



PALM BAY

Palm Bay Preparatory Academy

26-27 Parent and Family Engagement Plan

Date: 8/1//2026		
School Name: Palm Bay Prep		School #: 0771
Principal Name: Patty Phillips		
Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format, and to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.		
Mission Statement		
Provide authentic learning experiences, a collaborative, nurturing environment that will equip our students for academic and personal success through their educational careers and beyond.		

I, Patty Phillips, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parent involvement, and will carry out programs, activities, and procedures in accordance with the definition 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(a)(3)(1));
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community (Section 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 parent and family engagement plan and the joint development of the school-wide program plan under (Section 1114(b)(2) (Section 1116(c)(3));
- Use the findings of the parent and family engagement plan to review the strategies for more effective parent involvement, and to revise, if necessary, the school's parent and family engagement plan (Section 1116(a)(2)(E));
- If the plan for the Title I Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency (Section 1116(c)(5));
- Provide to each parent and individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading (Section 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)); and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals (Section 1112(e)(1)(A)).

Signature of Principal or Designee

Date Signed

1. Involvement of Parents

(A) By what means will the school involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the PFEP? Section 1116(c)(3)	All parents are given the opportunity to complete a paper or online Title I Parent Survey. The results of the survey are tallied and shared with the faculty for their thoughts on ways to improve our PFEP for next year. The school's governing board serves as the SAC and an evaluation of the current PFEP is conducted during one of the governing board's meetings. Based on the evaluation and survey results, revisions to the plan are made for the next school year and placed on the school's website and September Parent Newsletter. The plan will be reviewed during meetings throughout the year to make revisions according to the changing needs of parents and the school.
(B) By what means will the school provide parents opportunities, if requested, for regular meetings to formulate suggestions and to participate, as appropriate, in making decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible? Section 1116(c)(4)(C)	Parents will be given opportunities for suggestions by completing evaluation forms at parenting events, IEP meetings, ESOL meetings, parent-teacher conferences, and parent surveys.
(C) By what means will the school involve parents in the joint development of the School Improvement Plan? Section 1116(A)(2)	Once the state testing results are released, the school's governing board, composed of parents, community members, teachers, administrators, and staff will meet to update the School Improvement Plan based on available data (F.A.S.T./EOCs/i-Ready/Attendance/Behavior). All members, including the governing board are encouraged and provided the opportunity to give input. The Comprehensive Needs Assessment will be reviewed.
(D) If the School Improvement Plan is not satisfactory to the parents, by what means will the school provide parents an opportunity to submit comments with the plan when it is submitted to the district? Section 1116(c)(5)	If parents find the plan to be less than satisfactory, they will be asked to submit issues and concerns via email to the school's administration. A copy of the emails will be submitted to the Title I along with the School Improvement Plan.
(E) By what means will the school provide other reasonable support for parental involvement activities as parents may request? Based on the Title I Parent Survey results, what activities did the parents request that are included in this plan?	Based on survey results and parent input through our parent involvement team, we will adjust activities as needed.

Section 1116(e)(13)	
2. ACCESSIBILITY	
(A) By what means will the school offer a flexible number of meetings, such as meetings in the morning or evening to accommodate parents' schedules? Section 1116(c)(2)	Based on the Spring Parent Survey responses, the majority of parents indicated meetings scheduled right after school, and in the evening. This will be taken into consideration when scheduling events.
(B) By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events? Section 1116(c)(4)(A)	The school makes active use of email, website, Monthly Parent Updates (newsletter), Focus communication, and Facebook for communication with our families. Notices will be sent on a minimum of 7 days to any and all Title I meetings, activities, and parent involvement events.
(C) By what means will the school provide opportunities for informed participation of parents and family members (including parents and family members with limited English proficiency, with disabilities, and parents of migratory children)? Section 1116(f)	Bilingual staff members are in attendance at all school events. When a language other than Spanish is needed, we contact the BDS ESOL resource teacher for support. Accommodations for participation for parents and family members with disabilities will be provided as necessary.
(D) By what means will the school ensure that information related to school and parent programs, school reports, meetings, and other activities is sent to the parents in a format and in a language the parents can understand? Section 1116(e)(5) and (f)	All communications are translated for our ELL families. Google translate and staff members assist with communications. Bilingual staff members assist with conferences and phone calls when necessary.
3. Annual Parent Meeting	
(A) By what means will the school conduct a Title I Annual Meeting (convened at a convenient time, to which all parents are invited and encouraged to attend) to inform parents of their school's participation in Title I, the requirements of Title I, and the right of parents to be involved? Section 1116(c)(1)	The Annual meeting information will be provided via Bay District Schools and presented to parents in September. The information will also be distributed across multiple platforms such as Smores Monthly Update, email, Facebook, Parent Portal, and on the school website.
4. Building Parent Capacity	
Address topics F-J and complete Table A.	Survey Results: What workshops or activities did families request? Provide a summary of survey results.
(F) Assist parents in understanding: - State academic standards; - State and local academic assessments; - Requirements of Title I; - Monitoring a child's progress; and	- Supporting Homework & Study Skills at Home - Supporting Students with Disabilities/Unique Needs

• Work with educators to improve the achievement of their children Section 1116(e)(1)	• Supporting Learning at Home (Reading, Math, Habits) • Middle & High School Transitions (Graduation/Pathways) • Student Health, Wellness, & Nutrition • Using School Technology & Online Tools
(G) Description and explanation of: • Curriculum in use at the school Section 1116(4)(B)	HMH, SAVVAS, Edmentum
(H) Description and explanation of: • Academic assessments used to measure student progress Section 1116(4)(B)	FAST ELA & FAST Math Progress Monitoring, iReady ELA & iReady Math Progress Monitoring
(I) Description and explanation of: • Achievement levels of State academic standards that students are expected to obtain Section 1116(4)(B)	Students are expected to receive a 3 or better on all EOCs, FAST Math, and FAST ELA.
(J) Provide materials and training to: • Help parents work with their child to improve their children's achievement, such as literacy training and using technology (including the harms of copyright piracy), to foster parental involvement (<i>LEA note: This includes Parent Portal Training</i>) Section 1116(e)(2) Schools must provide a <u>description, explanation, or understanding</u> of academic requirements that fall under the Federal Guidelines for Title I.	Parent Portal Training for parents, Literacy Night (helping with ELA at home)

Table A**QUALIFYING TITLE I PARENT EVENTS: PARENT TRAINING OPPORTUNITIES**

List all activities for requirements F through J and transition activities that involve parents.

Timeline August	Content & Type of Event Rock the Block/Orientation	Requirements Addressed (F-J) F, G, J	SIP Goal	# Attended 191
Anticipated Impact on Student Achievement		Parent portal training, class requirements, schoolwide expectations		
Evidence/ Documentation of Effectiveness		Advertisement, Sign in sheet, Agenda, Evaluations		
Timeline September	Content & Type of Event Title I Annual Meeting	Requirements Addressed (F-J) F, G	SIP Goal	# Attended
Anticipated Impact on Student Achievement		Requirements of Title I, how Title I funds are spent, achievement levels of state academic standards		
Evidence/ Documentation of Effectiveness		Advertisement, Sign in sheet, Agenda, Evaluations		
Timeline October/ March	Content & Type of Event Parent Workshop	Requirements Addressed (F-J) F, J	SIP Goal	# Attended
Anticipated Impact on Student Achievement		Understanding of homework, standards and at-home strategies to support student achievement		
Evidence/ Documentation of Effectiveness		Advertisement, Sign in sheet, Agenda Evaluations		
Timeline January	Content & Type of Event Literacy Night	Requirements Addressed (F-J) F, J, I	SIP Goal	# Attended
Anticipated Impact on Student Achievement		Specific techniques and activities they can implement at home to enhance their child's literacy skills		
Evidence/ Documentation of Effectiveness		Advertisement, Sign in sheet, Agenda, Evaluations		
Timeline April	Content & Type of Event Transition Night	Requirements Addressed (F-J) F, G, H	SIP Goal	# Attended
Anticipated Impact on Student Achievement		Credit requirements for MS and HS; graduation requirements		
Evidence/ Documentation of Effectiveness		Advertisement, Sign in sheet, Agenda, Evaluations		

Table B-1

OTHER EVENTS/ACTIVITIES

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

Any other events or activities your school provides for parents that do not qualify as a Title I Event.

Timeline	Content & Type of Event	How will this event impact parents?	# Attended
Aug-May	Parent Involvement Team Meetings	Plan, Review, approve PFEP and develop SIP	
Aug-May	Monthly Parent Update Newsletter	Improve Communication, school specific information	
September	Hispanic Heritage Night	School community, parent involvement	
January	Literacy Night	School community, parent involvement	
February	Black History Celebration	School community, parent involvement	
March	Spring Fling	School community, parent involvement	

Table B-2
Parent Communication/Disseminating Information
Communication/Information shared with parents (Section 1116(e)(4).

[illegible]

5. PARENT/SCHOOL COMPACT

As a component of the school-level Parent and Family Engagement Plan, each school (ALL) shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

How will the school ensure parents'/families' involvement in this process?

Parents/families will be involved in the development of the school-parent-student compact during Parent Involvement Team meetings, parent questionnaires, and through parent conferences.

ELEMENTARY

How will the school ensure that teachers **conduct** a parent-teacher conference for individual students at least annually, during which the compact is discussed and signed? Section 1116(d)(2)(A)

n/a

MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact?
Section 1116(d)(2)(A)

The school-parent-student compact will be sent home in hard copy, sent to parents electronically, included in new student packets, and will be made available during parent/teacher conferences. Also, copies will be available in the school office.

6. BUILDING STAFF CAPACITY

****Complete Table C.****

Survey Results: What workshops/activities did families and staff request? Provide a summary of parent and staff survey results.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support, principals, and other school leaders, as well as other staff with the assistance of parents/families in:

- The value and utility of their contributions
- How to reach out to, communicate with, and work with parents and families as equal partners; and
- How to implement and coordinate parent/family programs and build ties between parent/families and the school.

Section 1116(e)(3)

- Supporting Homework & Study Skills at Home
- Supporting Students with Disabilities/Unique Needs
- Supporting Learning at Home (Reading, Math, Habits)
- Middle & High School Transitions (Graduation/Pathways)
- Student Health, Wellness, & Nutrition
- Using School Technology & Online Tools
- Strategies for engaging "hard to reach" families: Requested by 8 staff members.
- Techniques for Positive & Proactive phone calls

	• Student-led or family-centered conferences • Using digital tools for communication • Expanding learning through educational trips • Bridging cultural differences.
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**Table C - Building Staff Capacity
Staff/Faculty Trainings**

Timeline	Activity/Topic	Person Responsible	Evidence of Documentation of Effectiveness	# of Faculty/ Staff Attended
August	Parent Involvement Plan Overview	Phillips	Improvement to results of Spring Title I survey, increases in parent involvement	13
August PLC Days	Parent Involvement Plan Implementation	Phillips/Clark	Increase in teacher communication with parents to build positive relationships between the school, parents, and families.	13
August	Title I & Compact Training	Scurlock	Sign-In Sheets, Evaluations	13

7. COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe to the extent feasible, the means the school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs that encourage and support parents in participating in the education of their children. Section 1116(e)(4)

Program	Coordination
Title II Professional Learning	Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet

	students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development. School Based: n/a
Title III ESOL	Title III, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful. School Based: n/a
Title IX Homeless	Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success. Schools are provided with student housing questionnaires to identify students who may be experiencing homelessness. School Based: n/a
Preschool - Elementary Schools	In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations

	will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the campus. Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved. School Based: n/a
Other – (District teams, coaches, resource teachers, etc.) How do they support your school?	The District Student Wellness team to provide equitable access to behavioral support services to schools, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school. Secondary Schools: Title I, Part D funds provide a transition specialist to coordinate with schools to ensure that students and their educational records successfully transition to and from the juvenile detention system. School Based: n/a

8. DISCRETIONARY ACTIVITIES

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

How will your school develop appropriate roles for community-based organizations and businesses in parent involvement activities? Section 1116(e)(13)	N/A
By what means will the school involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training? Section 1116(e)(6)	N/A
By what means will the school provide literacy training for parents if the LEA has exhausted all other funding resources? Section 1116(e)(7)	N/A
By what means will the school pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions? Section 1116(e)(8)	N/A
By what means will the school train parents to enhance the involvement of other parents? Section 1116(e)(9)	N/A
By what means will the school conduct in-home conferences for parents who are unable to attend at school? Section 1116(e)(10)	N/A
By what means will the school adopt and implement model approaches to improve parent involvement? Section 1116 (e)(11)	N/A

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT

Category	List of Items
Parent Communications	Paper, ink/toner, printed materials/brochures
Parent Training/Events	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner

10. BARRIERS

Provide a description of the:

- Barriers that hindered participation by parents during the previous school year.
- Steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) (ESEA Section 1116)

Use the data collected from Parent Event Evaluations, Surveys, and the School Improvement Plan.

Barrier (Including the specific subgroup)	Steps the School will Take to Overcome Barrier	PFEP Alignment- What section(s) addresses this barrier?
Communication (All)	Streamlining platforms to fewer. Utilizing Parent Portal for emails and tests (per parent feedback)	Section 1 & 2
Schedule	Parents who are not available to attend meetings in person or after school can attend virtually and some meetings may be offered during the school day.	Section 1 & 2

11. PARENT AND FAMILY FEEDBACK

Each year, our school encourages parents, and families to work in collaboration with the school to develop, review, and revise the Title I school-level Parent and Family Engagement Plan (PFEP). The PFEP is a tool that is used to determine how well our school is partnering with you and promoting your involvement in your child's education throughout school.

Your feedback is important in helping us continually improve the PFEP and the parent and family engagement program at our school. We have provided contact information below so that you can learn about the different ways you can be a part of this home-school connection.

District Title I Supervisor	<i>Loretta Mistrot 850-767-4354 mistrl@bay.k12.fl.us</i>
District Parent and Family Engagement	<i>Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us</i>
Title I Resource Teacher	<i>Stefanie Johnson 850-767-4113 hendlsm@bay.k12.fl.us</i>
Principal	<i>Patty Phillips 850-215-0770 patty.phillips@palmbayschools.org</i>
Title I Coordinator	<i>Jennifer Scurlock - 850-215-0770 jennifer.scurlock@palmbayschools.org</i>
Parent Liaison	n/a