



2025-202

Title I, Part A Parent & Family Engagement Plan (School PFEP)

I, Joseph W. Castelli, 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:
- Engage the parents 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 & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community.
- Engage 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's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP).
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP.
- 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 when the school submits the plan.
- 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.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

M. Trani

Signature of Principal or Designee

10-20-25

Date Signed

****Please use the data from the school's survey(s) to complete this Parent & Family Engagement Plan!**

(Each section with a table should have multiple entries, please add rows as needed).

Mission Statement (optional)

Parent & Family Engagement Mission Statement

Response:

Mainland High School is committed to reaching and teaching every student. Our Mission is to develop young adults who contribute to their communities and society by instilling the values of integrity and responsibility, and by inspiring a passion for lifelong learning. We will fulfill this mission through partnerships, professional learning communities, and ensuring all students graduate college and career ready

Engagement of Parents & Families

Describe how the school will engage 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.**

Response:

Mainland High School will encourage parents and families to be actively involved in their child's education through participation in the School Advisory Council (SAC) and the Parent & Family Engagement Committee (PFEC). SAC meets monthly and committee members play a large part in the development and evaluation of school level plans – including the Schoolwide Improvement Plan (SIP), the Parent & Family Engagement Plan (PFEP). SAC also plays a vital role in reviewing and determining how Title 1 funds will be used as Title 1 budget is reviewed at each meeting. Individuals may request to join SAC or may be appointed by the principal and commitment terms range from 1-2 years. The PFEC will meet regularly during the school year to reflect on Title 1 Programs, BUC Family Events and evaluate survey feedback to develop additional programs to meet the ongoing needs of the students and families. Individuals may request to participate in the PFEC by completing the PFE Survey and indicating their desire to participate.

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 VI.

	Program	Coordination
1	Title I, A	Supplemental tutoring offered before and/or after school and during lunch. Supplemental material and supplies needed to help close the achievement gap. Supplemental funds for ongoing staff development as determined by District data.
2	Title II	Ongoing Professional Development, as provided by the district, in core subject areas to ensure quality instruction and student success.
3	Title III	The district ESOL coordinator, school ESOL compliance contact and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices to utilize.
4	Title IV, A	District allocated DLTl to provide ongoing school-based assistance and support for all digital learning curriculum and web-based learning platforms; DLTl will also assist students and their families.
5	Title IX	Homeless Case Worker provides services to identified students and families to ensure they have school supplies, community resources and transportation.
6	IDEA	Supplemental instruction and support are provided by the school and will be discussed with parents during the development of the student IEP.
7	SAI	Academic Coaches provide support and Professional Development to teachers in how to assist students; Coaches will also provide workshop opportunities for students who need passing test scores to meet graduation requirements.

Title I Parent Meetings

June 2024 / 24 -25 plan

Describe the specific steps the school will take to conduct at least two Title I meetings designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), 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. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents' schedules. One in the fall and one in spring is suggested.**

	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Choose dates and disseminate information for Title 1 Annual Meeting	Leadership Team, SAC Chair, Parent Liaison	September 2025 and January 2026	School website, school messenger (phone/text/email), invitation flyers, Remind app notifications, SAC meeting and sign-in sheets at events.
2	Prepare the agenda and materials for the Title 1 meetings	Leadership Team & Parent Liaison	September 2025	Agenda, PowerPoint presentation, handouts, Title 1 survey
3	Market the meetings	Leadership Team & Parent Liaison	September 2025 and Jan/Feb 2026	Attendance at the event, sign-in sheets and Title 1 survey
4	Share Title 1 information at all BUC Family Nights	Parent Liaison	August 2025 and ongoing to 2026	Attendance at the events, sign-in sheets and exit survey
5	Virtual presentation offered	Leadership Team and Parent Liaison	September 2025 and ongoing	Shared through school website; parent feedback via emails and/or Family Engagement Survey

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening

Response:

Mainland High School will accommodate parent and family involvement by alternating days when events are held, offering time in the morning, afternoons, and evening to allow meetings and conferences to be scheduled at the convenience of our families. When a parent/guardian is unable to attend a scheduled meeting, all material and information will still be made available through the school website and printed copies that may be sent home with the student or picked up by the family. Conferences held at the request of families, students, teachers, or administration will be allowed throughout the school day including before and after school hours to accommodate family schedules. Telephone and/or Teams virtual conferences are also used if transportation is an issue. School Administration and Social Worker visit homes as needed.

The Resource Room is open Monday-Thursday and Fridays by appointment to allow families the opportunity to meet about academic resources, college applications & financial aid and community resources. Meetings may be held in person before, during or after school as well as via telephone or Teams and may be accommodated in the evening or weekends to best fit the family's schedule. Printed material may be sent home with a student or delivered to the home, if needed, by the Parent Liaison

Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective engagement of parents and families and to support a partnership among the school, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's **academic achievement**. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request. A minimum of three academically focused activities are required.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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1	Family/Teacher Conferences	School Counselors	Sharing academic strategies and resources as well as parenting tips with families should improve student success	Ongoing	Conference forms and sign-in sheets
2	BUC Beginnings, 9 th Grade Family Night & Open House	Leadership Team, School Counselors, School Staff	Provide opportunities to introduce families/students to school culture and resources; strengthen connection with Leadership and Staff	BUC Beginning July 22,23,24. Family Night, September 16, 30, Oct 14, 28. Curriculum Night Oct 14, Nov 19, Jan 28, Feb 17, March, 24, April 8 2026	Attendance and disbursement of materials, sign-in sheets
3	FOCUS Access	Parent Liaison and Gradebook Manager	Parent knowledge and use of FOCUS should improve student achievement and parent involvement	Ongoing	Report on active Parent Portal accounts
4	BUC Family Nights	School Counselors, Parent Liaison and Leadership Team	Sharing information and offering hands-on assistance with topics driven by student and family requests will increase student/family knowledge and available tools to aid in promotion success and graduation assurance	September 16, 30, Oct 14, 28. Jan, Feb, March 2026	Attendance, distribution of material, sign-in sheets, exit survey, and follow-up emails/calls from families
5	School Newsletter	Principal and Leadership Team	Quarterly newsletter sent to families and students and posted on school website will increase involvement in student academics and progress as well as connect families with resources and school personnel	Ongoing	Emails and student/family responses to information sent
6	Resource Room	Parent Liaison	By providing families, students and teachers with academic resources and information on intervention and dropout prevention there will be a decrease in the dropout rate and increase in student success	Ongoing	Calendar, meeting notes and distribution of material

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, and other staff in **how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent and family engagement programs, and build ties between parents and schools. Staff Training focusing on “Building Capacity”**

	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Collaborative Partnering – SAC Presentation	SAC Chair & Leadership Team	If we work with school personnel and learn effective strategies of communication, student achievement will increase.	October 2025	Sign-in sheet, SAC minutes
2	School-wide PLC Training	Brandy Meadows	Teachers collaborating on instruction and best practices. Including best practices for communicating with parents, this should increase student achievement.	August 2025	Agenda, Sign-in sheet
3	Collaborative Partnering – PLC Meetings	PLC Members	Teachers working together to share best practices of communicating with parents should increase student achievement.	Weekly	PLC Agenda, contact logs
4	FOCUS: New Teachers trained to make notes in gradebook & mass emails for assignments	Leadership Team & Gradebook Manager	By increasing communication to parents using FOCUS Parent Portal access, should have increased student achievement and parent involvement	September 2025	Training Agenda
5	Data Dashboard: All teachers will be trained in Data Dashboard to monitor student data and increase student awareness.	Academic Coaches	By training teachers to access and utilize Data Dashboard, teachers will have more information that will aid in communicating to parents about the whole student.	September 2025	Training Agenda

Communication

Describe how the school will provide parents and families of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- 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
- If the schoolwide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency.

Response:

Mainland High School has several methods of communication that are used to promote events/information and to keep families informed. They include, but are not limited to: school website, school FOCUS messenger (phone/text/email), school marquee, event flyers, and BUC Happenings newsletters sent home with students and made available in the main office as well as Student Services. The Parent Liaison/Resource Room also utilizes the Remind App to share timely information.

BUC Family Nights include information on academic assessment, proficiency levels and progression requirements for students as well as FOCUS access for parent/guardian and student. Families are encouraged to request appointments with their student's school counselor anytime there is concern, and each school counselor will meet with their assigned students at least (2) times per year. Grade level presentations will be offered in the Spring and will provide graduation progress information for all grade levels.

The school website includes daily announcements, testing schedule, school calendar, resources for study and review for State assessments, tutoring/academic intervention workshop schedules and information on Title 1 at MHS. The Resource Room may provide printed copies to families upon request and has computers available to families to assist in accessing FOCUS or other school programs and related resources for academic success.

The Parent Liaison works with staff and teachers to educate families on the importance of attendance and keeping up academically, testing requirements and the many interventions MHS has to offer for academic and behavioral support.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

Response:

Mainland High School will utilize the school website, school FOCUS messenger (phone/text/email), direct emails from the Parent Liaison, Remind App, and BUC Happenings newsletter to share information related to school and parent programs, meetings, and other activities. All letters and communications created to disseminate information to families will be provided in English, Spanish and other pertinent languages as provided by the district office and upon parent/guardian request. The school website has a translation feature that lets information be shown in the language of choice.

There are individuals on the MHS campus that are fluent in a variety of languages and serve as interpreters for parent/guardians who may require additional resources or assistance. *Volusia Connects* technology allows us to send phone messages home in other languages and this is monitored by electronic reports each time a message is sent.

School and district sponsored functions that invite students' families as spectators are also translated by an interpreter for the hearing impaired. Handicap accessibility is provided in every building on campus and families with special needs are accommodated.

Surveys that are sent from the Parent Liaison are offered in several languages to accommodate family feedback and participation without barriers.

Microsoft Teams virtual meetings are available to accommodate families unable to travel or who may need an interpreter at home to help understand the information being presented.

UPLOADS

Parent and Family Engagement Plan

Per Florida DOE Title I compliance, all schools are required to complete a Parent and Family Engagement Plan in conjunction with the School Improvement Plan (SIP) goals. **A copy of the completed and signed PFEP must be uploaded to the Title I Compliance TEAMS folder.**

School-Parent Compact (Elementary school only)

As a component of the school-level PFEP, each school 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. **Copies of completed and signed compacts must be uploaded to the Title I Compliance TEAMS folder.**

Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

Parent & Family Engagement summary (Building Capacity Summary)

Please make sure that the evaluation for last school year's activities is completed and turned in with this school year's PFEP. If an activity was proposed on last year's PFEP and did not take place do not evaluate or enter it. If an activity was not on last school year's proposed PFEP and took place, please evaluate it. The PFEP is a living document and changes with the school's needs.

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I Meetings.

	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Family/Teacher Conferences	Estimated 1,000 Still ongoing	Minimum of 5 participants per meeting	Ongoing Family/Teacher conferences create a collective effort and understanding toward ensuring student success. Administration, School Counselor, teacher(s), parent(s), and student are involved in each conference. At each meeting, Families are shown parent portal and school counselor reviews schedule, grades, and graduation panel.
2	BUC Beginnings, 9th Grade Family Night & Open House	5	800+	Families/students were provided unique and additional opportunities to connect with school faculty, staff & resources
3	FOCUS Access	Ongoing	#####	Increase in parent usage of FOCUS creates an environment for student success and parent involvement
4	BUC Family Nights	6	400+	Helpful meetings and workshops that have positively impacted and connected families & students with information and resources
5	School Newsletter	Ongoing	All Families	Families and students benefited from direct outreach from principal and meaningful connections were made
6	Resource Room	Ongoing	400+	Ongoing resource that has had a positive and long-lasting effect on school environment and parent connection
7	Title 1 Meetings	2 + online	150+	Increasing the understanding of Title 1 and the positive impact it can have on our student population through resources and staffing that the extra funding can provide and services available to students and families.

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.

	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Collaborative Partnering – SAC Presentation	1	##	If we work with school personnel and learn effective strategies of communication, student achievement will increase.
2	School-wide PLC Training	1	120	Teachers collaborating on instruction and best practices. Including best practices for communicating with parents, this should increase student achievement.
3	Collaborative Partnering – PLC Meeting	1	120	Teachers working together to share best practices of communicating with parents should increase student achievement.
4	FOCUS: New Teachers trained to make notes in gradebook & mass emails for assignments	1	25	By increasing communication to parents using FOCUS Parent Portal access, should have increased student achievement and parent involvement
5	Data Dashboard: All teachers will be trained in Data Dashboard to monitor student data and increase student awareness.	1	120	By training teachers to access and utilize Data Dashboard, teachers will have more information that will aid in communicating to parents about the whole student.
6	Professional Learning	1	120	Teachers will collaborate on Semester 1 best practices and communication tools. By facilitating best practices conversation, teachers will incorporate research-based practices to impact student learning.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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).

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
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1	Language – ESOL/ELL	Continue to provide targeted opportunities with translation services and resources specific to this subgroup.
2	Transportation – homeless and those without personal vehicle	Work with students and families to consolidate information/resources when they are on campus to not necessitate additional trips outside of school hours or schoolwide annual events, like Open House.
3	Time – all families, particularly those with children at multiple grade levels	Continue to offer multiple platforms to distribute information to students and families and work to create better collaboration between departments/activities to reach more families at events they are already attending such as performances and sport competitions.

Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

	Content/Purpose	Description of the Activity
1		
2		
3		
4		

Submission Procedures:

1. Please submit completed Parent & Family Engagement Plan (PFEP) to the Title I Parent & Family Engagement office.
2. Once the PFEP is approved by the Parent Facilitator and initialed, it will be returned for signature and the watermark will be removed. Upon receiving an approved copy PFEP, upload it to the Title I Compliance Teams folder and keep a copy for your records.
3. Please make a copy available for parents to review as needed.

If you have any questions, contact Sheila Rees ext. 44740

Approval check by PFE

DRAFT