



Title I, Part A: Parent and Family Engagement Plan 2025-2026

School: West Navarre Primary

I, Lauren Goodin, 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 the appropriate state and federal staff. I further certify that all expenditures will be obligated 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 9101(32), 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 1118(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 1118 (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 1118(c)(3)];
- 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 1118(a)(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 1118(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 1111(h)(6)(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 1111(h)(6)(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 (h)(6)(A)].

Lauren Goodin
Signature of Principal or Designee

9/29/2025
Date signed

Mission Statement

Parental Involvement Mission Statement

Response:

West Navarre Primary School seeks to build meaningful partnerships with parents, guardians, and families so that every child is supported as a learner and valued as an individual. We aim to empower families as their child's first and most important teachers, working together to love, educate, and prepare all students for graduation and successful futures.

Engagement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

Response:

WNP engages families in Title I programs through an organized, ongoing, and timely process:

1. Hold an Annual Title I Meeting each fall to explain program requirements, rights of parents, use of funds, Parent Compact, and school performance data.
2. Offer multiple opportunities (SAC meetings, PTO, listening sessions) where families review the School Improvement Plan, budget priorities, and parent-family engagement activities.
3. Invite parents to serve on the School Advisory Council, reflecting our school's diversity. The SAC reviews Title I expenditures, monitors the Parent and Family Engagement Plan, and makes recommendations for improvement.
4. Gather feedback via parent surveys and informal conversations at events, then share results and action steps in newsletters and on social media.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement 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 Home Instruction Programs for Preschool Youngsters, Voluntary Pre-Kindergarten, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116]

Response:

West Navarre Primary coordinates federal, state, and local programs to help families support learning at home and strengthen early transitions:

Pre-K to Kindergarten Transition – Partner with VPK, Head Start, and ESE programs to hold transition IEP meetings and share student information.

When Title I funds are available, we host a Kindergarten Sneak Peek so incoming families can tour classrooms, meet teachers, and receive tips for a smooth start.

Literacy Promotion – Implement a One School, One Book initiative to encourage families to read together and talk about books at home.

Family Academic Events – Offer events that connect families with curriculum and hands-on learning, such as a Family STEAM Night and other academic/literacy nights as resources allow.

Resource Sharing – Provide take-home activities, simple reading/math strategies, and information on available tutoring or ELL services through our website, social media, and in-person events.

Annual Parent Meeting:

Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program, the nature of the program, and a description of how the meeting will cover adequate yearly progress (AYP), SCHOOL choice, and the rights of parents.

Response:

Conduct the meeting each fall in conjunction with Orientation or Open House for higher attendance.

Post the agenda and slides on the Title I webpage and link through Thrillshare and Facebook.

Provide an overview of Title I services, AYP/accountability data, School Choice information, Parent Compact, and parents' rights to be involved.

Offer printed handouts in plain language and Spanish; collect sign-in sheets and feedback forms.

Flexible Parent Meetings

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

Response:

WNP offers varied meeting times (morning SAC, afternoon PTO, evening family nights). We also:

Share minutes and recordings on our website/social channels for families unable to attend.

Use Thrillshare, Rooms, email, and Facebook to advertise events well in advance.

When needed, arrange virtual meetings or phone conferences to support parents who face transportation or scheduling barriers.

Building Capacity

Describe how the school will implement activities building the capacity for meaningful parent/family involvement, relationships with the community to improve student achievement, materials and trainings to assist parents/families to work with their children, and any other reasonable support for parent/family engagement activities [ESEA Section 1116]

Response:

To strengthen home-school-community partnerships, WNP will:

Host Family STEAM Night, One School, One Book, and other educational experiences that model hands-on learning, when feasible and appropriate using Title I funds.

Share take-home materials (reading strategies, math games, behavior tips).

Partner with local businesses and civic groups for incentives, guest readers, and career connections.

Encourage families to volunteer at PBIS rewards, book fairs, and campus events, fostering a welcoming culture.

Implement a new "STAR Student" quarterly award through the PBIS committee, inviting parents and family members in to recognize outstanding character, attendance, and behavior.

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Staff Training

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

- 1. The value and utility of contributions of parents/families;
- 2. How to reach out to, communicate with, and work with parents/families as equal partners;
- 3. Implementing and coordinating parent/family programs and in building ties between parents/families and the school. [ESEA Section 1116]

Response:

Staff learning will include: Pre-service and midyear sessions on valuing parent input, active listening, and culturally responsive communication. Modeling effective conference skills, use of plain language, and strategies for two-way dialogue (e.g., Rooms app, phone calls, newsletters). Collaboration between teachers, specialists, and our counselor to plan family events that link curriculum to home strategies. Sharing success stories at faculty meetings so staff see the impact of strong parent partnerships on student achievement.
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Communication

Describe how the school will:

1. provide timely information about the Title I programs;
2. describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain;
3. if requested by parents provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
4. submit parents/families' comments if the schoolwide plan is not satisfactory to them. [ESSEA Section 1116]

Response:

WNP provides timely information by:

Sharing Title I details and curriculum guides at orientation and Open House.

Posting assessments (FAST, STAR, ESGI) and achievement expectations on the school website and monthly newsletter.

Holding mandatory kindergarten conferences at the end of first quarter and on-request meetings for all grade levels.

Inviting parents to input sessions on the School Improvement and Parent Engagement Plans.

Documenting and submitting any parent comments that indicate dissatisfaction with the plan.

Accessibility

Describe how the school will:

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

Response:

Events and materials are provided in an understandable, uniform format, avoiding jargon.

Major announcements and the Parent Compact are translated into Spanish and other languages as needed.

Families of students with disabilities or special circumstances receive personal invitations and support (e.g., accessible seating, interpreters).

Social media, flyers, Thrillshare, and the marquee ensure broad access to information.

Barriers

Describe the barriers that hindered parent participation in the previous school year. What steps will the school take during the upcoming school year to overcome the barriers (with attention paid to families who are disabled, have limited English proficiency, and parents/families of migratory children. [ESEA Section 116]

Response:

Barriers noted last year: work schedules, transportation, lack of child care, limited English proficiency, and families new to the school who were unsure how to get involved.

Steps for 2025-26:

Continue offering flexible meeting times and virtual options.

Provide interpreters or translated materials when requested.

Publicize volunteer and SAC opportunities early via Thrillshare, Facebook, and the marquee.

Encourage PTO membership, especially for new families.

Maintain an inclusive environment where parents see themselves as valued partners.