

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed on by parents periodically to meet the changing needs of parents and the school.

**School’s vision for engaging families:**

***What is Required:***

**Assurances: We will:**

Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the “School Parent and Family Engagement Plan” that describes how the school will carry out its required family engagement activities.

Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.

Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.

Involve parents in the planning, review, and improvement of the Title I program.

Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.

Offer assistance to parents in understanding the education system and the state standards, and how to support their children’s achievement.

Provide materials and training to help parents support their child’s learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.

Coordinate with other federal and state programs, including preschool programs.

Provide information in a format and language parents can understand, and offer information in other languages as feasible.

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EVERY TITLE I SCHOOL IN PASCO COUNTY WILL:**

1. **Involve parents in the planning, review, and improvement of their Comprehensive Needs Assessment and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan with an adequate representation of parents**.

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| **Describe the method in which parents were involved** | Family meeting via zoom will be held to explain title I. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | April 21, 2021 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | April 21, 2021 |

***\*Evidence of the input gathered and how it was/will be used should uploaded to Title I Crate.***

1. **Develop a school-home compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents & teachers will communicate**.

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| **How were parents invited to develop or revise the compact?** | Response should include:  -How ALL parents were invited  -How the 20-21 Compact was distributed to parents to give feedback on  -How feedback was given  -how Feedback was documented  Family newsletter sent home on April 9 to all families via schoolmessenger. In the newsletter we included our compact and used a mach form to gain input from families. In the newsletter we also included the invite to the Title 1 parent meeting and the zoom link. We also had our Title 1 parent zoom and took feedback in the chat on things to improve. The compact was discussed with our PTA and SAC during the month of April and feedback was given. |
| **Date of parent meeting to develop or revise the compact** | April 21, 2021 |
| **What communication methods will be used between teachers & parents as well as school & parents?** | Home school folder will be sent home weekly to families. Grade levels will use Class Dojo or Remind to communicate regularly. Monthly newsletters will be sent from administration and teams to families. |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | There was a virtual event on April 21st from 6-7. Moving forward we will hold this event on Open House night with two opportunities for families to attend during the event. During this meeting we will explain what title I is and how it will impact our school, what additional resources we will use to support students and families, have families and students sign the compact, and answer any questions about title 1 and how the school operates. |

***\*A parent signed copy of the compact should be uploaded to Title I Crate as evidence of implementation.***

***\*Evidence of the input should be uploaded to Title I Crate.***

1. **Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.**

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| **What information is provided at the meeting?**  **How are parents notified of the meeting?** | The meeting must include information on the school’s participation in Title I, the requirements of Title I, parent’s rights to be involved, curriculum being used, academic assessments being used to measure student progress and opportunities for parents to provide input on their child’s education  During our Title 1 parent meeting we explained what the term title 1 means and the impact that it has on our school. We also explained the importance of parent and family involvement. We reviewed the parent compact and took suggestions for improvement. We examined the planned use of title I funds and explained the intent and purpose of the purchase. |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | This date should be in the 21-22 school year  September 22, 2021- Open House |
| **How do parents who are not able to attend receive information from the meeting?** | We will post the information on our social media sites and include the information in our parent communication through our monthly newsletter. |
| **How are parents informed of their rights?** | Parents Right to Know is included in the Annual Title I Meeting Powerpoint as well as the Annual Title I letter that should be sent home at the beginning of the year- Both can be found on SharePoint and Title I Crate |

1. **Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.**

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| **Title III-ESOL** | ESOL IA’s, District ESOL Parent and Family Engagement Teacher |
| **Title IX-Homeless** | Student in Transition Teachers, SIT Liaison, Social Workers |
| **Preschool Programs** | NA |
| **IDEA/ ESE** | FDLERS, ESE Support Facilitators, ESE IA’s |
| **Migrant** | Social worker |
| **Other** |  |

1. **Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.**

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| **Allocation** | $this amount will be the amount that the district determines as your set aside (in your 3136 line) as well as whatever (if any) additional money you’ve set aside out of your budget. |
| **Explain how these funds will be used this school year** |  |
| **How are parents involved in deciding this?** | Answer will likely be similar to process described in question #1 |
| **How did you document parent input?** |  |

1. **Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.**

* **Best practice is to hold parent events that teach caregivers a new tip, tool, or strategy, that parents can use at home with their child to help reinforce what they are learning in the classroom.**
* **Think of Family Engagement as a strategy to reach the goal of student achievement**
* **Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.**

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| **Building Capacity of Families** | | | | | | | | |
| SuP goals | Title/Description of Strategy | How will this impact student achievement? | When will this occur? | When applicable, indicate the services you will provide to families. | | | | How will this support learning at home? |
| Transportation | Meal | Childcare | Translation |
| 1.High Impact Instruction | Family Reading Night | We will explain the benefits of reading at home and provide resources to support reading at home. We will do an overview of the new curriculum and standards. | November 17, 2021 |  | X |  |  | There will be make and take activities for the families to be able to take home. |
| STEM Night | We will have a STEM night where we hold different centers to go through primary and intermediate activities in the area of math and science. | March 23, 2022 |  |  |  |  | There will be a make and take night that will have extension o |
| 2. Data Driven | FSA Parent Night | We will share the importance of the way students are tested and share with families the current data. | January 19, 2022 |  | X |  |  | We will make connections to platforms and materials that students can use at home to support their learning. |
| Conference Night | We will update parents on their child’s progress and provide information on steps to support their future learning. | Fall 2021 |  |  |  |  | By presenting the information to parents we will also focus on ways to support their learning at home. We will bridge the home school connection through the interaction with the parent. |
| 3. Collaborative Culture | Trunk or Treat | We will hold a fall festival where students will have the opportunity to engage in crafts, games, and fun. | October 29, 2021 |  |  |  |  | Fall learning activities will be provided for families to be able to practice math skills at home. |
| Exceptional Student Extravaganza | We will hold an exceptional student extravaganza where students will have the opportunity to play games, jump on bounce houses, listen to our chorus and orff perform. | April 22, 2022 |  |  |  |  | This event will help students understand empathy around other exceptionalities. |
| Other: |  |  |  |  |  |  |  |  |
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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | We will be hosting several parent events, as mentioned above. We will have parent meetings around testing, grades, curriculum, and conferences explaining the progress of their children. Progress reports, report cards, and intervention reports will also be released through the parent portal. |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | **Workshops and events will be evaluated with a parent survey at the conclusion of the event. We will include a question on the survey asking parents about what they would like to see in the future. We also sent a survey at the end of the year asking parents about their interest and have incorporated those ideas in our plan for the upcoming year. At the close of next year we will send a survey out to all parents and ask them for their input.** |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | **We will enlist the help of our ELL instructional assistant to support with translation. If a family does not speak language that we have on our campus then we will use the district translation services.** |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | **One barrier that we have identified is that parents do not always notice when events are held. One strategy that we have is to transition to the weekly communication folder. A second barrier is timing during the week. We surveyed our families to find out when they would be able to attend evening events so we prioritized those dates for our events.** |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | **For content specific events we will offer an am and pm session on the same day. For example on our Family Reading Event we will have a morning session on November 15th and evening session on November 17. For FSA Parent session we will hold an evening session on January 19th and am** |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | **The needs of parents with disabilities will** |

***\*These events should be included on the Data Collection Sheet for School Events.***

1. **Utilize strategies to ensure meaningful Communication**

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| **Describe the methods that will be used to ensure meaningful, ongoing communication between home and school** | **We will use a weekly communication binder to send home important information. We will also do a school wide newsletter weekly. We will use SchoolMessenger We will also be hosting a conference night during the fall so that teachers can communicate with parents about their child and their progress.** |

**8. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.**

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| **Topic/Title** | **How does this help staff build school/parent relationships?** | **Format for Implementation: workshop, book study, presenter, etc.** | **Who is the audience?** | **Tentative Date/Time** |
| Parent Training Foundation of Family Engagement | Family and community engagement is not incidental—it is an essential element of school improvement. This session will provide instructional staff with an Introduction to the Dual Capacity Framework which explores the family engagement practices that contribute to student learning. Participants will learn about and will practice proven strategies for connecting home and school including how to: **(1)** build relational trust and welcome families as partners learning; **(2)** categorize and assess their family engagement practices; **(3)** foster two-way communication between school and home; **(4)** share critical information about what students should know and be able to do; and **(5)** enhance the capacity of families to support learning at home. | Zoom | All teachers able to attend | July 7, 2021 1-3 |
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**9. Provide an easily accessible resource area where parents and families can get information about the school facility, school policies, contacts, academic assistance, community resources and other materials.**

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| **Location of Resource Center/Area** | **Person responsible for monitoring and updating Resource Center/Area** | **List a sampling of materials made available in the Resource Center/Area** |
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Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Drafts of PFEP’s are due to Title I Crate by April 14th, 2021.***

***\*Copies should be placed on the school website as well as in the Title I Family and Community Binder in the front office for parent and community access. Information regarding where the plan may be accessed should be communicated to parents and the community.***

***\*A “Family Friendly” version of this plan should be distributed to families and uploaded to Title I Crate.***

*[[1]](#footnote-1)*

1. *(4/8/20)* [↑](#footnote-ref-1)