CCPS
Collier County Public Schools
Federal, State and Competitive Grants

2026-2027 School Parental & Family Engagement Plan (PFEP)

School: Eden Park Elementary

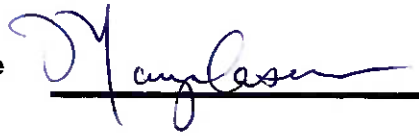
Each participating Title I public school must develop jointly with families a written school-level Parent & Family Engagement Plan (PFEP) that describes how the school will build family capacity [ESEA Section1116]. Please complete this form and upload it in the **Title I Drive - Teams**.

Assurances

Please check all the boxes

√	The school will involve the parents of children served in Title I, Part A programs in decisions about how funds are spent.
√	The school will be governed by the statutory definition of parental involvement and will conduct programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA
√	Jointly develop/revise with families the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community. **SAC minutes need to be submitted documenting the discussion and detailed feedback provided by parents on this plan**
√	Involve parents and families, 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 plan and the joint development of the Title I Schoolwide Plan. **SAC minutes need to be uploaded documenting the discussion and detailed feedback provided by parents on this plan**
√	Use the findings of the parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent Engagement Plan. **The school will analyze the Title I Stakeholder survey data to develop this plan.**
√	Provide each family with timely notice of their right to request information about the professional qualifications of their child's teachers and paraprofessionals.
√	Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field.
√	Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section1116]
√	Publish the complete PFEP on the School website and share it on social media. The school must upload proof of distribution with Title I required documentation.

Principal Name Maryann Caseres

Principal Signature 

1. **Involvement of Parents**

Describe how your school will involve the 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.**

EPE information is shared with our parents and families at our SAC monthly meetings and in our bi-monthly newsletters. All events are discussed at our SAC meetings.

Parent Input Collection:

Parent input is gathered through multiple avenues to ensure broad representation and meaningful engagement. The Federal Programs Stakeholder Survey is distributed to all stakeholders via email and the Bobcat Bulletin, allowing families to provide structured feedback. Additional input is collected through district surveys and during family engagement events, where parents can share perspectives in person. Monthly SAC meetings also include dedicated time for open discussion, providing parents opportunities to give feedback, ask questions, and offer suggestions related to school improvement, student achievement and school events.

SAC Collaboration:

The School Advisory Council (SAC) plays a key role in collaborative decision making. Survey results are reviewed with SAC members to guide planning and identify priorities. During SAC meeting members are apprised of the Comprehensive Needs Assessment (CNA) in DARTS that provide insight for next steps to support student achievement. SAC members work with administration to develop the Use of Funds plan for the upcoming school year, ensuring resources align with identified needs.

During meetings, members review drafts of key Title I documents including the Parent and Family Engagement Plan (PFEP) and EPE School Compact and provide feedback. Revisions are made based on stakeholder suggestions to ensure the documents reflect shared expectations and priorities. SAC meetings also include updates on F.A.S.T. progress monitoring data, helping families stay informed about student progress and instructional focus areas.

Ongoing collaboration ensures transparency and continuous improvement, with input used to refine plans, strengthen family engagement, and support student success.

2. **Coordination and Integration with Other Federal Programs**

Describe how your school will **coordinate and integrate parent and family engagement programs and activities with Other Federal Programs such as Migrant, Head Start, ELL, etc.** Describe how your school will coordinate with other programs to integrate parent and family activities that teach parents how to help their children at home. [ESEA Section 1116]

Eden Park Elementary coordinates parent and family engagement activities with multiple programs, including Migrant, ELL, VPK, and Title I, to provide consistent support for families.

Schoolwide events such as *Meet the Teacher/Annual Title I Night* introduce families to key staff, including academic coaches, ELL contacts, and the migrant liaison, while providing information on academic expectations, programs, and ways to support students at home. Collaboration among school leadership, instructional coaches, and district teams ensures that family events (morning and evening) include strategies in reading, math, and science that parents can use at home.

Targeted meetings further support specific groups. Migrant families participate in district-led meetings and family literacy nights where reading strategies and resources are shared. Third-grade families attend FAST information sessions to understand testing, student progression, and how to support learning. VPK parent meetings help families prepare for kindergarten expectations.

Through coordinated planning with district programs and school staff, Eden Park ensures families receive aligned information, resources, and strategies to actively support their child's academic success at home.

3. Annual Parent Meeting

Describe the **specific steps your school will take to conduct an annual Title I meeting** designed to inform parents and families of participating children about the school's Title I program.

Parents and families are notified of our Annual Title I Parent Meeting through multiple communication methods prior to the event. These include phone dialers, text messages, the parent newsletter, the school calendar, and flyers sent home in the weekly "Wednesday folder." Information is also displayed on the school marquee, and administrators reinforce reminders through daily morning announcements. All correspondence is provided in multiple languages to ensure accessibility for all families.

During the meeting and throughout the school year, families are provided with a grade-level curriculum guide outlining what their child will be learning. Parents are informed of their "Right to Know," including information regarding current teacher certification. Additionally, notification of highly qualified teacher status is shared with families through a letter sent home.

Families receive ongoing communication about School Advisory Council (SAC) meetings through notices sent home, postings on the school website, the monthly calendar, and the Bobcat Bulletin. SAC agendas and meeting minutes are also made available on the school website to ensure transparency.

The Annual Title I PowerPoint template is used to guide the presentation and ensure that all required components are addressed. During this meeting, the School-Parent-Student Compact is distributed and reviewed to highlight the shared responsibility for student achievement.

A summary of the Parent and Family Engagement Plan (PFEP) is also provided in brochure form. This document highlights key parent engagement events and opportunities that will take place throughout the school year at Eden Park Elementary.

Provide a description of the nature of the Title, I Program that will be shared with parents and families (schoolwide or targeted assistance). Provide a description of how the meeting will cover the rights of parents at the annual meeting. **Schools should use the Annual Title I PPT template provided by FSCG during this meeting.**

Our school will host an annual Title I meeting to provide parents and families with a clear understanding of the Title I, Part A program and how it supports student achievement. During the meeting, we will explain how Title I funds are used to provide additional academic support, intervention services, and resources to help all students meet state standards.

- Families are provided with grade-level specific curriculum guide that includes information specific to what their student will be learning this school year.
- Right to know information is provided to families regarding current teacher certification.
- Highly qualified teacher status is shared with families in a letter sent home.
- Notification of SAC meetings for the year sent home, added to the school website, in monthly calendar, monthly Bobcat Bulletin.
- SAC agendas and minutes are posted on the school website.
- The Annual Title 1 PPT template will be used during this meeting to drive the presentation
- School Student/Parent/Teacher compacts distributed.

A summary of our PFEP (in brochure form) is provided. This will highlight the major parent events that will take place at Eden Park Elementary throughout the year.

4. **Flexible Parent Meetings**

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

As mentioned above, parent meetings will be held mornings and evenings throughout the school year. This provides the parents with the opportunity to attend at their convenience, or in our case, when they are not in conflict with their respective work schedules. Links with grade level specifics or that support our school wide initiatives will also be shared with parents that were unable to attend.

How will your school provide, with Title I funds, transportation, childcare or home visits, as services relate to parent and family engagement?

Parent meetings will be held mornings and evenings throughout the school year. This provides parents with the opportunity to attend at their convenience. Translation in Creole and Spanish will be provided

5. **Building Capacity**

Please describe all activities that will address the following questions.

- How will the school implement activities to build the capacity for meaningful parent/family involvement?
- How will the school implement activities to build community relationships to improve student achievement?
- How will the school provide materials and training to assist parents/families to work with their child(ren)?
- How will the school provide other reasonable support for parent/family engagement activities?
- **How the school will coordinate and provide activities that support student transition (Kindergarten, Middle school, High school & College).** ***List at least one activity to support the transition.***

Activity Name	Activity Description and Content	Timeline
Annual Title I Meeting	**Present and discuss with families how Title I funds are allocated to support student achievement in our school. Share School Improvement Plan (SIP) and WIG goals. This meeting is held prior to the first day of school at our Meet the Teacher.**	**August 2026**
Grade Level Curriculum Expectations along with Academics and Behaviors	**Provide parents with grade level expectations for success as well as testing information. Share testing information for 3rd grade parents. Meet with kindergarten parents regarding behavior – Zones of Regulation and academic support. Meet with 3rd grade families regarding student progression.**	**September 2026 February 2027**
STREAM Family Events	**Planned by our Lighthouse Team and led by our instructional staff. During these engaging events, parents and students work together under staff guidance to build a love of reading while integrating science, technology, reading, engineering, the arts, and mathematics. Families participate in hands on activities designed to reinforce academic skills and support learning at home aligned to our School Improvement Plan (SIP)**	**October 2026 January 2027**
Student Led Conference	**Student Led Conference will be held after PM1 and PM2. Students will set academic goals after PM1 and updated after PM2. They will share PM2 results and update academic goals. Parents will sign in and all sheets will be uploaded to our Title 1 Drive.**	**January 2027**
STEAM Family Activities	**These quarterly activities will focus on building skills in science, technology, engineering, math and reading to**	**October 2026 December 2026 February 2027**

	support learning at home. These events will take place in the media center in the mornings.	**April 2027**
5th Grade Transition Meeting	**Parents and students visit Immokalee Middle School to support transition from elementary to secondary**	**April 2027**
Kindergarten Round-up	**Parents and students visit Eden Park Elementary to receive information regarding school, curriculum and opportunities to volunteer.**	**April 2027**

6. 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 parents/families on:

- How to reach out, communicate, and collaborate with parents/families as equal partners
- The value and utility of contributions of parents/families
- How to implement and coordinate parent and family programs and build strong ties between parents and schools

We will provide staff development on Parental Involvement training during our pre-service week in August. Teachers will be provided with various strategies to increase parental involvement in school and at home. Professional learning for staff will include topics of understanding our student population, effective communication, positive parent involvement, conducting parent conferences and student-led conferencing. Lastly, all non-instructional staff will be provided professional development to provide them with strategies to help parent comfort level and increase/encourage parent involvement at school.

7. Communication

Describe how your school will provide timely information about the **Title I programs (PFEP Plan, SIP, and any programs funded with Title I)**

During family events, parents will have an opportunity to visit academic stops that support ELA, math and science. Data will be shared in a timely manner with parents during monthly SAC meetings. All parent events will also be shared during SAC meetings. Student work, and examples of support will be made available for parents to review.

How will your school **share with parents** the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain?

PFEP and Compacts will be sent home via backpack the first week of school in all three languages. Our SIP will be shared during our curriculum mornings, monthly newsletters, and our school website in all three languages. Grade level curriculum morning events will be held in the month of September. During these meetings, grade level expectations for ELA, Math, and science will be shared along with resources that parents can utilize at home to support their child. During student led conferences, families can review leadership binders that include data, and student WIGs.

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

All families are invited to attend SAC meetings. In addition, families will have an opportunity to voice their suggestions via Bobcat Bulletin forms survey link, and Leader in Me MRA.

How will your parents/families submit comments if the Schoolwide/SIP and Parent and Family engagement plans are not satisfactory to them?

Parents will be provided with multiple avenues in which to communicate concerns to school administration. Parents can speak with staff during our Annual Title I Meeting. They will also be provided with opportunities to respond through the following: telephone response capabilities, conference, and e-mail. Parent comments can be included in our meeting minutes and taken into consideration when adjusting our school-wide plan.

***8.* Accessibility**

Describe how your school offers parent/family engagement activities **for all** parents/families. **(*Including parents with limited English proficiency, disabilities, and migratory children).***

Family events will be announced in Bobcat Bulletin, monthly calendar, marquee, auto-dialers, and text in multiple languages with some events taking place in the morning and evenings. Activities are aligned to meet the needs of our students and aligned to our school improvement goals.
Translation for our parents in Creole and Spanish will be provided at all events, including having ASL interpreters. Continuous support for our migrant families will also be provided by our staff to ensure that all students and families have resources and pertinent information. Our migrant resource teachers will support migrant students and communicate with parents in a timely manner.

Describe how your school will 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.**

We have staff that assist with communication needs. If we send a document home, it is interpreted into Spanish and Haitian Creole and sent in the parents' home language, with English on the reverse side. All events are announced in monthly Bobcat Bulletin and calendar.

9. Barriers

Describe the barriers that hindered participation by parents **during the previous school year**. Include 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)?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Work-related conflicts	To accommodate families with varying work schedules, we offer flexible meeting times, including both morning and evening options. We also ensure accessibility by providing information about events and meeting outcomes in multiple languages. When available, we share video recordings or links so families can stay informed even if they are unable to attend.
Limited family resources	We recognize that childcare responsibilities and time constraints can be barriers to participation. To support families, we provide activities for younger children during school events. This allows parents and guardians to engage meaningfully while ensuring their children are cared for in a safe, engaging environment.
Comfort level	Some families may feel intimidated or unsure about how to get involved or the value of their contributions. To address this, we prioritize building trust through consistent and welcoming communication. Parents are invited monthly to attend Parent Engagement Action Team to provide input and support for all parent events at EPE. Monthly newsletters and family events provide academic support and important updates. Additionally, ongoing communication between home and school ensures families have access to current data, resources, and information to support their child's success.

10. Upload Evidence of Input from Parents on the development of the PFEP

Upload a copy of SAC minutes that include a statement that parents were given the opportunity to discuss and provide input on the **FY27 Parent & Family Engagement Plan (PFEP)** prior to approval. Be specific about the feedback provided by parents. Please upload the document in your school folder in the **Title I Drive - Teams**.

11. Upload FY26 Parent-School Compact

Upload an electronic version of the FY27 Parent-School Compact. Please upload document in your school folder in the **Title I Drive - Teams**.

12. Upload Evidence of Parent Involvement in Development of Parent-School Compact

Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY27 Parent –School Compact** prior to approval. Be specific with the feedback provided by parents. Please upload document in your school folder in the **Title I Drive - Teams**

Evaluation of the Previous Year's Parent and Family Engagement Plan

Review your FY26 School Parent and Family Engagement Plan (PFEP) and complete the sections below.

1. **Building Capacity Summary**
   Provide a summary of activities provided during the **2025-2026** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below. Please make sure that the numbers match the Parent Event Tracking Sheet uploaded in your Title1Crate for FY26.**

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity build parent and family capacity to improve student achievement? If it was not completed, provide a rationale.
FY26 Annual Title I Meeting	1	632	Parents were informed of school PFEPs, Title I funding, allocated resources, supplemental programs/staff, school goals and expectations.
Student Led Conferences	2	308	Students and parents were given the opportunity to share their academic and personal WIGs throughout the year. Students shared their lead measures and evidences using module assessments, unit assessments in math and science. Student progress in meeting their WIGs was shared in reading, math, and science.
STREAM Family Events	3	71	Parents and students worked on activities focused on building skills in Science, Technology, Engineering, Math, and Reading skills to support students learning at home while enjoying food at all family events.
Zones of Regulation Parent Meeting	1	24	Information and resources provided to primary parents in understanding how to support their child when they become dysregulated and deescalating strategies.
Third Grade F.A.S.T Testing Information	1	9	Parents were informed of the state requirements for third grade promotion in the state of Florida and given the opportunity to familiarize themselves with good cause exemption options for their child in order to be promoted to grade 4.
Kindergarten Round Up	1	17	Transition activity to provide information to incoming EPE Kindergarten parents and students for the 2025-2026 school year. Information was shared regarding EPE arrival and dismissal process. Parents and students were given a tour of the school and requirements shared on what is needed to be successful in kindergarten. Resources provided to families (books handed out along with a list of high frequency words, whiteboard, markers, and pencil. Question and answer session on drills, uniforms, pick up contact information, attendance, and assessments, etc. was also shared.

2. **Staff Training Summary**
   Provide a summary of the **professional development** activities provided by the school during the **2025-2026** school year to educate staff on the importance of Parent and family engagement. 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	How did this activity build parent and family capacity to improve student achievement? If it was not completed, provide a rationale.

During the 2025–2026 school year, the school provided comprehensive professional development to staff focused on strengthening parent and family engagement. A staff-wide Parental Involvement training was conducted during the August pre-service week, emphasizing the importance of parents as equal partners in student success. Staff were equipped with a variety of strategies to enhance parent engagement both at school and at home. Professional learning sessions included topics such as understanding the school's student population, utilizing effective communication techniques, fostering positive parent relationships, and conducting meaningful parent conferences, including student-led conferencing models. Additionally, all non-instructional staff received targeted training to support a welcoming school environment. This training focused on increasing staff awareness of how to improve parent comfort levels and actively encourage family involvement across all areas of the school. Together, these efforts ensured a coordinated approach to building strong partnerships between families and the school community.	1	55	These professional development activities strengthened parent and family capacity to improve student achievement by equipping staff with the skills needed to build trusting, collaborative relationships with families. By improving communication practices and promoting meaningful engagement opportunities, such as student-led conferences where parents gained a clearer understanding of academic expectations and how to support learning at home. Increased staff awareness of the diverse needs of families also helped create a more inclusive and welcoming environment, encouraging greater parent participation in school programs. As a result, families were better positioned to actively support their child's academic progress and contribute to overall student success.

3. **Review your FY26 School Parent and Family Engagement Plan (PFEP) Barriers Section.**
   To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

Barrier (Including the Specific Subgroup)	Steps the School took to Overcome	**Implementation** (Full, Partial, Not Yet)
Work-related conflicts	We provided a flexible meeting schedule with opportunities in the morning and evening for participation. Information of events and meeting outcomes provided in their own languages with video links when available.	Full
Limited family resources	Our EPE family events allowed parents to bring in their children including to our SAC monthly meetings. All were invited to bring their children to the building for scheduled meetings (Student-led conferences, family events, etc.) At these events Title I funds were used to purchase materials for "make and take" activities. Funds	Full

	were also used to provide food and drinks to our families while attending our events.	
Comfort level	At each event, we had translators to help with the language barriers and help give a sense of comfort.	Full