provide parent letters that describe, in detail, how students score and what their strengths and weaknesses are. These parent reports are provided to all parents.
How will you build parent capacity?
In administrative conferences, parents receive a detailed analysis of the parent reports, and materials to use in support of the recommendations made by the diagnostic results.
What is the Activity or strategy you will be using?
Understanding Report Cards, Understanding Edmentum Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report
How will you deliver the activity/strategy?
Parent / Teacher Conference, Data chat meetings, Parent Training
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Second Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents, Teachers
How are you going to let parents know that the activity is available to them?
Backpack
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K, Head Start- Federal Pre-K
Why are you offering this activity/strategy?
Provide parents with information that they can use to understand how their child is performing in his/her academic courses.
What is the impact you hope to achieve?
Improve Student Attendance Improve attendance by 10%
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? ***Include items from the assurances above that must be addressed in the PFEP.***
Parent partnerships are integral to the success of the school. Teachers are required to make contact with all parents at the beginning of the school year, and of the parents of students requiring intervention twice per quarter. Parents are invited to conduct behavior observations and to participate in the learning process via an open door policy.
How will you build parent capacity?
Parents are provided with contact information for their scholar's teacher via mass messaging application and email. Parent observations are ingrained within the school's prescriptive discipline plan, and parent contact is required at least once each quarter.
What is the Activity or strategy you will be using?
Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement
How will you deliver the activity/strategy?
Parent Training, Online Self-guided Training
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Third Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation, Email
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition
Why are you offering this activity/strategy?
Identify how perceptions affect reality and identify barriers and possible solutions to parental participation
What is the impact you hope to achieve?
Improve Parent Participation Rates Improve parent participation by 5%
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes

8. *How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?* ***Include items from the assurances above that must be addressed in the PFEP.***
Quarterly parent mass meetings and individual parent conferences, as well as monthly activity calendars will be the major mode of communication with parents.
How will you build parent capacity?
Parents will be solicited to provide suggestions for activities for students.
What is the Activity or strategy you will be using?
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement
How will you deliver the activity/strategy?
Staff Training
What is the timeframe for when the activity/strategy will be implemented? ***(i.e. annually, quarterly, each semester, monthly, etc.)***
First Quarter
Who will be facilitating or implementing the strategy/activity?
Principal, Resource Teacher
What group will be receiving the content of the strategy/activity?
Teachers
How are you going to let parents know that the activity is that is available to them?
Email, School or District Website, Campus Display on Marquee
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training, Title III, Part A- ELL
Why are you offering this activity/strategy?
Create parent friendly notices and create a list of the required parent notifications.
What is the impact you hope to achieve?
Improve parent satisfaction, Improve Parent Participation Rates Improve parent participation by 10%
How will you document that the activity happened?
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? ***Include items from the assurances above that must be addressed in the PFEP.***
Each grade level is required to participate in field trips that expand the students' horizons and promote awareness of local opportunities and career paths. Parents will be encouraged to participate in these trips and the follow-up activities.
How will you build parent capacity?
Many of the field trips are payable as supplemental curricular activities under grant funding, so parents do not have to concern themselves with the cost of student admission. This will allow the parents to cover their own cost of participation with more ease.
What is the Activity or strategy you will be using?
The activity used to increase parent capacity and engagement are grade-level field trips.
How will you deliver the activity/strategy?
The activity will be coordinated by the classroom teacher.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
The field trips will take place each semester.
Who will be facilitating or implementing the strategy/activity?
The field trips will be planned as school-wide activities. The teachers are responsible for planning the trips to align with the curriculum.
What group will be receiving the content of the strategy/activity?
Parents at each grade level will have the opportunity to participate in these trips.
How are you going to let parents know that the activity is that is available to them?
Parents will receive flyers, mass messages, and field trip permission forms to encourage their participation.
Who are you going to coordinate with to offer the activity or implement the strategy?
Coordination will occur between parents, teachers, school, and grant managers at the district level.
Why are you offering this activity/strategy?
These activities are high-interest and accessible, making them ideal for our population.
What is the impact you hope to achieve?
Through these field trips, we hope to facilitate increased exposure to local opportunities, and build stronger relationships between parents and teachers.
How will you document that the activity happened?
Completed participation forms and follow up activities will be used as documentation for the trips.

10. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP.*** ***List all activities separately***
Last year, we focused on increasing positive publicity and exposure.
What was the Activity?
Building communication between home and school via Social Media Posts highlighting school events.
How often did you offer it?
Parents and community members received weekly updates via social media to engage them and keep them abreast of school events and activities.
How many parents and/or staff participated?
Hundreds of parents participated and used the Social Media posts.
What was the goal of the activity?
Increased parent and school involvement and positive interaction.
What outcomes did you see as a result of the activity?
Parents shared information related to the school with their families and other community members, and the school became more recognizable, with parents beginning to reference the school's page as a source of information.
11. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP.*** ***List all activities separately***
HMS Established a resource room as a means of providing assistance to parents.
What was the Activity?
The resource room was stocked with school supplies, clothing and personal items.
How often did you offer it?
The resource room was available throughout the school year.
How many parents and/or staff participated?
There were 30 parents, in particular, who made regular use of the resource room. All 10 of the teachers contributed to the items in the resource room, and our operations team (custodial staff) was responsible for ensuring the area was tidy and inviting.
What was the goal of the activity?
To provide support to parents who may not have the means to provide necessities for all their children.
What outcomes did you see as a result of the activity?
Parents are more trusting of the school and school personnel, and feel comfortable coming to make requests and discuss their needs.

12. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
Last year, HMS hosted parent meetings in order to inform parents about student progress and school events.
What was the Activity?
Quarterly Parent Meetings
How often did you offer it?
The parent meetings occurred at the end of each quarter.
How many parents and/or staff participated?
30-50 parents participated, and all staff members (30) participated in the parent meetings on a regular basis.
What was the goal of the activity?
The goal of the parent meetings was to ensure that parents had all information necessary to aid in their students' success.
What outcomes did you see as a result of the activity?
The parents were not extremely responsive to the face-to-face mass meetings, but responded better to individual meetings.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training

- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training and collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Crossroad Academy

I, Camry S. Floyd, do hereby certify that all facts, figures, and representations made in this application 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 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., I, Camry S. Floyd, do hereby certify that all facts, figures, and representations made in this application 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 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.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), 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 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (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 school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for 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 when the school submits the plan to the local educational agency [Section 1116(b)(4)];

- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(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 1112(e)(1)(B)(ii)];
- 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 1112(e)(1)(A)]: and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

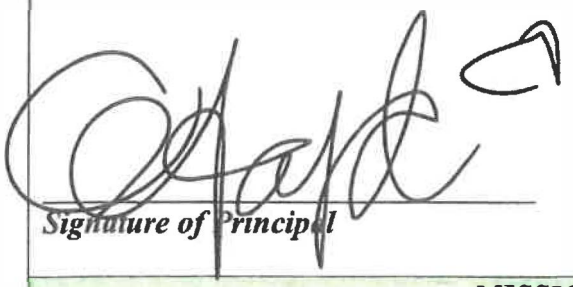
Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.

- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.



Signature of Principal

09/30/2026

Date

MISSION STATEMENT

Crossroad Academy Charter School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in the school's educational planning and operations. This policy

seeks to strengthen the partnership among all our parents/guardians, staff, school, the community and the board of Directors by providing for parents' involvement in decision making as members of the school-based planning teams, local parent groups, and county-wide committees. Developing training programs that help the individual parent support their child at home will further strengthen this partnership.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Crossroad Academy will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Crossroad Academy provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent

activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Spanish translators are provided at all parent meetings and are available upon request for any other parent activities. All Remind messages are in English and Spanish and any acronyms in written correspondence are identified and explained. Spanish translations are provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Crossroad is a school and parent friendly facility. Parents are provided information during Open House regarding the availability of parent involvement opportunities and resources. Crossroad Academy collaborates to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

How will you build parent capacity?

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings. The implementation of this activity and/or strategy will result in an improvement of English Language Arts Achievement by 5%.

How will you deliver the activity/strategy?

Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference

What is the timeframe for when the activity/strategy will be implemented?
(i.e., annually, quarterly, each semester, monthly, etc.)

First Quarter, Second Quarter
Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)

Who will be facilitating or implementing the strategy/activity?

Principal, Assistant Principal, Teacher, Resource Teacher

What group will be receiving the content of the strategy/activity?

All Parents, Teachers

How are you going to let parents know that the activity is that is available to them?

Remind, School or District Website, Flyer or Invitation, Campus Display on Marquee

Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title II, Part A- Staff Training, Title III, Part A- ELL, Title IX Homeless Student Education, State Voluntary Pre-K, IDEA- Federal ESE
Why are you offering this activity/strategy?
CACS believes involving parents in all aspects of its educational program so they can assist the school in helping ensure all student succeed academically.
What is the impact you hope to achieve?
Improve parent involvement program, Improve Parent Participation Rates by 5%.
How will you document that the activity happened?
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

2. *How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Shall provide assistance to parents of children served to understand State and local assessments.
What is the Activity or strategy you will be using?
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, i-Ready Diagnostic- English Language Arts, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Biology, Understanding the Florida Standards Assessment Student Report, Parent Teacher Expos, School Advisory Council Meetings, Effective utilization of parent/teacher communication tool(s)*
How will you deliver the activity/strategy?
Parent Training, Title I Annual Meeting, School Advisory Council Meeting
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Second Quarter Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Teacher, Resource Teacher
What group will be receiving the content of the strategy/activity?
All Parents, Teachers
How are you going to let parents know that the activity is that is available to them?
Remind, School or District Website, Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title IX Homeless Student Education, Title III, Part A- ELL, State Voluntary Pre-K, IDEA- Federal ESE
Why are you offering this activity/strategy?
To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments
What is the impact you hope to achieve?
Improve parent involvement program, Improve Parent Participation Rates by 5%.
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts

3. *How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Shall provide assistance to parents of children served to understand the requirements of Title I.
What is the Activity or strategy you will be using?
Provide Information on the Title I Program, Training module on parent value and contributions, Provide other resources that eliminate barriers to greater participation
How will you deliver the activity/strategy?
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
Who will be facilitating or implementing the strategy/activity?
Assistant Principal, Guidance Counselor, School Advisory Council Chair, Teacher
What group will be receiving the content of the strategy/activity?
All Stakeholders
How are you going to let parents know that the activity is that is available to them?
Remind, Flyer or Invitation, Campus Display on Marquee, School or District Website
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K
Why are you offering this activity/strategy?
To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.
What is the impact you hope to achieve?
Improve knowledge of the Title I Program by 5%.
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts

4. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Shall provide assistance to parents of children served to understand how to monitor child's progress.
What is the Activity or strategy you will be using?
English Language Arts Standards, Mathematics Standards, i-Ready Diagnostic- English Language Arts, Provide information on Parent Engagement and Educational Programs
How will you deliver the activity/strategy?
Parent Training, Parent / Teacher Conference, Data Chat meetings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Second Quarter Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent
What group will be receiving the content of the strategy/activity?
All Parents, Teachers
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation, Backpack, Remind, Email
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE
Why are you offering this activity/strategy?
To improve student achievement in academic areas
What is the impact you hope to achieve?
Improve Parent Participation Rates by 5%.
How will you document that the activity happened?
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically? ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Shall provide assistance to parents of children served to understand how to improve their child's achievement.
What is the Activity or strategy you will be using?
Florida Standards Assessment- English Language Arts, Mathematics Standards, Understanding the Florida Standards Assessment Student Report, Curriculum nights, Training module on parent value and contributions
How will you deliver the activity/strategy?
Parent / Teacher Conference, Staff Training
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter, Second Quarter, Third Quarter, Fourth Quarter
Who will be facilitating or implementing the strategy/activity?
Teacher, Parent Services Team, Guidance Counselor
What group will be receiving the content of the strategy/activity?
All Parents
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K
Why are you offering this activity/strategy?
To ensure all parents understand how to improve their child(ren) academic performance
What is the impact you hope to achieve?
Improve English Language Arts Achievement, Improve Mathematics Achievement by 5%.
How will you document that the activity happened?
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)

6. *How will you provide assistance to parents in understanding how to monitor their child's progress?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.
What is the Activity or strategy you will be using?
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations
How will you deliver the activity/strategy?
Staff Training, Online Self-guided Training, Professional Learning Community
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)
Who will be facilitating or implementing the strategy/activity?
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team
What group will be receiving the content of the strategy/activity?
Teachers, Professional Learning Team, Other Staff
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation, Email
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training
Why are you offering this activity/strategy?
To ensure all teachers know how to effectively communicate and work with parents and colleagues
What is the impact you hope to achieve?
Improve Parent Participation Rates by 5%.
How will you document that the activity happened?
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used

7. *How will you provide teachers and staff with training to understand of the value parents can bring to the school?*
Include items from the assurances above that must be addressed in the PFEP.
How will you build parent capacity?
Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.
What is the Activity or strategy you will be using?
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions
How will you deliver the activity/strategy?
Staff Training
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter, Second Quarter Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)
Who will be facilitating or implementing the strategy/activity?
Guidance Counselor, Professional Learning Team, Consultant
What group will be receiving the content of the strategy/activity?
Teachers
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation, School or District Website, Email
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training
Why are you offering this activity/strategy?
To improve ties between home and school , To improve communication between home and school
What is the impact you hope to achieve?
Improve parent satisfaction by 5%.
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda

8. *How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.
What is the Activity or strategy you will be using?
Training module on building tie between parents and the school
How will you deliver the activity/strategy?
Staff Training, Online Self-guided Training, Professional Learning Community
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter, Second Quarter Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)
Who will be facilitating or implementing the strategy/activity?
Guidance Counselor, Professional Learning Team, Parent Services Team
What group will be receiving the content of the strategy/activity?
Teachers, School Administrators, Other Staff
How are you going to let parents know that the activity is that is available to them?
Flyer or Invitation, Email
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A- Staff Training, Title I, Part A- Parent Involvement
Why are you offering this activity/strategy?
To improve ties between home and school
What is the impact you hope to achieve?
Improve Parent Participation Rates, Improve parent involvement program by 5%.
How will you document that the activity happened?
Meeting/Training Sign-in Sheets, Meeting/Training Agenda

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.
What is the Activity or strategy you will be using?
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation
How will you deliver the activity/strategy?
Parent Training, Parent / Teacher Conference
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
First Quarter, Third Quarter Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
Who will be facilitating or implementing the strategy/activity?
Principal
What group will be receiving the content of the strategy/activity?
All Parents
How are you going to let parents know that the activity is that is available to them?
Campus Display on Marquee, Remind, Flyer or Invitation, School or District Website
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE
Why are you offering this activity/strategy?
To increase parent participation at school-level meetings
What is the impact you hope to achieve?
Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program by 5%.
How will you document that the activity happened?
Meeting/Training Agenda, Meeting/Training Sign-in Sheets

10. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
What was the Activity?
Back to school Events
How often did you offer it?
4
How many parents and/or staff participated?
400
What was the goal of the activity?
Shared student progression in regard to classwork and assessment data
What outcomes did you see as a result of the activity?
Parents were informed on the changes in standards and curriculum for the school year and how to best help their students at home. The faith-based community informed parents on after school programs and tutoring services offered at their churches. Research has shown that when parents and community join forces, student academics is positively affected.
11. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
What was the Activity?
Building Ties between home and School
How often did you offer it?
4
How many parents and/or staff participated?
400
What was the goal of the activity?
Shared student progression in regard to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas
What outcomes did you see as a result of the activity?
Staff participated in parent -communication professional development; This activity including role playing and how to handle parent-teacher conferences. When parents and teachers foster positive relationships, students benefit from the support of both stakeholders.

12. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
What was the Activity?
Parent involvement training
How often did you offer it?
4
How many parents and/or staff participated?
100
What was the goal of the activity?
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance
What outcomes did you see as a result of the activity?
Staff were trained on a variety of ways to involve parents in their child's education; Involved parents affects student academic performance.
13. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
What was the Activity?
How often did you offer it?
How many parents and/or staff participated?
What was the goal of the activity?
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance
What outcomes did you see as a result of the activity?

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Remind
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Remind reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: George W. Munroe

I, Pamela Anderson , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a ~~school-parent compact~~ annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Pamela Alexander — *Signature of Principal*

10/16/2026 — *Date*

MISSION STATEMENT

The mission of George W. Munroe Elementary School is to provide intentional high-quality instruction that increases student learning and teacher growth through professional collaboration for all learners in a respectful and safe school environment.
Student Friendly- We will learn, grow, and succeed together! Our teachers will provide high-quality instruction and support to help every student reach their goals. We will work together, respect one another, and create a safe and welcoming school where everyone can learn, grow, and do their best.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

George W. Munroe Elementary School(GWMES) is committed to involving all parents in a meaningful, ongoing and timely manner throughout the school year. The Annual Title 1 Meeting, held each September, serves as the cornerstone event for informing parents about the school's Title 1 **status**, program requirements, **parent** rights, **how** Title **1** funds **are** allocated, and the role families play in student success. Parents are encouraged to attend, ask questions and provide input into the PFEP, the School Parent Compact, and the School Improvement Plan(SIP).

The School Advisory Council (SAC) is the primary governance structure through which parents participate in decisions about Title I program planning and parent involvement expenditures. GWMES **will** hold SAC meetings monthly, ensuring that at least two parent representatives from each grade band are present. SAC agendas will include standing items for reviewing parent engagement activities, budget allocations, and PFEP implementation progress.

Throughout the year, parents will receive regular updates via ClassDojo, backpacks flyers, the school marquee, and School Messenger. Parent **surveys** (fall and spring) will gather feedback to evaluate the effectiveness of engagement activities and inform revisions to this plan. If parents feel the PFEP does not meet their needs, they may submit written or verbal comments at any SAC meeting, directly to the Principal, or via the district's Title 1 Advisory Council.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all

information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

GWMES serves a diverse community of PK-4 students, including students receiving Exceptional Student Education (ESE) services, English Learners (EL), students experiencing homelessness, and students from economically disadvantaged backgrounds. We are committed to ensuring that all families have full equitable access to parent engagement activities.
All communications will be provided in both English and Spanish to the extent practicable. Translation services are available upon request for any parent meeting, workshop, or conference through coordination with the district ESOL office. ClassDojo's multilingual support features will be utilized to communicate with families who speak languages other than English.
For parents of ESE students, information will be shared in collaboration with the school's ESE specialist and when applicable, in conjunction with IEP meetings. For students utilizing Augmentative and Alternative Communication (AAC) devices or with significant communication needs materials will be adapted in partnership with the ESE team to ensure families understand assessment results and instructional strategies.
For families experiencing homelessness, the school will coordinate with the district McKinney Vento liaison to ensure participation in all parent engagement activities. Meetings will be offered at varied times, including morning and evening options to accommodate working parents. All meetings will be held in accessible ADA compliant spaces. Child care support options will be explored to remove barriers to attendance. Notices of all activities will be distributed via multiple channels including ClassDojo, School Messenger, backpack flyers, and the school marque.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

How will you build parent capacity?

GWMES will build parent capacity by hosting the Annual Title 1 Meeting providing written PFEP and compact materials, and engaging parents as active partners through SAC. Parents will receive targeted communications, resources and opportunities to provide input into school programming and decision making throughout the year.

What is the Activity or strategy you will be using?

Annual Title 1 Meeting; PFEP Joint Development and Review; SAC Monthly Meetings; Fall and Spring Parent Engagement Surveys

How will you deliver the activity/strategy?

In person meetings with virtual attendance option via Google Meet; written materials distributed in hard copy and digitally via ClassDojo; surveys distributed via ClassDojo and paper format

What is the timeframe for when the activity/strategy will be implemented?

(i.e., annually, quarterly, each semester, monthly, etc.)
Who will be facilitating or implementing the strategy/activity?
Mrs. Pamela Anderson,Principal; GCSD FACE Coordinator; Title 1 District Staff; SAC Chair
What group will be receiving the content of the strategy/activity?
All parents and guardians of GWMES students(PK-4), including parents of ESE, ELL, Homeless and other subgroup students
How are you going to let parents know that the activity is that is available to them?
ClassDojo announcements , School Messenger calls, backpack flyers, school marquee, school website
Who are you going to coordinate with to offer the activity or implement the strategy?
GCSD Title 1 Department; FACE Office; District ESOL Office; SAC members
Why are you offering this activity/strategy?
Federal and state law (ESSA Section 1116) required that schools hold an Annual Title 1 Meeting and involve parents in developing and reviewing the PFEP. More importantly, research consistently shows that schools with strong family engagement see improved student attendance, behavior, and academic outcomes.
What is the impact you hope to achieve?
Increased parent knowledge of Title 1 rights; higher attendance at school events; greater parent participation in SAC and PFEP development; improved overall parent school partnership
How will you document that the activity happened?
Meeting agendas; sign in sheets; completed surveys; SAC meeting minutes; ClassDojo communication records; copies of PFEP and compact distributed to families

2. *How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
GWMES will build parent capacity by being informed of their Title 1 rights, their right to request, teacher qualifications, the school accountability grade, and their right to participate in the SIP and PFEP. Written materials outlining parent rights will be distributed annually and reviewed at the Annual Title 1 Meeting.
What is the Activity or strategy you will be using?
Annual Title 1 Parent Night; Parent Rights to Know Notifications (Four Weeks to Parents); distribution of Parent Rights handout and the Gadsden County Parents Bill of Rights letter
How will you deliver the activity/strategy?
In-person Annual Title 1 Meeting with handouts; written notifications via backpack mail and ClassDojo; School Messenger for required time-sensitive notices
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually in September; Four Weeks to Parents notifications issued as required by Florida law when applicable
Who will be facilitating or implementing the strategy/activity?
Mrs. Pamela Anderson, Principal; Title 1 District Staff; District HR(for teacher qualification requirements)
What group will be receiving the content of the strategy/activity?
All parents and guardians of GWMES students
How are you going to let parents know that the activity is that is available to them?
ClassDojo; backpack flyers; School Messenger; formal written notice
Who are you going to coordinate with to offer the activity or implement the strategy?
GWMES Title 1 Department; District Human Resources Office; FACE Office
Why are you offering this activity/strategy?
ESSA Section 1116 explicitly requires schools to provide parents with information about their rights, including the right to know the professional qualifications of their child's teacher, the right to review curricula, and the right to participate in school improvement planning. Florida's Parents' Bill of Rights (Chapter 1014 F.S.) reinforces these obligations at the state level
What is the impact you hope to achieve?
Fully informed parent community; parents empowered to advocate for their children and participate meaningfully in school decisions; compliance with federal and state parent notification requirements

How will you document that the activity happened?
Signed acknowledgement forms; meeting sign-in sheets; copies of notifications distributed; distribution logs; ClassDojo message records

3. *How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Parents will be educated on the Florida Assessment of Student Thinking (FAST), including PM1, PM2, and PM3 administrations, Kindergarten Entry Data (KED); and how assessment data is used to guide instruction. Parents will also receive an overview of the Florida School Grades system and GWMES current accountability rating.
What is the Activity or strategy you will be using?
Fall Assessment Literacy Night; Quarterly Report Card Conferences; FAST Results Communication; School and District Report Card Distribution
How will you deliver the activity/strategy?
In person Assessment Night(with take home activities); individual parent teacher conferences; ClassDojo updates with plain language assessment score explanations; report card packets sent home with teacher notes
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Assessment Literacy Night: September/October 2026; Report Card Conferences: Quarterly (October 2026, Jan 2027, Mar 2027, May 2027); FAST results communication: following each PM administration
Who will be facilitating or implementing the strategy/activity?
Mrs. Pamela Anderson, Principal; Assistant Principal; Classroom Teachers; Assessment Coordinator
What group will be receiving the content of the strategy/activity?
All parents and guardians of PK-4 students
How are you going to let parents know that the activity is that is available to them?
ClassDojo; backpack flyers; School Messenger, report card packets, school website link to School Report Card
Who are you going to coordinate with to offer the activity or implement the strategy?
GCSD Assessment Department; Title 1 District Staff; Classroom Teachers; ESE Staff (for IEP based assessment accommodations)
Why are you offering this activity/strategy?
Parents who understand how their children are assessed and what assessment results mean are better equipped to support learning at home and to communicate meaningfully with teachers.

Florida's FAST assessments in ELA and Math are high stakes for early learners and understanding is a critical bridge between school data and home support.
What is the impact you hope to achieve?
Parents will be able to interpret FAST result and understand what proficiency means at each grade level; increased parent participation in conferences; earlier identification of students needing additional support through parent initiated communication
How will you document that the activity happened?
Agendas; sign-in sheets; copies of assessment guides distributed ; conference logs; report card distribution records; ClassDojo communication archives

4. *How will you provide parents with an understanding of the State Standards and the curriculum you will be using?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Parents will receive an overview of Florida's B.E.S.T. (Benchmarks for Excellent Student Thinking) ELA standards and how they are assessed through GWMES's core curriculum: HMH Into Reading (K-4) and UFLI Foundations Phonics (K-2). Grade level learning targets will be shared with families at each conference and through monthly ClassDojo curriculum spotlights.
What is the Activity or strategy you will be using?
Curriculum Night/B.E.S.T. Standards Family Overview; grade-level parent orientation for incoming PK and Kindergarten families; monthly "Pirate Learning Spotlight" on ClassDojo featuring current unit, content and vocabulary
How will you deliver the activity/strategy?
In person Curriculum Night with grade level breakout sessions; take-home B.E.S.T. parent guide booklets; monthly digital posts on ClassDojo
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Curriculum Night: September 2026; Kindergarten/Pk Orientation: August 2026; Monthly ClassDojo Spotlights: August 2026- May 2027
Who will be facilitating or implementing the strategy/activity?
Mrs. Pamela Anderson, Principal; Assistant Principal; Classroom Teachers by grade level;
What group will be receiving the content of the strategy/activity?
All parents and guardians of GWMES students (PK-4), with PK and K families receiving additional orientation support
How are you going to let parents know that the activity is that is available to them?
ClassDojo, school website, backpack flyers, School Messenger, School Marquee
Who are you going to coordinate with to offer the activity or implement the strategy?
Classroom teachers; district curriculum department; HMH publisher resources; UFLI (University of Florida Literacy Institute) materials
Why are you offering this activity/strategy?
When parents understand what the B.E.S.T. standards require and how the school's curriculum addresses those standards, they become more effective learning partners at home. This is especially important in a PK-4 school where foundational literacy habits are being established.

What is the impact you hope to achieve?
Parents are able to identify grade level benchmarks and track their child's progress against them;increased confidence in supporting phonics practice and reading at home; stronger home-school continuity of learning
How will you document that the activity happened?
Agendas; sign-in sheets; copies of B.E.S.T. parent guides distributed; ClassDojo Spotlight post archived; conference notes

5. How will you provide parents with an understanding about how to help their children at home and how to improve academically?   ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
GWMES will equip parents with concrete, grade appropriate strategies and materials to extend learning at home. Family Learning Nights will focus on phonics, early literacy and early numeracy skills. Take-home literacy toolkits aligned to the UFLI phonics sequence will be distributed to K-2 families, Monthly ClassDojo "Learn at Home" tips will provide short actionable suggestions for each grade level.
What is the Activity or strategy you will be using?
Family Literacy Night(Fall and Spring); Family Math Night; UFLI Take-Home Phonics Toolkits (K-2); Monthly "Learn at Home", ClassDojo Posts; Summer Learning Bridge Materials
How will you deliver the activity/strategy?
In person Family Learning Nights with interactive stations; take-home packets distributed quarterly; digital ClassDojo posts monthly; summer packets distributed at end of year events
What is the timeframe for when the activity/strategy will be implemented?   ***(i.e., annually, quarterly, each semester, monthly, etc.)***
October 2026 and February 2027; Family Math Night: November 2026; Monthly ClassDojo tips: August 2026-May 2027; Summer packets: May 2027
Who will be facilitating or implementing the strategy/activity?
Mrs. Pamela Anderson, Principal; Ms. Brenda Rittman, Assistant Principal; GCSD FACE Staff
What group will be receiving the content of the strategy/activity?
All parents/guardians of PK-4 students; ESE families will receive adapted materials in coordination with the ESE team
How are you going to let parents know that the activity is that is available to them?
ClassDojo, backpack flyers, School Messenger, School Marquee

Who are you going to coordinate with to offer the activity or implement the strategy?
GCSD FACE Office; Title 1 Department; Classroom Teachers; ESE Staff
Why are you offering this activity/strategy?
The Science of Reading is clear: daily practice at home, particularly in phonemic awareness, phonics, and fluency, dramatically accelerates early literacy outcomes. Parents of PK-4 students are uniquely positioned to provide this reinforcement-but only if they are equipped with the right tools and strategies. GWMES is committed t being that bridge
What is the impact you hope to achieve?
Increased frequency of at home reading and phonics practice; stronger parent confidence in supporting early literacy; measurable gains in FAST PM results correlated with high engagement scores on parent surveys
How will you document that the activity happened?
Family Night sign-in sheets and agendas; toolkit distribution logs;ClassDojo post archives; parent survey responses about home support activities

6. *How will you provide assistance to parents in understanding how to monitor their child's progress?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
Through report card conferences, FAST results letters, and ClassDojo classroom updates from teachers, Parents of ESE students will receive additional guidance through IEP meetings and progress monitoring reports aligned to IEP goals
What is the Activity or strategy you will be using?
Quarterly Parent Teacher Report Card Conferences; FAST Results Communication (with parent-friendly score explanations); ClassDojo daily/weekly classroom updates; individual student progress monitoring charts for ESE families
How will you deliver the activity/strategy?
In person conferences; written report cards and score reports; ClassDojo teacher to parent messaging; one-on-one ESE parent meetings as needed
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Report Card Conferences: October 2026, January 2027, March 2027, May 2027; FAST communications: following PM1 (Sept-Oct), PM2(Jan-Feb), PM3(Apr-May); ClassDojo updates: ongoing
Who will be facilitating or implementing the strategy/activity?
Classroom Teachers; Mrs. Pamela Anderson,Principal; Ms. Brenda Rittman, Assistant Principal; ESE Specialist; School Counselor
What group will be receiving the content of the strategy/activity?
All parents/guardians of PK-4 students; ESE families will have additional progress monitoring communication
How are you going to let parents know that the activity is that is available to them?
ClassDojo, formal conference scheduling letters, School Messenger, backpack notices
Who are you going to coordinate with to offer the activity or implement the strategy?
Classroom teachers; ESE staff; district assessment office; school counselor
Why are you offering this activity/strategy?
Parents who understand how to read report cards, FAST results, and teacher feedback are better prepared to identify early warning signs and to advocate for appropriate interventions. For our youngest learners in PK-4, early detection of reading difficulties is critical and parents are the first line of support.

What is the impact you hope to achieve?
Higher parent conference participation rates; increase parent-initiated follow up conversations with teachers; earlier parental awareness of students needing Tier 2 or Tier 3 reading intervention; reduced rates of end of year surprises for families
How will you document that the activity happened?
Conference scheduling and attendance logs; signed report card acknowledgments; FAST result letter distribution records; ClassDojo message archives; ESE progress monitoring logs
7. How will you provide teachers and staff with training to understand of the value parents can bring to the school? ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
To build Parent Capacity, staff at GWMES will receive professional development on the value of family engagement, culturally responsive communication with families, and strategies for partnering with parents as equal contributors to student success. This training is embedded in the August pre-planning week and revisited in weekly PLC meetings throughout the year.
What is the Activity or strategy you will be using?
August Pre-Planning Title 1 Staff Orientation (PFEP, Parent Rights and Engagement Strategies); Title 1 District Training on Parent Engagement vs. Parent Involvement; Parent Liaison Training(FACE); Ongoing discussion of parent engagement in monthly faculty and weekly PLC sessions
How will you deliver the activity/strategy?
In person staff development sessions during pre-planning; monthly faculty meetings with a standing parent engagement agenda item; district provided training modules
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
August 2026 (pre-planning); ongoing monthly throughout 2026-2027 school year; Title 1 District Training as scheduled
Who will be facilitating or implementing the strategy/activity?
Mrs. Pamela Anderson, Principal; Ms. Brenda Rittman, Assistant Principal; GCSD FACE Coordinator; Title 1 District Director: District Professional Development Staff
What group will be receiving the content of the strategy/activity?
All certified teachers, paraprofessionals and classified staff at GWMES
How are you going to let parents know that the activity is that is available to them?
Internal staff training;outcomes communicated to parents through improved classroom communication practices
Who are you going to coordinate with to offer the activity or implement the strategy?

GCSD Title 1 Department; GCSD FACE Office; GCSD Professional Learning Department
Why are you offering this activity/strategy?
Research consistently demonstrates that when teachers view parents as partners rather than recipients of information, parent engagement increases substantially. Staff who are trained to communicate respectfully, proactively, and in culturally affirming ways build the trust that brings families through the schoolhouse door. Servant leadership at GWMES starts with equipping every team member to honor the families we serve
What is the impact you hope to achieve?
Staff who initiate positive parent contacts proactively; increased frequency of two-way communication between teachers and families; higher parent satisfaction scores on spring surveys; more parents attending school events
How will you document that the activity happened?
Pre-planning agendas and sign-in sheets; PLC meeting notes with parent engagement agenda items; Title 1 district training attendance records; end of year reflection on parent partnership outcomes

8. *How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?* ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
GWMES will establish and maintain consistent, two-way communication systems that make parents feel welcomed, informed, and genuinely valued as partners. The ClassDojo platform serves as the primary communication hub, enabling real time messaging, portfolio sharing, and event notifications. Open House and regular Pirate family events reinforce a culture of belonging and mutual responsibility for student success.
What is the Activity or strategy you will be using?
Open House/Back to School Night (August); Monthly Pirate Family Newsletter; ClassDojo Parent Onboarding and Ongoing Communication; School-Parent Compact signing and discussion at Annual Title 1 Meeting; Parent volunteer program
How will you deliver the activity/strategy?
In person Open House; digital newsletter via ClassDojo and email; ClassDojo direct messaging; backpack mail; school marquee; School Messenger phone/text
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Open House: August 2026; Newsletter: Monthly (Aug 2026-May 2027); Compact signing: September 2026; Volunteer program: ongoing throughout the year
Who will be facilitating or implementing the strategy/activity?
Mrs. Pamela Anderson, Principal; Ms. Brenda Rittman, Assistant Principal: Front Office Staff; SAC Parent Representatives
What group will be receiving the content of the strategy/activity?
All parents and guardians of GWMES students; community members and partners
How are you going to let parents know that the activity is that is available to them?
ClassDojo(primary), School Messenger, backpack flyers, school website, school marquee, social media when appropriate
Who are you going to coordinate with to offer the activity or implement the strategy?
GCSD FACE Office; Title 1 Department; Community business partners; SAC
Why are you offering this activity/strategy?
Consistent, warm and proactive communication is the foundation of genuine family partnership. When parents hear from us regularly- not only when there is a problem, they are far more likely to engage, volunteer, and advocate for their children. For GWMES, the Pirate family identity is a lived commitment to belonging for every family we serve.

What is the impact you hope to achieve?
Higher Open House and Parent Expo attendance; measurable increase in ClassDojo parent connection rates (target: 90%+ connected), increased parent volunteerism; higher parent satisfaction on spring survey; stronger school culture of partnership
How will you document that the activity happened?
Open House sign in sheets; ClassDojo parent connection rate reports; newsletter distribution records, compact signing logs; volunteer sign-in sheets; parent satisfaction survey data

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? ***Include items from the assurances above that must be addressed in the PFEP.***
How will you build parent capacity?
To build parent capacity, GWMES will partner with the GCSD FACE Office to offer parents enrichment opportunities that build life skills, strengthen family wellness and deepen community connection. These activities are grounded in research on whole-family engagement as a driver of student resilience and academic achievement.
What is the Activity or strategy you will be using?
FACE Family Community Engagement Events(career development, life skills, empowerment sessions); Pirate Pride Family Events(seasonal celebrations tied to academic milestones); Reading Challenge Pirate Readers (school wide weekly reading challenge with weekly tracking); College Awareness/Career Exploration Connections for PK-4 families
How will you deliver the activity/strategy?
In person FACE events and school sponsored family nights; take-home reading logs and monthly reading challenge trackers; classroom career connections aligned to grade-level units; community partner participation
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
FACE Events: Quarterly (Oct 2026, Dec 2026, Feb 2027, Apr 2027); Pirate Readers Challenge: Monthly(Aug 2026-May 2027); Career/College Connections: as embedded in curriculum units throughout the year.
Who will be facilitating or implementing the strategy/activity?
GCSD FACE Coordinator; Mrs. Pamela Anderson, Principal; Classroom Teachers; Community Partners; SAC Parent Members
What group will be receiving the content of the strategy/activity?
All GWMES families(PK-4), including ESE, EL, and economically disadvantaged families; community members and local business partners
How are you going to let parents know that the activity is that is available to them?
ClassDojo, backpack flyers, school marquee, social media, School Messenger, FACE office communications
Who are you going to coordinate with to offer the activity or implement the strategy?
GCSD FACE office; Title 1 Department; Local community businesses and organizations; SAC; Gadsden County community agencies
Why are you offering this activity/strategy?

Evidence from decades of family engagement research including the work of Joyce Epson's Frameworks for School, Family, and Community Partnerships demonstrates that students whose families are engaged across multiple dimensions(academic, social, community) show significantly stronger resilience, attendance, and academic outcomes. GWMES serves families with real-world challenges, and our approach must honor the whole family, not just the student.
What is the impact you hope to achieve?
Increased parent attendance at school and community events; parents reporting higher confidence in supporting children at home (Spring survey); improved student attendance and reduced chronic absenteeism correlated with family engagement activity participation; stronger GWMES community identity and school culture
How will you document that the activity happened?
FACE event agendas, sign in sheets, and participation logs; reading challenge tracking sheets and completion data; community partner letters of collaboration; ClassDojo engagement analytics; parent survey data comparing Fall and Spring Responses

10. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
What was the Activity?
Annual Title 1 Meeting
How often did you offer it?
Once annually (September 2025)
How many parents and/or staff participated?
Approximately 10 parents and 8 staff members attended; additional families received materials via backpack mail
What was the goal of the activity?
To inform parents of GWMES's participation in Title 1, Part A; explain parent rights; review the PFEP and School Parent Compact; and provide an overview of Title 1 funded programs and supports
What outcomes did you see as a result of the activity?
Parents received information on their rights under Title 1, including the right to request teacher qualification. The PFEP and compact were reviewed and signed. Parent feedback indicated a desire for more flexible meeting times and Spanish translation materials.
11. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
What was the Activity?
Quarterly Parent-Teacher Report Card Conferences
How often did you offer it?
Four times annually(one per quarter: October, January, March, and May)
How many parents and/or staff participated?
Approximately 80% of families participated each quarter; ESE families had additional scheduled conferences tied to IEP review timelines
What was the goal of the activity?
To provide parents with a clear understanding of their child's academic progress, attendance and behavior; to review FAST assessment results and report card grades; and to establish shared action steps between home and school

What outcomes did you see as a result of the activity?
Consistent high participation in conferences strengthened home-school communication. Teachers reported that parents who attended conferences were more likely to follow up with at home support strategies. FAST PM data shared at conferences led to several parent initiated tutoring and reading support referrals

12. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
What was the Activity?
Family Literacy Night
How often did you offer it?
Twice(Fall Semester and Spring Semester)
How many parents and/or staff participated?
Approximately 20-25 families and 10 staff members per event
What was the goal of the activity?
To equip parents of PK-4 students with practical, science of reading aligned strategies for supporting phonics, fluency, and comprehension at home; to distribute take home literacy materials aligned to the UFLI phonics sequence
What outcomes did you see as a result of the activity?
Families received take-home reading toolkits and demonstrated phonics routines during interactive stations. Parent survey responses indicated increased confidence in supporting reading at home. Spring FAST PM results showed stronger growth among students whose families attended Literacy Night compared to the broader cohort.
13. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
What was the Activity?
FACE Family and Community Engagement Events
How often did you offer it?
Quarterly(coordinated through GCSD FACE Office)
How many parents and/or staff participated?
Approximately 15-30 parents per session; additional community members at school community events.
What was the goal of the activity?

To provide parents with workshops, training, and empowerment sessions focused on life skills, career awareness, academic support strategies, and community engagement; to strengthen the Pirate family identity and school community partnerships
What outcomes did you see as a result of the activity?
Parents who participated in FACE events reported stronger connection to the school community and greater awareness of available support resources. Community partnerships established through FACE events contributed to seasonal family celebrations. The FACE program is expanded in the 2026-2027 plan to include more frequent events and college/career awareness components.

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Gadsden Elementary Magnet

I, Germaine Kirkland, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Lorraine Kirkland — 9/30/16

Signature of Principal — ***Date***

MISSION STATEMENT

Gadsden Elementary Magnet School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Gadsden Elementary Magnet School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of GEMS happenings, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Provide parents with the tools and resources necessary for monitoring student progress toward mastery
What is the Activity or strategy you will be using?
Provide parents with a training on navigating through Focus Provide parents with opportunities to discuss their child's specific content weaknesses and strengths with teachers. Receive information and strategies to be used to help children at home
How will you deliver the activity/strategy?
Parent Report Card Night, School Advisory Council Meetings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Teachers, Principal, Assistant Principals
What group will be receiving the content of the strategy/activity?
Parents of West Gadsden Middle School students
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To build parent capacity on monitoring student achievement through the Focus Portal
What is the impact you hope to achieve?
To increase student achievement as a result of parents monitoring student progress.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide strategies to build ties between parents and the school Shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
How will you build parent capacity?
Parents will understand the purpose of Title I, an overview of Every Student Succeeds Act, and an explanation of the Parent's Right to Know Act.
What is the Activity or strategy you will be using?
Title I Annual Parent Night
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually

Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principals, and support staff
What group will be receiving the content of the strategy/activity?
Parents and families of students in grades PK-8
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To provide parents with an overview and purpose of Title I schools and programs and provide them with their Parent Rights
What is the impact you hope to achieve?
An increase in parent attendance at Family Engagement events as a result of their understanding of Title I Federal Programs
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. ***How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
How will you build parent capacity?
Parents will receive an overview of the Florida Assessment of Student Thinking.
What is the Activity or strategy you will be using?
We will build parent capacity through engaging trainings on the state benchmarks and how they are assessed Parents will receive training on how to monitor student progress through the Focus Portal Provide parents with sample assessment items
How will you deliver the activity/strategy?
F.A.S.T Assessment Night
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Teacher, and Guidance Counselor
What group will be receiving the content of the strategy/activity?
Parents of students who are in grades PK - 8
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?
To build parents' understanding of state and local assessments To increase parents' understanding of school report cards
What is the impact you hope to achieve?
An increase in student achievement as a result of parents gaining an in-depth understanding state benchmarks and assessments.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. ***How will you provide parents with an understanding of the State Standards and the curriculum you will be using?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Provide parents with an overview of B.E.S.T standards
What is the Activity or strategy you will be using?
Provide parents with strategies for assisting their child with mastering the B.E.S.T standards.
How will you deliver the activity/strategy?
B.E.S.T Success Night
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistance Principals, Teacher
What group will be receiving the content of the strategy/activity?
Parents of students in PK-8
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?
To increase parent knowledge of the B.E.S.T framework To equip parents with strategies for improving their child's achievement
What is the impact you hope to achieve?
To improve student mastery of B.E.S.T standards To improve student achievement through parents' ability to monitor progress.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. ***How will you provide parents with an understanding about how to help their children at home and how to improve academically?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide training and resources to help parents work with their children at home to improve their academic achievement
How will you build parent capacity?
Provide parents with strategies that can be implemented at home to support with literacy Increase parent knowledge of early literacy behaviors Provide parents with an overview of technology that supports with literacy such as Accelerated Reader, iReady , and Splash Learn
What is the Activity or strategy you will be using?
Provide parents will be given an opportunity to explore technology that supports with literacy such as Accelerated Reader, Edmentum , and Splash Learn Parents will participate in a Book Walk to receive free children's books
How will you deliver the activity/strategy?
School Family Literacy Night
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principals, Teachers
What group will be receiving the content of the strategy/activity?
Parents of students at West Gadsden Middle School
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To increase student achievement in English Language Arts
What is the impact you hope to achieve?
An improvement in STAR Early Literacy scores An increase in English Language Arts proficiency

How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. ***How will you provide assistance to parents in understanding how to monitor their child's progress?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Increase parents' understanding of adaptive technology resources that are available to students Provide parents with an overview of student data reports
What is the Activity or strategy you will be using?
Train parents on how to monitor their child's progress using tools and reports. Increase parents' understanding of STAR Assessment reports. Provide parents with a tutorial on viewing local assessment data through Focus
How will you deliver the activity/strategy?
Parent Nights, meetings, conferences
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Each Semester
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principals, and Teachers
What group will be receiving the content of the strategy/activity?
Parents of students in PK-8
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To provide parents with strategies that can be used to effectively monitor student progress
What is the impact you hope to achieve?
An increase in student achievement through parental involvement
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
2. ***How will you provide teachers and staff with training to understand of the value parents can bring to the school?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.

Shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards
How will you build parent capacity?
Provide parents with resources to assist students at home with improving both literacy and math skills.
What is the Activity or strategy you will be using?
Provide teachers with resources and strategies that can be shared with parents Build teacher capacity on increasing student and parent accountability through data chats and parent conferences. Increase teacher capacity on Robert Marzano's Protocols for Teaching
How will you deliver the activity/strategy?
Parent Nights, meetings, conferences
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Each semester
Who will be facilitating or implementing the strategy/activity?
Principal and Assistant Principals
What group will be receiving the content of the strategy/activity?
All teachers
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To increase in-home learning resources available through professional development seminars
What is the impact you hope to achieve?
To improve student achievement in Mathematics and Literacy through parent-teacher communication
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. ***How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards Shall provide strategies to build ties between parents and the school
How will you build parent capacity?
Provide parents with knowledge of community and school resources available to students and their families Involve parents in key decision-making regarding Title I expenditures.
What is the Activity or strategy you will be using?
Increase parental involvement opportunities Provide parents with an overview of the Parent Family Engagement Plan

Provide parents with vital workshops such as: the importance of School Attendance, Cybersafety Tips, Incentives for Behavior Management and Self-esteem Building, etc…
How will you deliver the activity/strategy?
School Advisory Council Meetings
What is the timeframe for when the activity/strategy will be implemented?   ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
School Advisory Chair, Principal, Assistant Principals, School Guidance Counselor and School Social Worker
What group will be receiving the content of the strategy/activity?
Parents and Families
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To build ties between the school and the community   To strengthen communication between parents and the school
What is the impact you hope to achieve?
To increase parental involvement by ten percent
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?   ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide strategies to build ties between parents and the school.   Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents
How will you build parent capacity?
Increase parent understanding of resources available to remove barriers for both families and students.
What is the Activity or strategy you will be using?
Develop parent trainings in collaboration with School Advisory Council   Training module on parent value and impact   Provide that eliminate barriers between students and success
How will you deliver the activity/strategy?
School Advisory Council Meetings, Report Card Night, Literacy Night,
What is the timeframe for when the activity/strategy will be implemented?   ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?

School Advisory Councils, Principal, Assistant Principals, School Social Worker, School Guidance Counselor
What group will be receiving the content of the strategy/activity?
Parents and Community Members
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To increase parent understanding of community resources available to families To involve parents in key decision making
What is the impact you hope to achieve?
Provide resources that eliminate barriers Increase parental involvement
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Parent Engagement Nights Parent Trainings
What was the Activity?
Informational Parent Nights
How often did you offer it?
Each Semester
How many parents and/or staff participated?
Approximately 60
What was the goal of the activity?
To build parent capacity on State Assessments and Student Accountability
What outcomes did you see as a result of the activity?
As a result, the school grade remains an "A"
2. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Collaborate with parents to improve student achievement Increase Parent Participation at school-level meetings
What was the Activity?
Parent Expo
How often did you offer it?
Each semester
How many parents and/or staff participated?
Approximately 60 participants
What was the goal of the activity?

Empower parents with resources to assist their child(ren) with strategies that will lead to increased student achievement
What outcomes did you see as a result of the activity?
As a result, the school grade remains an "A"
1. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Provide parents with opportunities to discuss their child's academic progress with teachers.
What was the Activity?
Title I Annual Meeting
How often did you offer it?
Annually
How many parents and/or staff participated?
Approximately eighteen participants
What was the goal of the activity?
To increase parent knowledge of the Title I Program Rights To Know To provide parents with an overview of the school's Parent and Family Engagement Plan
What outcomes did you see as a result of the activity?
As a result, the school grade increased from a "D" to a "C".
2. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Provide parents with an opportunity to provide input on school-wide decisions
What was the Activity?
School Advisory Council Meetings
How often did you offer it?
Quarterly
How many parents and/or staff participated?
60 participants
What was the goal of the activity?
To increase parental involvement To build ties between parents and teachers
What outcomes did you see as a result of the activity?
Parent involvement increased which led to a School Grade of an "A"

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: West Gadsden Middle School

I, Germaine Kirkland, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.

- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Shermaine Kirkland 9/30/20

Signature of Principal ***Date***

MISSION STATEMENT

West Gadsden Middle School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

West Gadsden Middle School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of West Gadsden Middle School happenings, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Provide parents with the tools and resources necessary for monitoring student progress toward mastery
What is the Activity or strategy you will be using?
Provide parents with a training on navigating through Focus Provide parents with opportunities to discuss their child's specific content weaknesses and strengths with teachers. Receive information and strategies to be used to help children at home
How will you deliver the activity/strategy?
Parent Report Card Night, School Advisory Council Meetings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Teachers, Principal, Assistant Principals
What group will be receiving the content of the strategy/activity?
Parents of West Gadsden Middle School students
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To build parent capacity on monitoring student achievement through the Focus Portal
What is the impact you hope to achieve?
To increase student achievement as a result of parents monitoring student progress.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
2. How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I? ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide strategies to build ties between parents and the school Shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
How will you build parent capacity?
Parents will understand the purpose of Title I, an overview of Every Student Succeeds Act, and an explanation of the Parent's Right to Know Act.
What is the Activity or strategy you will be using?
Title I Annual Parent Night
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually

Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principals, and support staff
What group will be receiving the content of the strategy/activity?
Parents and families of students in grades PK-4
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To provide parents with an overview and purpose of Title I schools and programs and provide them with their Parent Rights
What is the impact you hope to achieve?
An increase in parent attendance at Family Engagement events as a result of their understanding of Title I Federal Programs
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. ***How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
How will you build parent capacity?
Parents will receive an overview of the Florida Assessment of Student Thinking.
What is the Activity or strategy you will be using?
We will build parent capacity through engaging trainings on the state benchmarks and how they are assessed Parents will receive training on how to monitor student progress through the Focus Portal Provide parents with sample assessment items
How will you deliver the activity/strategy?
F.A.S.T Assessment Night
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Teacher, and Guidance Counselor
What group will be receiving the content of the strategy/activity?
Parents of students who are in grades PK - 4
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?
To build parents' understanding of state and local assessments To increase parents' understanding of school report cards
What is the impact you hope to achieve?
An increase in student achievement as a result of parents gaining an in-depth understanding state benchmarks and assessments.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. How will you provide parents with an understanding of the State Standards and the curriculum you will be using? ***Include items from the assurances above that must be addressed in the PFEP.***
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Provide parents with an overview of B.E.S.T standards
What is the Activity or strategy you will be using?
Provide parents with strategies for assisting their child with mastering the B.E.S.T standards.
How will you deliver the activity/strategy?
B.E.S.T Success Night
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistance Principals, Teacher
What group will be receiving the content of the strategy/activity?
Parents of students at West Gadsden Middle School
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition

Why are you offering this activity/strategy?
To increase parent knowledge of the B.E.S.T framework To equip parents with strategies for improving their child's achievement
What is the impact you hope to achieve?
To improve student mastery of B.E.S.T standards To improve student achievement through parents' ability to monitor progress.
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. How will you provide parents with an understanding about how to help their children at home and how to improve academically? ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide training and resources to help parents work with their children at home to improve their academic achievement
How will you build parent capacity?
Provide parents with strategies that can be implemented at home to support with literacy Increase parent knowledge of early literacy behaviors Provide parents with an overview of technology that supports with literacy such as Accelerated Reader, iReady , and Splash Learn
What is the Activity or strategy you will be using?
Provide parents will be given an opportunity to explore technology that supports with literacy such as Accelerated Reader, iReady , and Splash Learn Parents will participate in a Book Walk to receive free children's books
How will you deliver the activity/strategy?
School Family Literacy Night
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principals, Teachers
What group will be receiving the content of the strategy/activity?
Parents of students at West Gadsden Middle School
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To increase student achievement in English Language Arts
What is the impact you hope to achieve?
An improvement in STAR Early Literacy scores An increase in English Language Arts proficiency

How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. ***How will you provide assistance to parents in understanding how to monitor their child's progress?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work
How will you build parent capacity?
Increase parents' understanding of adaptive technology resources that are available to students Provide parents with an overview of student data reports
What is the Activity or strategy you will be using?
Train parents on how to monitor their child's progress using tools and reports. Increase parents' understanding of STAR Assessment reports. Provide parents with a tutorial on viewing local assessment data through Focus
How will you deliver the activity/strategy?
Parent Nights, meetings, conferences
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Each Semester
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principals, and Teachers
What group will be receiving the content of the strategy/activity?
Parents of students at West Gadsden Middle School
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To provide parents with strategies that can be used to effectively monitor student progress
What is the impact you hope to achieve?
An increase in student achievement through parental involvement
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
2. ***How will you provide teachers and staff with training to understand of the value parents can bring to the school?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.

Shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards
How will you build parent capacity?
Provide parents with resources to assist students at home with improving both literacy and math skills.
What is the Activity or strategy you will be using?
Provide teachers with resources and strategies that can be shared with parents Build teacher capacity on increasing student and parent accountability through data chats and parent conferences. Increase teacher capacity on Robert Marzano's Protocols for Teaching
How will you deliver the activity/strategy?
Parent Nights, meetings, conferences
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Each semester
Who will be facilitating or implementing the strategy/activity?
Principal and Assistant Principals
What group will be receiving the content of the strategy/activity?
All teachers
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To increase in-home learning resources available through professional development seminars
What is the impact you hope to achieve?
To improve student achievement in Mathematics and Literacy through parent-teacher communication
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. ***How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards Shall provide strategies to build ties between parents and the school
How will you build parent capacity?
Provide parents with knowledge of community and school resources available to students and their families Involve parents in key decision-making regarding Title I expenditures.
What is the Activity or strategy you will be using?
Increase parental involvement opportunities Provide parents with an overview of the Parent Family Engagement Plan

Provide parents with vital workshops such as: the importance of School Attendance, Cybersafety Tips, Incentives for Behavior Management and Self-esteem Building, etc…
How will you deliver the activity/strategy?
School Advisory Council Meetings
What is the timeframe for when the activity/strategy will be implemented?   ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
School Advisory Chair, Principal, Assistant Principals, School Guidance Counselor and School Social Worker
What group will be receiving the content of the strategy/activity?
Parents and Families
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To build ties between the school and the community   To strengthen communication between parents and the school
What is the impact you hope to achieve?
To increase parental involvement by ten percent
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home?   ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide strategies to build ties between parents and the school.   Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents
How will you build parent capacity?
Increase parent understanding of resources available to remove barriers for both families and students.
What is the Activity or strategy you will be using?
Develop parent trainings in collaboration with School Advisory Council   Training module on parent value and impact   Provide that eliminate barriers between students and success
How will you deliver the activity/strategy?
School Advisory Council Meetings, Report Card Night, Literacy Night,
What is the timeframe for when the activity/strategy will be implemented?   ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?

School Advisory Councils, Principal, Assistant Principals, School Social Worker, School Guidance Counselor
What group will be receiving the content of the strategy/activity?
Parents and Community Members
How are you going to let parents know that the activity is that is available to them?
Flyers, Skylert, Display on School Marquee, School Facebook Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I Part A-Parental Involvement, Title I Part C – Migrant Student Education, IDEA – Federal ESE, Title IX Homeless Students Education, State Voluntary Pre-K, Headstart – Federal Pre-K, Early Learning Coalition
Why are you offering this activity/strategy?
To increase parent understanding of community resources available to families To involve parents in key decision making
What is the impact you hope to achieve?
Provide resources that eliminate barriers Increase parental involvement
How will you document that the activity happened?
Surveys, agendas, photos, and sign-in sheets
1. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Parent Engagement Nights Parent Trainings
What was the Activity?
Informational Parent Nights
How often did you offer it?
Each Semester
How many parents and/or staff participated?
Approximately 60
What was the goal of the activity?
To build parent capacity on State Assessments and Student Accountability
What outcomes did you see as a result of the activity?
As a result, the school grade to increase from a "D" to a "C".
2. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Collaborate with parents to improve student achievement Increase Parent Participation at school-level meetings
What was the Activity?
Parent Expo
How often did you offer it?
Each semester
How many parents and/or staff participated?
Approximately 60 participants
What was the goal of the activity?

Empower parents with resources to assist their child(ren) with strategies that will lead to increased student achievement
What outcomes did you see as a result of the activity?
As a result, the school grade increased from a "D" to a "C".
1. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Provide parents with opportunities to discuss their child's academic progress with teachers.
What was the Activity?
Title I Annual Meeting
How often did you offer it?
Annually
How many parents and/or staff participated?
Approximately eighteen participants
What was the goal of the activity?
To increase parent knowledge of the Title I Program Rights To Know To provide parents with an overview of the school's Parent and Family Engagement Plan
What outcomes did you see as a result of the activity?
As a result, the school grade increased from a "D" to a "C".
2. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Provide parents with an opportunity to provide input on school-wide decisions
What was the Activity?
School Advisory Council Meetings
How often did you offer it?
Quarterly
How many parents and/or staff participated?
60 participants
What was the goal of the activity?
To increase parental involvement To build ties between parents and teachers
What outcomes did you see as a result of the activity?
Parent involvement increased which led to a School Grade of a "C"

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Stewart Street Elementary School

I, Sonja Wilson-Lewis, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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.

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.
- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.

- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and trainings.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Wilbur Lewis 9/30/26

Signature of Principal ***Date***

MISSION STATEMENT

Stewart Street Elementary School's mission is for our faculty and staff to work collaboratively with students, parents, and the community to design and deliver a challenging curriculum that promotes academic acceleration and critical thinking skills. Students will learn social and emotional skills to help them as they advance in school and in life.

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP.

Stewart Street Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and the Parent Family Engagement Plan (PFEP). Parent input is collected throughout the year in surveys from parents during parent meetings. The school involves parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the SAC meetings. Title I information is provided along with the Florida Standards. Funds are allotted according to the different goals and trainings planned for the school during the school year. The SAC, along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Parent meetings and expos are held throughout the school year specifically to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Stewart Street Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Stewart Street Elementary School happenings, especially issues regarding their children.

1. What is your overall strategy for Parent Involvement in Student Achievement?

Include items from the assurances above that must be addressed in the PFEP.

Stewart Street Elementary School's strategy for parent involvement as related to student achievement is to ensure progress reports and report cards are sent home each nine-weeks. In addition, our school will host several meetings where parents get to meet the teacher and are provided with assessment information. Parents also have access to our new student database- FOCUS. There, parents can keep abreast of any and all assignments and ensure their child completes the ones that are missing.

How will you build parent capacity?

1. Provide assistance to parents of children served to understand State academic standards.
2. Provide assistance to parents of children served to understand State and local assessments.
3. Provide assistance to parents of children served to understand how to monitor child's progress.
4. Provide assistance to parents of children served to understand how to improve their child's achievement.

What is the Activity or strategy you will be using?

Stewart Street Elementary School will provide parents with grades and assessment data each nine weeks to keep them abreast of their child's academic performance.
How will you deliver the activity/strategy?
Stewart Street Elementary School will host parent meetings throughout the year to ensure parents receive information regarding their child's academic status. These meetings will consist of: Parent Expos, Parent Nights, School Advisory Council Meetings, and Parent-Teacher Conferences/Meetings.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Parent meetings will be conducted quarterly to share student progress with parents.
Who will be facilitating or implementing the strategy/activity?
The Principal, Assistant Principals, Reading Coach, and Resource Teacher will be responsible for facilitating and implementing the activities/strategies.
What group will be receiving the content of the strategy/activity?
Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
Parents will be notified via: Flyers, Skylert Messages, School Website, & Social Media Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K
Why are you offering this activity/strategy?
We are offering this activity to involve parents in the education of their children. We want them to be active partners in ensuring their academic success. Providing them with up-to-date information on academics and high-stakes assessments will prompt parents to act on their children's behalf and hopefully seek guidance on how to help at home.
What is the impact you hope to achieve?
We hope to increase parent involvement with academics.
How will you document that the activity happened?
Sign-in sheets, meeting agendas, fliers that advertise the meeting, and Skylert message reports will all be proof that the meetings occurred.

2. ***How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?*** ***Include items from the assurances above that must be addressed in the PFEP.***
A Title I Meeting will be conducted to provide parents with information about their rights as their child attends a Title I school.
How will you build parent capacity?
We will provide Information on the Title I Program, provide data chats, and host School Advisory Council Meetings.
What is the Activity or strategy you will be using?
We will host a Title I Meeting to bring awareness to parents as their rights.
How will you deliver the activity/strategy?
The Title I Meeting will be hosted once per year to share information with parents and to let them know their rights.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
The Meeting will be hosted annually.
Who will be facilitating or implementing the strategy/activity?

The Principal and Assistant Principals will be responsible for implementing the strategy/activity.
What group will be receiving the content of the strategy/activity?
Parents from each grade level, Pre-K through 5th grade, will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
Parents will be notified via: Fliers, Skylert Messages, School Website, & Social Media Page
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K
Why are you offering this activity/strategy?
We are offering this activity because we want parents to know their rights as parents of students who attend a Title I school.
What is the impact you hope to achieve?
We hope to increase parents' awareness of the school community and how they can be involved in their child's educational journey.
How will you document that the activity happened?
Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports will all be proof the meetings occurred.

3. ***How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Parents will be provided information regarding state and local assessments during parent meetings, parent expos, and parent-teacher conferences. Parents will be provided resources to assist their children at home. Parents will be kept abreast of local and state requirements for promotion.
How will you build parent capacity?
Parent meetings will allow for various grade levels to review assessment data with parents. We will provide the data and resources to assist with learning from home. The data forms will also break down a student's strengths and weaknesses and provide parents with information to assist the child with deficiencies.
What is the Activity or strategy you will be using?
The activity/strategy will be parent meetings to review data and resources available to assist the parent.
How will you deliver the activity/strategy?
Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
This activity/strategy will be conducted each semester.
Who will be facilitating or implementing the strategy/activity?
School Principal, Assistant Principals, Reading Coach, & Teachers will facilitate and implement this strategy.
What group will be receiving the content of the strategy/activity?
Our second through fifth grade student groups will receive the content of this strategy.
How are you going to let parents know that the activity is that is available to them?
Parents will be informed of the events via Skylert messages, fliers in backpacks, fliers posted in the front office, and Classroom Dojo.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE
Why are you offering this activity/strategy?
We are offering this activity because our students are struggling in the area of reading and math. We want our parents to know how their children are performing and to assist us with academics. We want all of our students to make improvements on state and local assessments, and we need the additional assistance from home to make it happen.
What is the impact you hope to achieve?
We hope to see a 7-10% increase in student performance on state and local assessments.
How will you document that the activity happened?
Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports will all be proof that the meetings occurred.

4. ***How will you provide parents with an understanding of the State Standards and the curriculum you will be using?*** ***Include items from the assurances above that must be addressed in the PFEP.***
Parents will be provided with an understanding of the state standards and curriculum during parent-teacher conferences. parent expos, & parent meetings.
How will you build parent capacity?
Parents will be provided with their child's test results from state and local assessments. They will also be provided with updates in curriculum materials and learning for their child.
What is the Activity or strategy you will be using?
The activity/strategy will be parent meetings to review data and resources available to assist the parent.
How will you deliver the activity/strategy?
Copies of reports will be provided to parents. The reports will be reviewed for understanding, including the information parents can use to assist with deficiencies. Parents will also be kept abreast of curriculum updates using the Classroom Dojo.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
The activity/strategy will be held quarterly.
Who will be facilitating or implementing the strategy/activity?
The School Principal, Assistant Principal, Reading Coach, and Teachers will facilitate the implementation of this activity/strategy.
What group will be receiving the content of the strategy/activity?
All grade levels will receive the content of this activity/strategy.
How are you going to let parents know that the activity is that is available to them?
Parents will be informed of the events via Skylert messages, fliers in backpacks, fliers posted in the front office, and Classroom Dojo.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We want parents to know how their child is performing on the state standards and the adopted curriculum.
What is the impact you hope to achieve?
We want to see a 7-10% increase towards proficiency on the state standards.
How will you document that the activity happened?
Sign-in sheets, meeting agendas, fliers that advertise the meeting, Skylert message reports will all be proof the meetings occurred.

5. *How will you provide parents with an understanding about how to help their children at home and how to improve academically?* ***Include items from the assurances above that must be addressed in the PFEP.***
Parents will be provided with updates on the learning and how they can help their child academically on a weekly basis using the Classroom Dojo. In addition, parents can access their child's grades real-time using the district's student database system- FOCUS.
How will you build parent capacity?
We will build parent capacity by inviting them to the teacher's Classroom Dojo and providing them with the necessary information to access their child's FOCUS account.
What is the Activity or strategy you will be using?
We will use the Classroom Dojo & FOCUS to communicate with parents about their child's progress. We will also provide them with strategies they can use to help their child from home.
How will you deliver the activity/strategy?
Invites to the Classroom Dojo will be sent via text message to the parent's cellphone. FOCUS information will be shared with parents at each parent meeting and at the beginning of the school year during Open House.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
This activity/strategy will be implemented quarterly.
Who will be facilitating or implementing the strategy/activity?
School Administration and Teachers will facilitate the implementation of this strategy.
What group will be receiving the content of the strategy/activity?
All students will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
The Classroom Dojo and fliers announcing parent meetings is how parents will be made aware of the activity.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, School Advisory Council, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We want to build capacity with our parents and help propel education as a priority in the home.
What is the impact you hope to achieve?
We hope to see a 7-10% increase in student grades on their progress reports and report cards.
How will you document that the activity happened?
The Classroom Dojo, as well as parent meeting agendas and sign-in sheets, will all document the activities.

6. ***How will you provide assistance to parents in understanding how to monitor their child's progress?*** ***Include items from the assurances above that must be addressed in the PFEP.***
We will work with parents by first encouraging them to utilize the FOCUS system often. That way, they will know their child's grade and can immediately inquire when there are questions. We will also provide assistance with monitoring progress via programs like I-Ready. There, students can work from home and parents can see their scores immediately.
How will you build parent capacity?
We will provide information on maneuvering the FOCUS database during Open House. During that time, we will assist parents with ways to check their child's progress in I-Ready.
What is the Activity or strategy you will be using?
Open House meeting at the beginning of the year will help us carry out the activity. Teachers will also provide access information during parent-teacher conferences.
How will you deliver the activity/strategy?
Teachers will walk parents through the FOCUS features to retrieve their child's academic status. Teachers will also train parents on how to read student data from I-Ready reports.
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
This activity/strategy will be implemented annually.
Who will be facilitating or implementing the strategy/activity?
Administrators and Teachers will facilitate the implementation of the strategy/activity.
What group will be receiving the content of the strategy/activity?
Kindergarten through 5th grade will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
We will utilize Skylert messages, the school's website, and social media page to advertise this event.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We are offering this activity/strategy because we want parents to remain up-to-date on their child's academic progress.
What is the impact you hope to achieve?
We hope to see a decline in failing grades because parents can immediately see when their child is missing or failing an assignment. We want to see an increase in student I-Ready performance because the parents are involved with implementation of the program from home.
How will you document that the activity happened?
Documentation will be in the form of agendas and sign-in sheets from Open House.
7. ***How will you provide teachers and staff with training to understand the value parents can bring to the school?*** ***Include items from the assurances above that must be addressed in the PFEP.***

We will jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student achievement. We will use the compact to develop two-way communication and build collaboration partnerships with our parents.
How will you build parent capacity?
We will build parent capacity through two-way communication like phone calls, parent conferences, email to ensure the school-parent-compact agreement is fulfilled.
What is the Activity or strategy you will be using?
Teachers will be trained on effective two-way collaboration with parents.
How will you deliver the activity/strategy?
Teachers will be provided training on effective two-way collaboration. In addition, we will use the school-parent compact to ensure we are doing the things we agreed upon.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
This event will be held each semester.
Who will be facilitating or implementing the strategy/activity?
Administration and our ESE staff will facilitate the implementation of this strategy/activity.
What group will be receiving the content of the strategy/activity?
All grade groups will receive the content of this strategy.
How are you going to let parents know that the activity is that is available to them?
Parents will be informed via fliers for meetings held to discuss communication.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We want our teachers to be able to effectively communicate a student's progress in their classroom.
What is the impact you hope to achieve?
We hope to see a 7-10% increase in parental involvement.
How will you document that the activity happened?
Communication logs, agendas, and sign-in sheets will document this activity.

8. *How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?* ***Include items from the assurances above that must be addressed in the PFEP.***
We will use the Classroom Dojo to reach out to and communicate/work with parents as equal partners to build ties between home and school.
How will you build parent capacity?
Teachers will send invites to their Classroom Dojo as a way to stay in contact. Parents will be able to inquire and respond to posts from the teacher.
What is the Activity or strategy you will be using?
We will use Classroom Dojo to communicate/work with parents.
How will you deliver the activity/strategy?
The Classroom Dojo will be introduced at our Open House at the beginning of the year and utilized throughout the year.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
The strategy/activity will launch at the beginning of the school year and will be ongoing throughout the year.
Who will be facilitating or implementing the strategy/activity?
Classroom Teachers will be facilitating the implementation of this strategy/activity.
What group will be receiving the content of the strategy/activity?
All grades will be receiving this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
Parents will be informed of this activity during our Open House Meeting at the beginning of the year and will be sent invites from the Classroom Dojo to join.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
We want parents to have direct contact with our teachers regarding their child's education.
What is the impact you hope to achieve?
We hope to increase parent involvement by 10%.
How will you document that the activity happened?
The agenda & sign-in sheets from Open House and Classroom Dojo will be provided as documentation.

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? ***Include items from the assurances above that must be addressed in the PFEP.***
We want to communicate and build trusting relationships with our parents. We want to treat them with respect and show them that interactions are not solely based on discipline issues.
How will you build parent capacity?
We will use various parent meetings to begin the communication process with parents. Parent conferences will be used to discuss the three A's (Academics, Attitude, & Attendance). Teachers will be encouraged to discuss the positives and negatives of each one. The school will work diligently to treat each student fairly. Parents will be treated with the utmost dignity and respect, regardless of their level of involvement.
What is the Activity or strategy you will be using?
We will use Positive Behavior Interventions & Support (PBIS) at school and will communicate strategies to parents.
How will you deliver the activity/strategy?
The activity/strategy will be delivered via PBIS Training.
What is the timeframe for when the activity/strategy will be implemented? (i.e., annually, quarterly, each semester, monthly, etc.)
The activity will be hosted annually.
Who will be facilitating or implementing the strategy/activity?
The School Principal, Assistant Principal, and School Counselor will facilitate the implementation of this activity/strategy.
What group will be receiving the content of the strategy/activity?
All student groups will receive the content of this strategy/activity.
How are you going to let parents know that the activity is that is available to them?
A newsletter will communicate that this activity was made available to our teachers.
Who are you going to coordinate with to offer the activity or implement the strategy?
Title I, Part A- Parent Involvement, IDEA- Federal ESE, State Voluntary Pre-K, Title III, Part A- ELL
Why are you offering this activity/strategy?
Our teachers need to understand the role our parents play in helping to educate our students. We want our teachers to learn how to pull parents into this educational journey, and to let them know that they are an important component to the success of their child's academics.
What is the impact you hope to achieve?
We hope to improve parental involvement by 10%.
How will you document that the activity happened?
An agenda, sign-in sheet, and presentation will document this activity.

10. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Shall provide assistance to parents of children served to understand state academic standards.
What was the Activity?
Provide resources that will eliminate barriers to greater participation in the Florida Standards for ELA and Math trainings.
How often did you offer it?
Performed at Curriculum Night/Parent Meetings three times per year.
How many parents and/or staff participated?
What was the goal of the activity?
The goal was for parents to know the standards being taught and for them to find ways to help reinforce the standards at home.
What outcomes did you see as a result of the activity?
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11. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP. List all activities separately***
Shall provide assistance to parents of children served to understand state and local assessments.
What was the Activity?
Understanding the Florida Standards Assessment student reports.
How often did you offer it?
Performed at Curriculum/Parent Meetings three times per year.
How many parents and/or staff participated?
30-40 Parents and 25-20 staff
What was the goal of the activity?
The goal was for parents to know their child's academic progress on state and local assessments.
What outcomes did you see as a result of the activity?
Increased parental involvement.

12. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP.*** ***List all activities separately***
Shall provide assistance to parents of children served to understand how to monitor child's progress.
What was the Activity?
Understanding report cards, Edmentum reports, STAR reports, and FAST student reports
How often did you offer it?
Per semester
How many parents and/or staff participated?
30-40 Parents and 25-20 staff
What was the goal of the activity?
The goal was for parents to be able to read and understand the data reported. The reports also provided parents with information regarding the students' deficiencies and areas of strength.
What outcomes did you see as a result of the activity?
We saw more parents helping their children with reading and math, not just when they had homework.
13. What did you say you were going to do last year in your PFEP to help parents? ***Review the activities you said you were going to do in last year's PFEP.*** ***List all activities separately***
Shall provide assistance to parents of children served to understand the requirements of Title I.
What was the Activity?
Host a Title I Meeting
How often did you offer it?
Annually, at the beginning of the year.
How many parents and/or staff participated?
30-40 Parents and 25-20 staff
What was the goal of the activity?
The goal was for parents to understand their rights as parents of students who attend a Title I school.
What outcomes did you see as a result of the activity?
Parents were empowered and became knowledgeable about the reports and meetings they can request. They were more likely to advocate for their children.

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

2026-2027 Title I, Parent and Family Engagement Plan (PFEP)

SCHOOL NAME: Gadsden County High School

I, Pamela Jones, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances. 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 state and federal program 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. As the leader of this school, I certify that I will agree to and uphold the following assurances.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will not carry out programs, activities, and procedures in accordance with the definition outlined in the Elementary and Secondary Education Act
- The school shall offer parents multiple opportunities to attend parent meetings to provide input in decisions relating to the education of their children.
- The school shall 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

Title I Meeting

- The school shall convene an annual Title I meeting, at a convenient time for parents, to which all parents of participating children shall be invited and encouraged to attend.
- The annual Title I meeting shall provide parents with a description and explanation of the curriculum in use, the academic assessments used to measure student progress, and the achievement levels of state standards.
- The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
- The annual Title I meeting shall provide parents with an understanding of their rights to know the qualifications of the staff at the Title I school and their right to be informed if the Title I staff do not meet the state definition of qualified or in-field.
- Parents shall be informed of their right to participate in the development of the Parent and Family Engagement Plan (PFEP), the Title I schoolwide plan, and the School Improvement plans (SIP).
- Parents shall be informed about the school accountability grade and that of the district.
- Parents shall be informed about how the school plans to improve their accountability grade so that all students reach grade-level proficiency.

Parent and Family Engagement Plan (PFEP)

- The school will **jointly develop** with, **and distribute** to, parents and family members of participating children, a written PFEP, agreed upon by such parents, that shall describe the means for carrying on the requirements of parent involvement – Section 1116(b)(1).
- Parents shall be given an opportunity to review the previous year's PFEP annually.

- If the PFEP does not meet parent needs, the parents shall be given an opportunity for input into changes of the PFEP.
- The PFEP shall be updated periodically to meet the changing needs of the parents and the school.
- The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.
- The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
- The PFEP shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
- The PFEP shall provide strategies to build ties between parents and the school.
- The PFEP shall, to the extent possible, plan to coordinate and integrate parent involvement of all Federal, State, and local programs.
- The PFEP shall include parents of all subgroups (English Language Learners EL; Exceptional Student Education ESE; Migrant; Homeless; and Neglected/Delinquent) and provide them with the same information and opportunities in a language and manner that is practicable so they can understand it.
- The PFEP shall be distributed to parents and the community in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- The PFEP may provide literacy training for parents with the set aside allocation.
- The PFEP may pay reasonable expenses necessary to remove barriers of child care to enable parents to participate in school-related meetings and training.

School-Parent Compact

- The school shall jointly develop a **school-parent compact** annually that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement.
- The compact shall include the means by which the school and parents will build and develop a partnership to help children achieve academic standards.
- The compact shall describe the school's responsibility to provide high-quality curriculum and instruction to enable children to meet the Standards.
- The compact shall describe the ways in which each parent is responsible for supporting their child's learning.
- The compact shall offer parents an opportunity to volunteer in their child's classroom.
- The compact shall offer parents reasonable access to staff and the classroom.
- The compact shall spell out how parents can participate in decisions relating to their child's education and their responsibility to monitor the positive use of their child's extracurricular time.
- The compact shall address the importance of regular two-way communication between teachers and parents on an ongoing basis.
- For elementary students, the compact must include how the school will discuss the compact with the parent as it relates to the child's achievement. This must be done annually.
- The compact shall address providing frequent reports to parents on children's progress.

Pamela Jones — 9/13/2024

Signature of Principal ***Date***

MISSION STATEMENT

Gadsden County High School, in partnership with community stakeholders, will provide world class customer service, a safe environment, and a positive school culture. The core curriculum will be diverse, standards aligned and relevant, all while considering the various learning styles of all students. We have one guiding principle: "Restoring Academic Excellence and Pride."

INVOLVEMENT OF PARENTS

Explain how the school will involve all parents in an ongoing and timely manner in the planning, review and improvement of Title I and how all parents will be involved in decisions about how parent involvement money will be used to support this PFEP

Gadsden County High School will involve parents in all aspects of its Title 1 program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title 1 parent meeting will provide information to parents about Title 1 and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistance their child will receive by virtue of being in a Title 1 school-wide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the School Advisory Council (SAC Meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title 1 for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Explain how the school will provide opportunities for all parents to participate in parent involvement activities, how the school will share information related to the school with parents, and how the school will provide all information in an understandable language. Include all subgroups: ESE, EL, Homeless, Migrant, Foster, Neglected/Delinquent.

Gadsden County High School is committed to providing full opportunities for participation in parental involvement activities to all parents, students and community stakeholders. Correspondence announcing parental involvement activities will be reviewed for ease of readability. This will ensure that all racial and ethnic backgrounds in our community will be included. Accommodations will be provided during parent activities for all community members. There will be close coordination between the school and the ESOL/ELL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon request. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronym in written correspondence will be identified and explained. Spanish translations will be provided for the school documents as requested. The school facilities are kept in compliance with regulations regarding access for parents with disabilities. Gadsden County High School is a school and parent friendly facility. Parents will

be provided information during Open House regarding the availability of parent involvement opportunities and resources. Gadsden County High School will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities to have access to important resources in a language parents can understand.
1. What is your overall strategy for Parent Involvement in Student Achievement?   ***Include items from the assurances above that must be addressed in the PFEP.***
• The PFEP shall include strategies for parents to understand the State Standards, the State Assessment, and how to monitor their child's progress and work.   • The PFEP shall provide training and resources to help parents work with their children at home to improve their academic achievement.
How will you build parent capacity?
Gadsden County High School will build parent capacity by using different methods of communication to solicit parent support: Parents will be notified via FOCUS, monthly newsletters, classroom websites, and other forms of media about opportunities to build capacity in student achievement.
What is the activity or strategy you will be using?
English Language Arts Standards, Florida's Benchmarks for Excellent Student Thinking (B.E.S.T) Standards, Understanding the Florida Standards Assessment Student Report, provide information on Parent Engagement and Educational Programs, training module on parent value and contributions, and School Advisory Council Meetings.
How will you deliver the activity/strategy?
Parent Training, Title 1 Annual Meeting, School Advisory Council Meeting, Parent/Teacher Conference
What is the timeframe for when the activity/strategy will be implemented?   ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly School Advisory Council Meetings. Monthly Title 1 Parent Meetings
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Teachers
What group will be receiving the content of the strategy/activity?
All parents and students
How are you going to let parents know that the activity is available to them?
School or district website, flyer or invitation, campus message board, social media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title 1, Part A-Parent Involvement, IDEA-Federal ESE, Title III, Part A-ELL, Title I, Part C-Migrant Student Education, Title VI-Rural Education Program, Title XI-Homeless Student Education, Title II, Part A-Staff Training, Office of Professional Learning, Parent Services
Why are you offering this activity/strategy?
To inform parents of ways to assist with reading comprehension. To provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach their highest academic achievement.
What is the impact you hope to achieve?
Improve English Language Arts Achievement. Improve proficiency in grades 9-10 by 10% on the state standardized assessment.
How will you document that the activity happened?

Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used to collect data.

2. *How are you going to provide parents with an understanding of the requirements of Title I and their rights under Title I?* ***Include items from the assurances above that must be addressed in the PFEP.***
The annual Title I meeting shall provide parents with an understanding of Title I and what it can do for their child.
How will you build parent capacity?
Gadsden County High School will build parent capacity by using different methods of communication to solicit parent support. Parents will be notified via focus, monthly newsletter, classroom websites and other forms of media about opportunities to build capacity in student achievement.
What is the Activity or strategy you will be using?
Title 1 Training of its policies and procedures: Title 1 Meetings- Policy Trainings, School Advisory Council Meetings-Policy and Procedures trainings
How will you deliver the activity/strategy?
Title 1 Advisory Council Meeting, School Advisory Council Meeting, Parent Training, Parent/Teacher Conference
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Monthly, Quarterly, Annually
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal. School Counselor, SAC, Parent/Teacher
What group will be receiving the content of the strategy/activity?
All parents, teachers
How are you going to let parents know that the activity is available to them?
School or District Website, flyer or invitation, Campus message board, social media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title 1, Part A-Parent Involvement, IDEA-Federal ESE, Title III, Part A-ELL, Title I, Part C-Migrant Student Education, Title VI-Rural Education Program, Title XI-Homeless Student Education. Title II, Part A-Staff Training, Parent Services, Office of Professional Leaming
Why are you offering this activity/strategy?
To inform parents of ways to assist with reading comprehension. To provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach their highest academic achievement.
What is the impact you hope to achieve?
To improve parents' understanding of their rights as a parent through Title 1.
How will you document that the activity happened?
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used to collect data

3. *How will you provide parents with an understanding of the state and local assessments you will be using and the school/district report card?* ***Include items from the assurances above that must be addressed in the PFEP.***
Parents shall be informed about the school accountability grade and that of the district.
How will you build parent capacity?
Gadsden County High School will build parent capacity by using different methods of communication to solicit parent support. Parents will be notified via focus, monthly newsletter, classroom websites and other forms of media about opportunities to build capacity in student achievement.
What is the Activity or strategy you will be using?
English Language Arts Standards, End of Course Exam-Algebra 1, End of Course Exam-Geometry, End of Course Exam-Biology, End of Course Exams-US History, Industry Certifications Assessments, Improve Student Behavior, Provide Information on Parent Engagement and Educational Programs
How will you deliver the activity/strategy?
Title 1 Advisory Council Meeting, School Advisory Council Meeting, Parent Training, Parent/Teacher Conference
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Annually, each semester
Who will be facilitating or implementing the strategy/activity?
Assistant Principal for Curriculum, School Counselor, Testing Coordinator
What group will be receiving the content of the strategy/activity?
All parents, students
How are you going to let parents know that the activity is available to them?
School or District Website, flyer or invitation, Campus message board
Who are you going to coordinate with to offer the activity or implement the strategy?
Title 1, Part A-Parent Involvement, IDEA-Federal ESE, Title III, Part A-ELL, Title I, Part C-Migrant Student Education, Title VI-Rural Education Program, Title XI-Homeless Student Education, Title II, Part A-Staff Training, District Assessment Coordinator
Why are you offering this activity/strategy?
To inform parents of ways to assist with understanding on different state standardized assessments. We want to provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach their highest academic achievement.
What is the impact you hope to achieve?
The impact is to improve parents' knowledge and understanding of state standards and districts' approach to improving student achievement.
How will you document that the activity happened?
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used to collect data.

4. *How will you provide parents with an understanding of the State Standards and the curriculum you will be using?* ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide parents with an understanding of State Standards and the curriculum you will be using.
How will you build parent capacity?
Gadsden County High School shall provide assistance to parents of children served to assist them in understanding state standards and the curriculum used to achieve proficiency.
What is the Activity or strategy you will be using?
FAST-English Language Arts Standards, FAST Assessment-Mathematics, End of Course Exam-Algebra 1, End of Course Exam-Geometry, End of Course Exam-Biology, End of Course Exams-US History, Industry Certifications Assessments, FCLE, Improve Student Behavior, Provide Information on Parent Engagement and Educational Programs, Curriculum Nights, Data Chats, and a Parent Resource Center at school.
How will you deliver the activity/strategy?
Parent Training, Title 1 Annual Meeting, School Advisory Council Meeting
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly SAC Meetings, Annual Title 1 Meetings
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Teacher
What group will be receiving the content of the strategy/activity?
All parents and students
How are you going to let parents know that the activity is available to them?
Skylert, school or district website, flyer or invitation, social media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title 1, Part A-Parent Involvement, Title III, Part A-ELL, IDEA-Federal ESE
Why are you offering this activity/strategy?
To inform parents of ways to assist with ELA, mathematics, science, biology, geometry, U.S. History, US Government, Chemistry, and Algebra in preparation for the standardized assessment and the End of Course (EOC) exams.
What is the impact you hope to achieve?
Improve parent involvement programs and improve Parent Participation rates by 10%.
How will you document that the activity happened?
Meeting/training agenda, meeting minutes, meeting/training handouts, copies of communication tool used to collect data

5. *How will you provide parents with an understanding about how to help their children at home and how to improve academically?* ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide assistance to parents of children served to improve their understanding about how to help their children at home improve academically.
How will you build parent capacity?

GCHS will provide opportunities for parents to improve their understanding of strategies to help their children improve academically.
What is the Activity or strategy you will be using?
FAST-English Language Arts Standards, FAST Assessment-Mathematics, End of Course Exam-Algebra 1, End of Course Exam-Geometry, End of Course Exam-Biology, End of Course Exams-US History, Industry Certifications Assessments, Improve Student Behavior, Provide Information on Parent Engagement and Educational Programs, Curriculum Nights, Data Chats, and a Parent Resource Center at school.
How will you deliver the activity/strategy?
Title 1 Meetings, School Advisory Council Meetings, Parent Trainings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, Teachers
What group will be receiving the content of the strategy/activity?
All Parents and students
How are you going to let parents know that the activity is available to them?
Skylert, school or district website, flyer or invitation
Who are you going to coordinate with to offer the activity or implement the strategy?
Department Chairs, Resource Teachers, District FACE Office
Why are you offering this activity/strategy?
To ensure all parents understand how to improve their child(ren) academic performance
What is the impact you hope to achieve?
Improve English Language Arts achievement, improve mathematics achievement, improve Industry Certification rates
How will you document that the activity happened?
Meeting/training agenda, meeting minutes, meeting/training handouts, copies of communication tool used to collect data.

6. *How will you provide assistance to parents in understanding how to monitor their child's progress?* ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide assistance to parents of children to understand how to monitor their child's progress.
How will you build parent capacity?
Gadsden County High School shall provide assistance to parents of children served to understand how to monitor their child's progress.
What is the Activity or strategy you will be using?
Effective utilization of parent/teacher communication tool(s), Understanding the FAST Student Report, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Parent Resource Center at school, School Advisory Council Meetings
How will you deliver the activity/strategy?
Parent training, parent/teacher conferences, SAC meetings, Title 1 meetings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Principal, Assistant Principal, School Counselors, Teacher, Resource teacher, District FACE Office
What group will be receiving the content of the strategy/activity?
All Parents and students
How are you going to let parents know that the activity is available to them?
Skylert, School or District Website, Flyer or Invitation, social media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title 1, Part A-Parent Involvement, Title III, Part A-ELL, IDEA-Federal ESE
Why are you offering this activity/strategy?
To improve parents' ability to monitor their child's academic progress throughout the year.
What is the impact you hope to achieve?
Improve parent involvement programs and improve student achievement rates on FAST Assessment by 10%.
How will you document that the activity happened?
Meeting/training agenda, meeting minutes, meeting/training handouts, copies of communication tool used to collect data.
7. *How will you provide teachers and staff with training to understand the value parents can bring to the school?* ***Include items from the assurances above that must be addressed in the PFEP.***
Shall provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
How will you build parent capacity?
Gadsden County High School will provide strategies for educating teachers, support personnel, and school leaders to better assist parents, communicate more effectively with parents, and value the

contributions of parents – working with them as equal partners and encouraging them to fully participate in the education of their children.
What is the Activity or strategy you will be using?
Training on communicating with parents of diverse populations, training developed in collaborations with parents to support parent involvement, provide information on Parent Engagement and Educational Programs, training module on parent value and contribution.
How will you deliver the activity/strategy?
Staff training, Professional Learning Communities
What is the timeframe for when the activity/strategy will be implemented? ***(i.e. annually, quarterly, each semester, monthly, etc.)***
Weekly, monthly
Who will be facilitating or implementing the strategy/activity?
School Counselor, Professional Learning Team, Consultant, Administration
What group will be receiving the content of the strategy/activity?
Teachers and staff
How are you going to let parents know that the activity is available to them?
Flyer or Invitation, School or District website, Email, social media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A-Staff Training
Why are you offering this activity/strategy?
Training is offered to improve teachers and staff understanding of the value parents can bring to our schools.
What is the impact you hope to achieve?
Improve parent satisfaction and involvement.
How will you document that the activity happened?
Meeting/training sign-in sheets, copies of communication tool used, meeting/training agenda

8. *How will you and your staff reach out and communicate with/work with parents as equal partners to build ties between home and school?* ***Include items from the assurances above that must be addressed in the PFEP.***
Our staff will conduct parent meetings to discuss their child's academics, attendance, and attitude through the MTSS process and when necessary to provide opportunities for our staff to reach out and communicate with/work with parents as equal partners to build ties between home and school.
How will you build parent capacity?
Gadsden County High School will solicit parent groups to collaborate with other parents within the community to advocate for students as a means to build ties between home and school.
What is the Activity or strategy you will be using?
Training module on communicating with parents of diverse populations, training developed in collaborations with parents to support parent involvement, provide information on Parent Engagement and Educational Programs, training module on parent value and contribution.
How will you deliver the activity/strategy?
Scheduled parent meetings and parent conferences
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Weekly, Monthly
Who will be facilitating or implementing the strategy/activity?
School Counselor, district personnel
What group will be receiving the content of the strategy/activity?
Parents
How are you going to let parents know that the activity is available to them?
Skylert, school or district website, flyer or invitation, social media
Who are you going to coordinate with to offer the activity or implement the strategy?
Title II, Part A-Staff Training, District Parent Liaison
Why are you offering this activity/strategy?
To improve ties between parents and teachers, to improve communication between parents and teachers
What is the impact you hope to achieve?
Improve parent satisfaction with the school's delivery of information concerning their child.
How will you document that the activity happened?
Meeting/training sign-in sheets, copies of communication tool used, meeting/training agenda

9. What other evidence-based strategies/activities will you be providing to parents to improve their ability to be a full-support partner to their child at home? ***Include items from the assurances above that must be addressed in the PFEP.***
Gadsden County High School will provide daily routines and homework support, provide interactive learning, and provide communication strategies.
How will you build parent capacity?
GCHS shall provide assistance with understanding the different educational opportunities.
What is the Activity or strategy you will be using?
Title 1 Annual Meeting, School Advisory Council Meeting, Parent/Teacher Conference, Parent Expos
How will you deliver the activity/strategy?
Parent meetings
What is the timeframe for when the activity/strategy will be implemented? ***(i.e., annually, quarterly, each semester, monthly, etc.)***
Quarterly
Who will be facilitating or implementing the strategy/activity?
Administration, Reading/Math Coach, Department Chairs
What group will be receiving the content of the strategy/activity?
All Parents and students
How are you going to let parents know that the activity is available to them?
Skylert, school or district website, flyer or invitation, social media
Who are you going to coordinate with to offer the activity or implement the strategy?
Administration, District Support, Department Chairs
Why are you offering this activity/strategy?
To improve parents understanding of curriculum choices for their students
What is the impact you hope to achieve?
To increase parent satisfaction and participation
How will you document that the activity happened?
Meeting/training sign-in sheets, copies of communication tool used, meeting/training agenda

10. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
What was the Activity?
How often did you offer it?
How many parents and/or staff participated?
What was the goal of the activity?
What outcomes did you see as a result of the activity?
11. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
What was the Activity?
How often did you offer it?
How many parents and/or staff participated?
What was the goal of the activity?
What outcomes did you see as a result of the activity?

12. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
What was the Activity?
How often did you offer it?
How many parents and/or staff participated?
What was the goal of the activity?
What outcomes did you see as a result of the activity?
13. What did you say you were going to do last year in your PFEP to help parents?
Review the activities you said you were going to do in last year's PFEP. List all activities separately
What was the Activity?
How often did you offer it?
How many parents and/or staff participated?
What was the goal of the activity?
What outcomes did you see as a result of the activity?

Possible People who can facilitate activities:

- Principal
- Assistant principal
- Guidance counselor
- Consultant
- Teacher
- SAC
- Professional Learning Team
- Parent Services Team
- Technology Staff
- Federal Programs Staff
- ESE Staff
- EL/Migrant Staff
- Assessment Staff
- Technology Staff
- Elementary Education Staff
- Secondary Education Staff
- CTE Education Staff
- Parents
- Community/Business Members

Possible communication tools:

- Newsletter
- Skyward
- Parent Portal
- Skylert
- Facebook
- School Marquee
- Flyers
- Invitations
- Email
- District or school website
- Backpack
- School/parent handbook

Possible documentation:

- Agenda
- Presentation documents
- Presentation recordings
- Sign-in sheets
- Skylert reports
- Meeting minutes
- Meeting handouts
- Completed surveys

Possible Capacity Activity:

- ELA training
- Math training
- Science training
- Social Studies training
- Standards training
- Literacy workshops
- Assessment training
- Intervention training
- End of Course prep
- Industry Standards
- CTE training
- Report Card training
- Behavior training
- SEL training
- PBIS training
- Data Chats
- Curriculum nights
- Parent Expos
- College Awareness
- DLOPI
- Resource Center
- SAC training
- Parent Portal training
- Title I training
- Training on values
- Training on communication
- Training on relationships
- Training n collaboration
- Technology training
- Safety training
- Credit recovery training
- Health/nutrition training
- Drug/opioid training
- Physical fitness training
- Research training
- Copyright training

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: October 27, 2026

TITLE OF AGENDA ITEM: Sale of District Properties

DIVISION: Support Services/Facilities

_____This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Facilities Department is requesting the Board considers the offers below for the sale of the Greensboro Telogia Creek Road Property and decide as to which offer will be accepted.

Name	Escrow Agent	Offer Amount
Larry Edwards (850) 570 - 1012	**Individual**	$44,000.00 (**$2,200.00** per acre)
Adam Walker 850 Realty adamonealwalker@icloud.com	**Robert Revell & Sara Revell** Escrow Agent: **Calhoun-Liberty Abstract Company** Blountstown, FL 32324	$80,100.00 (**$4,005.00** per acre)
Townsend Tarapani Florida Realtors	**Camellia Creek Ranch LLC** Escrow Agent: Anclote Title Services Inc Tarpon Springs, FL 34689	$60,000.00 (**$3,000.00** per acre)

FUND SOURCE: N/A
AMOUNT: N/A
PREPARED BY: Brenton Hudson/Dr. Sylvia R. Jackson
POSITION: Facilities Director/Assistant Superintendent for Support Services

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INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered_____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Gadsden County, FL





Legend

- Parcels
- Roads (Local)
- Roads (Major)
- Streams and Rivers (Large)

Parcel ID	3-28-2N-5W-0000-00213-0000	**Alternate ID**	24036	**Owner Address**	GREENSBORO CHAPTER F F A % L DEESE VOCATIONAL ADVISOR OF GREENSBORO, FL 32330	**Improvement Value**		**Just Market Value**	$44,000
Sec/Twp/Rng	28/2N/5W	**Class**	CLUBS/LODGES/HALLS (7700)			**Land Value**	$44,000	**Total Assessed Value**	$44,000
Property Address	TELOGIA CREEK RD QUINCY	**Acreage**	20.0			**Land Ag Value**		**Exempt Value**	
						Ag Market Value		**Taxable Value**	

District	COUNTY
Brief Tax Description	OR 40, P. 563 S1/2 OF NE1/4 OF
	(Note: Not to be used on legal documents)

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Gadsden County, FL

Parcel Summary

Parcel ID	3-28-2N-5W-0000-00213-0000
Location Addr	TELOGIA CREEK RD QUINCY, FL 32351
Brief Tax Description*	OR 40, P. 563 S1/2 OF NE1/4 OF NW1/4. (Note: *The Description above is not to be used on legal documents.)
Property Use	CLUBS/LODGES/HALLS (7700)
Sec/Twp/Rng	28/2N/5W
Tax District	COUNTY
Millage Rate	14.2981
Acreage	20
Homestead	N

View Map

Owner Information

GREENSBORO CHAPTER
F F A % L DEESE
VOCATIONAL ADVISOR OF
GREENSBORO, FL 32330

Homestead Application

Apply for Homestead Exemption

Application for Ag Land

Application

Valuation

		2026 Working	2025 Certified Values	2024 Certified Values	2023 Certified Values
+	Improvement Value	$0	$0	$0	$0
+	Land Value	$44,000	$44,000	$44,000	$44,000
	Land Agricultural Value	$0	$0	$0	$0
	Agricultural (Market) Value	$0	$0	$0	$0
=	Just Market Value	$44,000	$44,000	$44,000	$44,000
=	Total Assessed Value	$44,000	$44,000	$44,000	$44,000
-	Exempt Value	($44,000)	($44,000)	($44,000)	($44,000)
=	Taxable Value	$0	$0	$0	$0
	Save Our Homes or AGL Amount	$0	$0	$0	$0

"Just Market Value" description - This is the value established by the Property Appraiser for ad valorem purposes. This value does not represent anticipated selling price.

Land Information

Land Use	Number of Units	Unit Type	Land Type	Frontage	Depth
CLUBS/LODGES/HALLS (7700)	20.00	008300-AC	SITE	0	0

No data available for the following modules: Buildings, Commercial Buildings, Mobile Home Buildings, Sketches, Extra Features, Sales, Photos.

The Property Appraiser makes every effort to produce the most accurate information possible. No warranties expressed or implied are provided for the data herein, its use or interpretation. The assessment information is from the last certified tax roll. All other data is subject to change.

Contact Us

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