

2025-2026

**Parent and Family
Engagement Plan**

School: Wadsworth Elementary

Principal: Amy Neuenfeldt

INSTRUCTIONS

Complete the following sections of the Parent & Family Engagement Plan (PFEP). To be considered *complete* each section needs to have all the components included in language that is easily understandable to families.

- Assurances
 - Original Signature
 - Uploaded to Crate
- Needs Assessment and Evaluation using 2024-2025 data
- Evaluation of 2024-2025 PFEP
- Barriers
- Family Engagement Assessment Focus
- Involvement of Families and Stakeholders
- Flexible Parent Meetings
- Required Annual Parent Meeting and Communication
- Building Capacity of Families through Parent and Family Events
- Building Staff Capacity for Parent and Family Engagement
- Communication
- Access to Informed Participation
- Coordination with Other Programs
- 2025-2026 PFEP Team
- A summary one-page compilation of the highlights of this PFEP will be created by the school. This one-page document will be translated into Spanish (and other languages, as necessary and feasible)
- Dissemination of PFEP (or PFEP one-page summary) to Parents/Families
- Dissemination of School/Family/Student Compacts to Parents/Families

Key Components to Consider When Building Successful Family Engagement Opportunities

Effective parent and family engagement is crucial for student success. It's not just about occasional meetings; it's about building strong, ongoing partnerships and helping to empower families. Here's a breakdown of key components to consider when creating meaningful family engagement:

- **Relational:**
 - This emphasizes building trust and positive connections between educators and families creating a foundation for collaboration.
 - It involves:
 - Active listening.
 - Creating a welcoming and inclusive environment. Welcoming families by name.
 - Frequent and positive communication.
- **Linked to Learning:**
 - Engagement should be directly connected to student learning goals.
 - This includes:
 - Sharing information about curriculum and student progress.
 - Providing families with tools and strategies to support learning at home.
 - Involving families in learning activities.
 - Assessing the impact of the family engagement event by asking participating families if the tools and strategies have improved their ability to support learning at home.
- **Asset-Based:**
 - This approach focuses on recognizing and valuing the strengths and resources that families bring.
 - It involves:
 - Acknowledging families' knowledge and experiences.
 - Building on existing family strengths - meeting families where they are.
 - Viewing families as partners, not just recipients of information.
 - An asset-based approach empowers families and increases their engagement.
- **Culturally Responsive and Respectful:**
 - Engagement strategies should be tailored to the cultural backgrounds and needs of families.
 - This includes:
 - Providing communication in families' preferred languages as well as in English, when feasible.
 - Cultural responsiveness builds trust and ensures that all families feel welcome and valued.
- **Collaborative:**
 - True engagement involves shared responsibility and decision-making thus creating a sense of ownership.
 - This includes:
 - Creating opportunities for families to provide input and feedback.
 - Working together to develop goals and strategies.
- **Interactive:**
 - Engagement should be a two-way street, with ongoing communication and interaction.
 - This includes:
 - Providing opportunities for families to ask questions and share concerns.
 - Creating interactive events and activities, such as activities where families test out and practice new skills, knowledge, and tools.

ASSURANCES

This page will require an original signature and submission to the District. Print this page, sign, and upload to Crate.

I, Amy Neuendfeldt (principal), do hereby certify that all facts, figures, and representations made in this Title I Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies Assurances

Assurance 1: Cross Coordination: The school assures that it will coordinate and integrate services provided under Title I with other educational services at the school or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(c)(4)].

Assurance 2: Certification: The school assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112 (c)(6)].

Assurance 3: Parents Right-To-Know: The school assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [Section 1112(e)(1)(A-B)].

Assurance 4: Collaboration: The school assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].

Assurance 5: Coordination of Programs: As appropriate, the school assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [Section 1112(a)(1)(B)].

Assurance 6: Parent Consultation: The school assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)].

Assurance 7: School Parent and Family Engagement Policy: The school assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [Section 1116(b)].

Assurance 8: Policy Involvement: The school assures that it shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) 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 parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [Section 1116(c)].

Assurance 9: Shared Responsibilities for Student Achievement: The school assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part 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 and how the school and parents will build and develop a partnership to help children achieve Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. [Section 1116(d)].

Assurance 10: Building Capacity for Involvement: To assure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school, and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].

Assurance 11: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs, and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, in a language such parents understand. [Section 1116(f)].

Assurance 12: Supplement, Not Supplant Methodology: The school assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [Section 1118(b)(1-2)].

Assurance 13: English Language Learners (ELLs) Notification Requirements: The school assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the school shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].

Assurance 14: Schoolwide Programs: The school will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

Signature of Principal: _____

Date: _____

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents, families and stakeholders, data from the needs assessment provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. Therefore, decisions are not arbitrary but data-driven, purposeful and with parental input.

PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal overview from the Previous Fiscal Year (*this section is not required for new Title I schools*)

Total Parent and Family 1% Allocation for the 2024-2025 School Year	Total Funds Expended	Total Funds Remaining
\$3,352.00	\$4,834.20	\$-
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.		

EVALUATION OF THE PARENT AND FAMILY EVENTS THAT OCCURED IN THE 2024-2025 SCHOOL YEAR

Complete an annual evaluation of the effectiveness of the parent and family engagement plan to ensure effectiveness. (Some of the evaluation information may not be available until the end of the school year).	<i>The table below outlines the events conducted in the 2024-2025 school year.</i>		
	Name of Parent and Family Engagement Activity/Event	Describe the evidence used to measure the effectiveness of the event and explain if this event yielded the anticipated outcome.	If this event will be repeated next year, describe any changes expected to be made to the event, based on this evaluation?
	Read Across America	Parent Survey	Increased ESE and ESOL support https://docs.google.com/spreadsheets/d/1cPaeln5EcJQ3wTB88kdDfXdRjXrL7QRieQNxGc5cHAE/edit?usp=sharing
	Math and Science Night	Parent Survey	Activities for family focused team building https://docs.google.com/spreadsheets/d/1cPaeln5EcJQ3wTB88kdDfXdRjXr

			L7QRieQNxGc5cHAE/edit?usp=sharing
	Technology Night	Parent Survey	https://docs.google.com/spreadsheets/d/1cPaeln5EcJQ3wTB88kdDfXdRjXrL7QRieQNxGc5cHAE/edit?usp=sharing
	Resiliency Nights (4)	Attendance/reduced referrals	PBIS/resiliency Data and Benchmarks of Quality Survey Results

BARRIERS

Describe the barriers that hindered participation of parents during the previous school year.

Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families in the following subgroups: economically disadvantaged, disabled, limited English proficiency, limited literacy.

Response:

The school identified the following barriers to family engagement during the 24-25 school year:

Barrier	Steps to Overcoming Barrier	Persons Responsible
Childcare	Using HS LEOs for childcare and/or having family activities	Cody Anderson
Communication	Translating documents for our ESOL families	Emily Creel
Time of Events/Meetings	Survey in the beginning of the year to adjust times of events based on feedback.	Cody Anderson

FAMILY ENGAGEMENT ASSESSMENT FOCUS

Based on the results of your Family Engagement Assessment Survey, identify and prioritize up to three specific areas for improvement in the 2025-2026 school year. Focus on the following areas and how you will incorporate these into your family engagement events:

1. **Welcoming:** Enhance the school’s environment to make all families feel included and valued.
2. **Communication:** Improve the effectiveness and clarity of communication between the school and families (the “how” you are communicating).
3. **Information:** Ensure families have easy access to relevant information regarding school activities and resources (the “what” you are communicating).
4. **Empowerment:** Foster a sense of agency among families to participate actively in their child’s education.

TOPIC:			
Area of Improvement: Increase Communication and Engagement for our ESOL Families			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Presenting parents with translated supports for academic and social supports throughout the school year.	Ms. Creel	Ongoing	Parent Surveys and attendance. QR code/link will be shared via Remind and at the event.
TOPIC:			
Area of Improvement: Increase academic support and communications for families			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Personalizing resources at our events to create	Ms.	Quarterly	Parent Surveys and attendance. QR code/link will be

relationship building, data sharing and modeling support strategies for families.	Albrecht/Dr. Demetropoulos		shared via Remind and at the event.
TOPIC:			
Area of Improvement:			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>

INVOLVEMENT OF FAMILIES AND STAKEHOLDERS

Families and stakeholders shall be involved in ongoing and timely input regarding the planning, review and improvement of Title I program, including involvement in decision-making of how funds for Title I will be used.

<p>How will the school involve the parents and families in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]? *If the plan for Title I, Part A,</p>	<p><i>Evidence to support can be meeting notes from School Advisory Council (SAC) meetings, Parent Teacher Organization (PTO) meetings or other family meetings; emails sent to and received from parents/guardians. Remember to include dates, agenda, detailed meeting minutes, sign-in sheets including the role of participants, and evidence for the documentation in Crate.</i></p> <p>Response:</p> <p>During our SAC, TAC, and PTO meetings, we will be presenting our SIP, PFEP and budget to get feedback from our stakeholders. That feedback will be used to make adjustments that best support our scholars and families. We will follow up with a Google form to get additional feedback after meetings.</p>
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developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]

FLEXIBLE PARENT MEETINGS

How will the school offer a flexible number of meetings, such as meetings in the morning or evening, virtual options, and/or on-demand recordings?

Response:

After a parent survey in the beginning of the school year, it will be decided to partner with PTO and have meetings in the evenings or mornings. Slides, agendas and minutes from the meetings will be posted on the WesPanthers website. We also offer live stream recordings for some of our events.

REQUIRED ANNUAL PARENT MEETING and COMMUNICATION

The school will provide timely information about the Title I program. The Annual Parent Meeting is required and must be a separate meeting with an invitation, its own agenda, meeting notes, and its own sign-in sheet indicating the roles of those in attendance.

Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program, curriculum, academic assessments and state standards. [ESEA Section 1116].

Include location, flexible time, and proposed schedule of required Title I annual parent meeting to be held during the first quarter of the school year.

Response:

On Tuesday, September 9, 2025, at 5pm, we will host our annual Title 1 meeting. At this meeting, we will discuss the Title 1 program/documents, curriculum, School Improvement Plan, and our frameworks to teach the Florida Standards for the 25-26 school year. At this event we will be reviewing the PFEP, Compact, right to know, calendar and explain all assessments that we will be administering throughout the school year. Our purpose is to inform all families, making sure that all families have a clear understanding of our schools Mission, Vision and Plan to increase family engagement and student success. We will promote this event by posting on Social media, the website, and our kiosk in front of the campus. We will provide food and childcare to reduce the barriers for parents who wish to attend this event.

BUILDING CAPACITY OF FAMILIES THROUGH PARENT AND FAMILY EVENTS IN THE 2025-2026 YEAR

The school will implement activities that build the capacity of families to foster meaningful partnerships and enhance skills and knowledge while boosting confidence, all aimed at supporting student success. In planning, the school will consider academic data, barriers to family participation, and stakeholder input.

How will the school implement activities to:

- build capacity for meaningful parent/family engagement?
- foster relationships with the community to improve student achievement?
- support families with students transitioning to Kindergarten, Middle school, or High School.

[ESEA Section 1116]

Response:

The table below outlines the specific capacity-building activities and events.

Name and Description of Activity/Event and Person Responsible	What will parents learn that will have a measurable, anticipated impact on student achievement?	Proposed Timeline of Event Occuring	What feedback from parents/families will be used to measure effectiveness? <i>(surveys, ticket out the door, feedback data, etc.)</i>
Around the World Resource Night Ms. Creel	We will focus on building community, understanding of our diverse population, and supplying academic support. At this event we will be providing resources for all families but will have a specific focus on supporting our ESOL families. We will be providing academic supports, assessment calendar (WIDA,FAST,iReady) , translation services, and support to assist logging into our portal and other supportive technology.	October, 2025	Parent Survey
Read Across America Night Ms. Albrecht	We will focus on ELA support while encouraging our scholars to read using	March, 2025	Parent Survey and a follow up for families to see if they are

		multiple resources and activities. We will also supply academic resources for parents/families during the event. This event will be focusing on supporting families at home with practice and take home activities. We will also have access to academic, technology and student service support.		continually implementing the strategies and would like additional support.
	Math and Science Night Dr. Demetropoulos	We will focus on Math/Science support and give strategies for our scholars to build their math fluency using multiple resources and activities. These activities will be for families to practice hands on manipulatives to support their scholars at home. Parents will be able to take home worksheets, manipulatives and games that support their	November, 2025	Parent Survey and a follow up for families to see if they are continually implementing the strategies and would like additional support.

		scholars learning. We will also have access to academic, technology and student service support.		

BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

The school will provide professional learning activities to enhance all school staff and faculty skills in forming meaningful partnerships with families and leveraging parent/family talents to support and boost student achievement.

How will professional learning activities build the staff's capacity?

Describe the STAFF development activities the school will provide to SUPPORT all school personnel:

- in the value of contributions of parents and families.
- understanding how to work with parents and families as equal partners.
- in building ties between parents and families and the school.

[ESEA Section 1116]

Response:

The table below outlines the specific staff capacity-building activities and events.

Name of person responsible, description of activity/event, and targeted staff identified	What will staff learn that will have a measurable, anticipated impact on parent & family engagement?	Proposed Timeline of PL	Evidence of Effectiveness <i>Change in practice; 'I used to think, now I think' form; increase in valuing the contributions of parents and families, and/or relationships with families as evidenced through attendance/surveys, etc.</i>
Tech Team Cody Anderson	We will be training staff on specific apps and strategies and apps to support students in class and at home. We will also be training staff on apps to communicate with families and reviewing expectations and strategies to be able to communicate consistently and effectively with our families. This will include, Remind, classroom screens, classroom, iReady, Schoology, Skyward, and Google Workshops.	Ongoing	Parent Survey and ongoing feedback from staff in regards to effectiveness and continuous needs for future trainings supporting teachers, students and families.
PBIS Meetings Rachel Hayes	We will focus on training staff in effectively communicating with students and families to support positive behavior. We will also collaborate to create opportunities to support staff and families with incentives and activities supporting positive students behavior.	Monthly	We will meet monthly to discuss effectiveness, review behavior data and attendance. We will then plan ongoing improvements to address areas of concerns.

COMMUNICATION

Describe how the school will provide regular, two-way, meaningful communication between family members and school staff, and, as required, in a language that families can understand.

Include information about:

- Title I supported programs
- Curriculum, forms of assessment used to measure student progress and grade level expectations and achievement levels
- Individual student progress
- Qualifications of staff (Parents Right To Know)
- Opportunities to participate, as appropriate, in decisions relating to the education of their child(ren)
- Opportunities for input in the schoolwide plan
- PFEP one-pager (translated, as feasible)

[ESEA Section 1116]

Response:

Wadsworth Elementary is committed to maintaining effective and regular, two-way communication with families and school staff to support students' success. To be able to effectively communicate important information, the school will message families using the Remind platform, post on our website, email and deliver hard copy documents. Our ESOL coordinator will provide translated versions as needed to assist with the communication with our ESOL families. The school will also host quarterly SAC meetings to discuss Title 1 programs, School Improvement Plan, goals, and progress throughout the school year. At these meetings families will have the opportunity to give feedback and have a part in decision making impacting items related to the education of their children. The Parent and Family Engagement Plan (PFEP) will be posted on our school website and a one page overview document will be available in our front office. These documents can be translated in other languages upon request. To ensure that all families have a voice, we will host quarterly SAC/PTO meetings to review and develop budgets, PFEP, assessment data, our School Improvement Plan, etc. The SAC minutes will be approved and posted on our schools website.

ACCESS TO INFORMED PARTICIPATION

Describe how the school will provide opportunities for the informed participation of parents with limited English proficiency, students with disabilities or migratory children.

Response:

Wadsworth Elementary actively coordinates with state, federal, and local programs to ensure families receive comprehensive support throughout their child's academic journey. As we work with our families throughout the school year, we will provide resources and support for all of our students including our ESOL, FIT, Foster and ESE scholars. At our community engagement events we will include our resiliency, technology, Math/Science and Read Across America nights to be able to support all families in their scholars success. Through our Families in Transitions program, we are able to provide items from our pantry including clean clothes, toiletries, and food supplies.

COORDINATION WITH OTHER PROGRAMS

Describe how the school will coordinate with other State, Federal or Local Programs to further support parents and families in their student's academic journey.

Response:

With increased communication with our Wadsworth families, we will assess the needs and find resources to help support our families. Currently we offer FIT, Foster, ESOL, and ESE support to name a few. To support early learners and their families, Wadsworth Elementary collaborates with the Volusia/Flagler Early Learning Coalition and our on-campus VPK program to ensure a smooth and informed transition from preschool to kindergarten. One key initiative is our Kindergarten Round-Up, where we invite future kindergarten families to tour the campus, meet teachers, and receive valuable information on academic expectations and readiness skills.

These partnerships reflect our ongoing commitment to supporting our WES families from the start of their educational journey and throughout their time at Wadsworth Elementary.

2025-2026 PFEP Team

Name	Role (Staff, Parent/Family Member, Community Member etc.)
Amy Neuenfeldt	Principal
Cody Anderson	Assistant Principal

Amber Demetropoulos	Academic Coach
Fiorella Albrecht	Academic Coach
Jennifer Howard	Parent

DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Describe how your school PFEP will be shared with families, staff and community. Remember to include strategies for electronic sharing, hard copy sharing, translated copies available for ESOL families, and one-pager availability. Remember, a copy of the PFEP and Title I Compacts should be housed or posted near the front office for visiting parents/families.

Explain your school's process for discussing the Title I Compact with families at elementary conference time or process for disseminating Title I Compacts to middle school families for signatures. Include where signed compacts will be housed by the school, as required.

Response:

The PFEP will be shared at our Annual Title 1 meeting with our families, employees and community members. We will also post it on our school website so families have access to it throughout the school year.

The school will disseminate the PFEP at our first SAC meeting and will be distributed, signed, and collected at our "Meet the Teacher" event at the beginning of the school year.