



Pasco County Title 1 School Level  
**Parent and Family Engagement Plan 2019-2020**

**CWTES**

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 at least 1% 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: \_\_\_\_\_

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**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.**

<b>Describe the method in which parents were involved</b>	Parent surveys were sent via mystudent in the 2018-2019 school year. Results of the parent survey were reviewed by the SAC committee. The SAC committee, which is comprised of parents, staff members, and community members, used the data to access parent activities, trainings, and materials. Based on this analysis, members of the SAC committee had input on allocations of Title I funds to improve the school. The SAC committee will continue to be an intergral piece of the Parent and Family Engagement Plan in the 2019-2020 school year.
<b>Date of meeting to gather parent input for Comprehensive Needs Assessment</b>	January 25, 2019
<b>Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan</b>	April 26, 2019

*\*Evidence of the input gathered and how it was/will be used should be available at the school site.*

- 2. 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.**

<b>How were parents invited to develop or revise the compact?</b>	Parents invited to March 2019 SAC committee meeting. Recommendations for revisions were submitted during this meeting.
<b>Date of parent meeting to develop or revise the compact</b>	March 2019
<b>What communication methods will be used between teachers &amp; parents as well as school &amp; parents?</b>	SchoolConnects, social media, phone calls, Wednesday folder communications
<b>Elementary schools are required to hold at least one face to face conference with parents. Explain your process?</b>	Each grade level chooses two dates within the first quarter of school for face-to-face parent teacher conferences. Dates are communicated to parents through Wednesday folders, posted on the schools website, and during the Title I Parent Open House.

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

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*\*Evidence of the input gathered and how it was/will be used should be available at the school site.*

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

<b>What information is provided at the meeting? How are parents notified of the meeting?</b>	Parents will receive information regarding Title I programs, curriculum, and academic assessments. Parents will also receive information regarding opportunities for involvement, decision-making for their child and home-school communication procedures. Parents are notified via letters sent home in students Wednesday folder and dates and time of the meeting are posted on the school's website.
<b>Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting</b>	The meeting will take place during student Open House, September 10, 2019, in order to obtain the greatest parent support possible. The meeting will be held before parents visit student classrooms.
<b>How do parents who are not able to attend receive information from the meeting?</b>	The Title I Communication brochure will be sent out in the students Wednesday folders after.
<b>How are parents informed of their rights?</b>	District provide pamphlets informing parents of their rights are handed out at the Title I Parent Open House. In addition, parent rights are explicitly stated during the Title I Parent Meeting. For parents not in attendance, district pamphlets are sent home in students Wednesday folders.

**4. 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.**

<b>Title III-ESOL</b>	
<b>Title IV-Homeless</b>	
<b>Preschool Programs</b>	Headstart
<b>IDEA/ ESE</b>	Instructional support facilitators and instructional speech teachers
<b>Migrant/Homeless</b>	Students in Transition (SIT) program
<b>Other</b>	

**5. Use at least 1% of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.**

<b>Minimum allocation</b>	\$ 4,090.00
<b>Explain how these funds will be used this school year</b>	These funds will be used to for all of the parent activities throughout the school year.
<b>How are parents involved in deciding this?</b>	Parent surveys are used to gather parent input. The SAC committee will make decisions on how to use the funds.

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<b>How will you document parent input?</b>	Through parent surveys and SAC committee minutes.
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6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- 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.

<b>Building Capacity of Parents</b>		<b>How will this impact Student Achievement?</b>	<b>Tentative Date/Time</b> <small>Are they flexible?</small>	<b>Check all that apply.</b>				<b>How will this support learning at home?</b>
<b>Title/Topic of Event</b>				<small>Transportation</small>	<small>Meal Refreshments</small>	<small>Childcare</small>	<small>Translation</small>	
<b>Curriculum Areas</b>	Curriculum Nights	Parents will be able to support student leaning at home.	September		X	X		Parents knowledge of curriculum used in the classroom will better assist them to support student learning at home
<b>Achievement Levels, Expectations and Assessments</b>	Kindergarten Parent Meeting and Breakfast	Provides curriculum expectations for Kindergarten	8/12/19		X	X		Parents can support student learning, and expectations at home
<b>Progress Monitoring</b>	Parent teacher conferences	Student achievement is discussed and	1 <sup>st</sup> quarter, as needed throughout the year				X	Parents will be knowledgeable about their students progress in relation to grade level standards throughout the year.
<b>Other Activities</b>	Citizen of the Month Breakfast	Students are recognized for the academic and behavior achievements	Monthly starting in September		X			Students
<b>Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>		Parent invitations are sent home in students Wednesday folders. Information regarding events are posted on the schools webpage, school connects are made for event reminders. Additionally, classroom teachers send reminders via the class communication process.						
<b>How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?</b>		Workshop and events will be evaluated through parent and staff feedback surveys. These surveys will be used to access the needs of parents for upcoming events.						
<b>Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.</b>		Every effort will be made to have a staff member who can translate for parents. Some of the resources are available in families native language.						
<b>What are the barriers for parents to attend workshops/events and how do you overcome these?</b>		Barriers include parents being unaware of workshop and events. Another barrier is the time the workshop or activity is conducted. To overcome these barriers, we will increase our family communication by utilizing school connects phone calls and e-mail, in addition to the students						

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	Wednesday folders, and school website. To overcome time barriers, we will conduct activities at various times, before school, during school, and after school.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Events are scheduled throughout the year, before, during and after school.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	For all events, multiple volunteers are present to assist disabled parents.

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

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

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school	SchoolConnects, social media, phone calls, Wednesday folder communications
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**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.**

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Parent Conferences	Staff received professional development on best practices in parent conferences, including initial contact, avoiding educational speak, and making personal connections with the parents. The goal is to make parents feel welcome at the school, provide support for their student's learning, and develop a communication line for the school year.	Presentation	Staff	Monday, August 5, 2019 10:00 am – 11:30 am
SCEL	The goal of this year long professional development is to provide knowledge on the social emotional needs of our students regarding academics and communication. This information will aide all staff in interactions with both our families and students.	Presentation and workshop	All staff	Monthly

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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.

<u>Location of Resource Center/Area</u>	<u>Person responsible for monitoring and updating Resource Center/Area</u>	<u>List a sampling of materials made available in the Resource Center/Area</u>
Front office	Front office secretary	SAC pamphlet, Title I pamphlet, nutritional information, health care information, School Improvement Plan, Headstart/Early Headstart pamphlet, Section 504 pamphlet, After care applications, CWTES Family Involvement pamphlet

10. Evaluation of the 2019-2020 Plan:

Data Collection Sheet for School Events submitted to Title I. Date of submission: August 2019

Compliance items submitted to the Title I office. Date of notice of completion: August 2019

N/A – not a Title I school in 2019-2020

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

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

**PFEP's are due to the Title I office by June 1, 2019.**

*\*Copies should be placed on the school website as well as 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 submitted to the Title I office.*

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