

2025 – 2026 Parent and Family Engagement Plan

**Sabal Palm Elementary School: A Community Partnership School
*School***

Meeting Date:	Approval Date:	Mid-Year Review:	End-of Year Review:
03/05/2025	04/09/2025		

2025 – 2026 Parent and Family Engagement Plan

School Name	Sabal Palm Elementary School
LEA	Leon County Schools

I, Latoye Hankerson, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
- Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Signature of Principal

Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

Response:

The mission of Sabal Palm is to ensure that all parents and stakeholders, are equal partners in the ongoing decision making for all students and to encourage all parents to participate with school personnel in an effort to improve and enhance students' academic and social success. Sabal Palm will actively solicit and welcome parental participation and advocacy in all aspects of the educational process. We believe:

- a) That every student can learn and students, staff, and parents form a community of learners.
- b) Parents and guardians are full partners in their child's education and should be included as appropriate, in decision- making
- c) That the responsibility for learning is a joint venture between the student, parent and school.
- d) That the school environment must be safe, respectful, caring and supportive of all students and parents.

Engagement of Parents

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 parent and family engagement will be used [Sections 1116].

Response:

Sabal Palm will continue to use the Joyce Epstein Framework to involve and engage parents on all levels. Currently, the school has four committees that provide input into the improvement, development, implementation, and evaluation of all Title I school related activities: the School Advisory Council (SAC), Parent Teacher Organization (PTO), and the Title I Advisory Committee (TAC), and the District Advisory Council (DAC).

Parents are invited and encouraged to become active members of each group and participate in the School Improvement Plan process. Decisions involving the use of Title I funds reserved for parental involvement will be made during the SAC meetings. Input from parents is documented in the AdvancEd Survey/Climate Survey and Title I Surveys (Spring/ Fall) and are used to help guide the components of the school improvement plan as well as the Title I Parent and Family Engagement Plan.

Parents will also be notified through our Sabal Palm CPS Facebook, Instagram, Focus, & electronic marquee, Sabal Palm Website & Remind pages and through flyers.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I- Part C, Title II, Title III, Title IV, and Title V [Section 1116].

Count	Program	Coordination
1	Title I	Monthly and/or quarterly meetings are coordinated with the District Title I office to address the class size and needs of students. Also addresses ways for parents to be actively involved in their child's education.
2	Title IV-Part B	Services are coordinated with the 21st Century Program to provide academic and enrichment activities after school for over 60 students.
3	Title I, Part C	Migrant – our ESOL Program Specialist and Guidance Counselor works closely with migrant families to provide academic and social strategies that enhance self-esteem and improve their educational experience.
4	Title I, Part D	Sabal Palm works well with the District to support The Every Child Succeed Act (ESSA) services are coordinated with dropout prevention.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116]. ***Include translated version of all documents.***

Steps	Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A	Determine date for Annual Title I Meeting	Administration	August/ September 2025	
B	Prepare presentation, handouts, and agenda	Administration/ Program Specialist	August/ September 2025	Copy of: presentation, handout, agenda
C	Create notification informing families of the meeting (include translated versions)	Administration Program Specialist	August/ September 2025	Copy of: notification
D	Create sign-in sheet "Annual Title I Meeting" (include school name; date; location; time; parent/guardian's name; student name(s); phone number; email	Administration Program Specialist	August/ September 2025	Copy of: sign in sheets, survey results

	address; and role) and create evaluation			
E	Distribute initial meeting notifications at least three (3) weeks prior to the meeting date	Administration- FOCUS Media Specialist- School Webpage Program Specialist-Marquee & Remind	At least three (3) weeks prior to the meeting	Copy of: notification, survey results
F	Distribute notices via various platform i.e. website; social media; marquee; Parent Portal; Remind, student agenda book	Administration- FOCUS Media Specialist- School Webpage Program Specialist-Marquee & Remind) Teachers	One (1) week prior to the meeting	Copy of: notification, survey results
G	Conduct meeting and record minutes	Administration Program Specialist	August/ September 2025	Copy of: sign in sheets, agenda, minutes, survey results
H	Provide opportunities for feedback	Administration Program Specialist	August/ September 2025	Copy of: Parent Feedback forms, survey results
I	Complete and upload required documentation for compliance to SharePoint folder	Program Specialist Compliance Contact	By September 30, 2025	Copy of: notification, agenda, minutes, sign in sheets, presentation, handout, survey results

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

Response:

Sabal Palm Elementary will provide child care at the request of the parent during the following evening activities: PTO meetings, SAC (monthly) and quarterly parent workshops, such as Curriculum Nights, FSA Nights, Tech Nights, STEM Nights, Community Partnership School PTO Meetings, and Back to School Open House. Sabal Palm will offer these events during the evenings quarterly at 5:30 p.m.

SAC and Parent Engagement Nights times will be adjusted as needed and upon parental request for a change of meeting times and dates. Title I funds are used to help with paying for child care and some home visits during the regular school year if needed.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Annual Title I Meeting/ Open House	Administration/ Administrators Faculty Staff/ Program Specialist	To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement	By September 30th	• Survey results • Attendance log • Agenda • Notification of Meeting
Family Parent Teacher/ Conference Night	Grade Level Teachers Program Specialist/ Instructional Literacy and Math Coaches	Expectations will be given to parents to help students at home. Parents will gain tangible information about their child's progress.	Fall 2025 Spring 2026	• Notification of Meeting • Agendas • Flyers • Sign in Sheets • Minutes • Grade Level Conference Forms • School climate survey
Remind App Notifications	Administrator Program Specialist	All messages are designed to give parents strategies to help their at home and to increase parent awareness of school activities and functions	Weekly	• Copies of messages • Parent survey

SAC/ PTO/ Parent Engagement Workshops examples-F.A.S.T. Night, Curriculum Night, Tech Night, STEM Night, Literacy Night, Family/ Parent Teacher Conference Night	Administrators Program Specialist Grade Level Teachers	Parents will be able to provide input on decisions regarding SPES and also have the opportunity to listen to different speakers on topic that would increase family engagement at home as well as school	Monthly	• Notification of Meeting-Flyers • Agendas • Sign in Sheets/ • Minutes • Title I Survey • Parent Survey
Academic Curriculum & F.A.S.T. Nights State Standards & District Promotion Policy	Administrators Program Specialist/ Academic Coaches	Parents will be given brochures with grade level CCSS to help their child at home. Parents will also learn strategies to help their child improve in reading and math at home.	2 nd Semester	• Notification of Meeting • Agendas • Sign in Sheets • Minutes • Title I Survey/Parent Survey • Benchmark Mastery the B.E.S.T Standards
All Pro Dads	Program Specialist	Dads or male figures spend time with their child and will gain strategies to help students with academic and life skills	Monthly	• Notification of Meeting • Sign-in Sheets • Parent Survey
iMoms	Program Specialist	Moms or female figures spend time with their child and will gain strategies to help students with academic and life skills	Monthly	• Notification of Meeting • Sign-in Sheets • Parent Survey

Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

Staff Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Annual Title I PFE Training	Administration, Parent Liaison, or Principal Designee	Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families.	By September 30, 2025	• Parent survey results • School Climate survey results • Sample parent communication documents
Bi-Weekly Team Meetings: Professional Learning Community	Administrators/ Instructional Literacy and Math Coaches	To build respectful and caring relationships with students and parents that enhance academic performance. Use data to drive instruction in the classroom.	On-going	• Agenda • Sign in sheets • Decrease in the number of students' Referrals. • Diagnostic and Progress Monitoring
Backwards Planning of Lesson	Instructional Literacy and Math Coaches	Standard Based Instructional Planning to allow teachers to understand the how and what they need to teach	On-going	• Backwards Planning Sheet provided by Instructional Coach • Climate survey
Effective forms of Communication	Administrators	Provides strategies for teachers to effectively communicate with parents.	On-going	• Parent Survey • Climate survey
Florida Positive Behavior Interventions and Support	Guidance Counselor/Administrators/ Program Specialist/ PBIS Coordinator	Create a positive and supportive environment that enhances academic learning and encourages positive decision making.	On-going	• Agenda & Sign in sheets • Decrease in the number of students' Referrals.

ESE Training & Book Studies	All Teachers Faculty & Staff	Provide strategies for working with ESE Students.	On-going	• Improved results on Assessments • .Climate survey • Improved communication with parents and students. • Language Learning • Lexia, Imagine Learning, & Read Live
Effective use of instruction through data	Administration	Increased student achievement and instructional strategies in the classroom. Increased instructional effectiveness.	On-going	• Staff Survey • B.E.S.T. Standards Results

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

Response:

Career Workshop/Parent Workshops

- A. Set -date/advertise
- B. Organize community support
- C. Plan activities with parents and staff
- D. Host Activity Administrators/Parent Program Specialist /Committee Members/ Community Partnership School Team

Parent Resource Center

- A. Available for all parents to use
- B. Grade level materials

Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

Response:

Response #1: Sabal Palm sends out information about Title I programs during the summer, Back to School Orientation, and during The Title I Annual Parent Meeting/ Open House. Information is posted on the school's website and hard copies are sent home during the first nine weeks of school. In addition, information is sent home to parents in their native language from the ESOL Coordinator and Parent Liaison. During the school year, we will use Remind to send weekly messages and other communication to parents by way of agenda books. Parents also receive communication through school social media outlets. (Facebook, Instagram, Remind, electronic marquee, and school's webpage)

Response #2: Sabal Palm uses curriculum adopted by the state and the district. The research-based curriculum used include: Reading: STAR Early Literacy, STAR Reading Diagnostics, UFLI, and iReady diagnostics assessments to measure student reading comprehension and vocabulary growth. Go Math Curriculum, iReady, and STAR for Math benchmark mastery, and Science: McGraw-Hill Florida Science assessment are used science benchmark mastery. District progress monitoring assessments are administered three (3) times throughout the year to measure student progress.

Response #3: Sabal Palm hosts quarterly Parent Involvement Meetings (PTO) to allow the parents the opportunity to meet, share, make decisions and discuss the needs of the school. Sabal Palm also hosts SAC meetings monthly to allow for collaboration and to vote on decisions that were brought forth from the PTO meetings as well as parent workshops.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

Response #1: Ramps that are ADA Compliant, were added to accommodate parents with disabilities in order to have full access to classrooms, portables and other buildings. There is an elevator on the stage to accommodate students and parents during special events. Teachers with ELL students will be required to take on-line ESOL class in order to learn strategies to help their ELL students. Employment of full time ELL Program Specialist along with a paraprofessional to translate for parents. We also use the Language line and pocket translators -to support various languages represented at Sabal Palm.

Response #2 Weekly Remind messages will be translated as well as placed on the website to ensure that the information is readily available for parents that can't attend the school because of other factors such as work. The Title III Office will provide translation as needed.

Discretionary Activities (Optional)

The Parent and Family Engagement Plan includes the following discretionary activities that the District, in consultation with parents, chose to undertake to build parents' and families' capacity for engagement in the school and school system to support their children's academic achievement.

Count	Content/Type of Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involve all stakeholders in the development of trainings for faculty, staff, and parents	Provide professional development aligned with the School Improvement Plan.	Administrators Program Specialist	Increase-the student achievement level in Reading, Math, & Science.	On-going
2	Provide opportunities for parents to invite other parents to increase involvement	Provide English support for ESOL and Spanish speaking parents or provide resources to aid parents.	Administrators ELL/ Gifted/ Intervention Coordinator Parent Program Specialist	Increased parent involvement. Increased ELL parental involvement.	On-going

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1116]

Response:

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Parents' Busy Schedule	Integrate workshops with other activities such as:-as a grade level performances or other student group performances. Offer virtual meeting options (i.e. Zoom Microsoft Teams)	- Administrators - Parent Program Specialists - Grade Level Teachers	On-going

Provide a description of the 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)? [Section 1116].

Response:

Parents Busy Schedule	5:30pm start time for all meeting so that it would allow parents, faculty and staff to attend meetings. - To provide the parents with an option of attending via Zoom vs in person - Provide more workshops that interest parents such as First Time Home Buyers, Adult Educational Classes, Health & Parenting Classes and Wellness Trainings.
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Evaluation of the Previous School Year's Parent and Family Engagement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116]. **Include participation data on the Title I annual meeting.**

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Parent Meeting/ Open House/ Tech Night	1	152	To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement
2	State Standards & District Promotion Policy - Hard Copy	1	446	Parents will be given brochures with grade level expectations to help their child at home.

3	Monthly Newsletters: Hard Copy – “Patriot Dispatch”	Monthly	892	All newsletters are designed to give parents strategies to increase academics.
4	PTO/SAC Parent Workshops Including Tech, Curriculum, STEM Night& FSA Nights & Reading Nights & Community Partnership Team PTO/ SAC Meeting every other month.	Monthly	160	Parents learned various strategies to help their child at school and at home
5	I-Moms	Monthly	84	Parents learned various strategies to help their child at school and at home
6	All Pro Dads	Monthly	54	Parents learned various strategies to help their child at school and at home

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1116 (e)(3)].

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title I PFE Training	Administration, Program Specialists	70	Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families
2	School wide ESE Training on Accommodations with ESE Students	Instructional & Non-Instructional 10	70	Building respectful and caring relationships with students with disabilities that enhance academic performance.
3	Bi-Weekly Team Meetings: Professional Learning Community	Bi Weekly	28	Building respectful and caring relationships with students and parents that enhance academic performance.
4	SPS Backwards Planning of Lesson	10	31	To provide standard based instructional planning to allow teachers to understand the how and what they need to teach

6	Florida Positive Behavior Support	10	70	Create a positive and supportive environment that enhances academic learning in class.
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Evidence of Input from Parents/family members

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other documents with parent input).

Submit Parent and Family Engagement Plan with principal signature.

Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Submit Parent-School Compact with principal signature.

Evidence of Parents/family members in development of Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Evidence of parent input in the development of the compact.