



Pasco County Title 1 School Level
Parent and Family Engagement Plan 2022-2023

Chester W. Taylor Elementary

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: Julie Marks

Date: 4/8/22

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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.

Describe the method in which parents were involved	The SAC committee reviewed the previous parent survey, made revisions, and voted for approval. Parent surveys were sent via mystudent in the 2021-2022 school year. Results of the parent survey were reviewed by the SAC committee. All stakeholders were invited to attend the SAC committee meeting via email, phone call and signage. At this meeting the data was used to assess parent activities, training, and materials. Based on this analysis, members of the SAC committee and the stakeholders that attended had input on allocations of Title I funds to improve the school. The SAC committee will continue to be an integral piece of the Parent and Family Engagement Plan in the 2022-2023 school year.
Date of meeting to gather parent input for Comprehensive Needs Assessment	February 18, 2022 March 11, 2022
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	February 18, 2022 March 11, 2022

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

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.

How were parents invited to develop or revise the compact?	Stakeholders were invited to the meeting via email, phone call and signage. At the meeting, the compact was reviewed, the parent friendly parent involvement plan was also reviewed and additional activities that could be added for the following year were discussed as well. At the March 11 th meeting, title one funding was discussed and input was given. At the April 8 th meeting all parent involvement information was finalized and parents had an opportunity to review the final title one plan.
Date of parent meeting to develop or revise the compact	March 11, 2022 April 8, 2022
What communication methods will be used between teachers & parents as well as school & parents?	SchoolConnects, social media, phone calls, Wednesday folder communications

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Elementary schools are required to hold at least one face to face conference with parents. Explain your process?	It is required that all teachers have a face to face conference or at least make several documented attempts to have a face to face conference by the end of quarter one. The school social worker will assist with any parent that is hard to get a hold of for teachers. Teachers decide on the days and times and have parents sign up through them.
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**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.*

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

What information is provided at the meeting? How are parents notified of the meeting?	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.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	August 23, 2023
How do parents who are not able to attend receive information from the meeting?	The Title I Communication brochure will be sent out in the student's Wednesday folders for those that did not attend.
How are parents informed of their rights?	District provided 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. There is also a letter sent home to all parents informing them of their rights. 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.

Title III-ESOL	ESOL IA
Title IX-Homeless	Student in Transition Teacher 2 days a week, Social Worker
Preschool Programs	Headstart, VPK Inclusion, PreK VE
IDEA/ ESE	Instructional Support Facilitators, Instructional Speech Pathologists
Migrant	
Other	

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

Allocation	\$3,000
Explain how these funds will be used this school year	These funds will be used for all of the parent activities throughout the school year.
How are parents involved in deciding this?	Parent surveys are used to gather parent input. The SAC committee will make decisions on how to use the funds.
How did you document parent input?	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.
- 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.

<u>Building Capacity of Families</u>							
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.			
				Transportation	Meal	Childcare	Translation
High Impact Instruction Data Driven Decisions Collaborative Culture	Parent Teacher Conferences	When parents understand how their children are doing in school, they can better support them at home. These meetings are integral to a partnership between home and school. When there is a strong relationship, student achievement improves.	1 st quarter and then as needed throughout the year				X

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High Impact Instruction	Curriculum Night	<p>Trick or Treat for Curriculum- this night gives parents an opportunity to participate in a variety of math and science-based activities. They will take home goodies to support learning at home as well. When parents understand how to use some of the manipulatives and science activities we use in school, it will increase student achievement.</p>	October 2022		<p>Students and parents can participate in curriculum building activities while also having fun. Parents will be able to take items home to support learning at home.</p>
High Impact Instruction Collaborative Culture	Curriculum Night	<p>Books and Bingo- this is a night to kick off our One Book, One School. Students receive a book to take home along with a variety of activities to go with the book. Families also participate in a friendly game of bingo where they win family games to take home and use to build better relationships between one another.</p>	March 2023	x	<p>Students will engage with their parents in reading at home along with different activities.</p>

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Collaborative Culture	Citizen of the Month Breakfast	Students are recognized for their academic and behavior achievements.	Monthly starting in August	x	x	This is special for both the students and the families.
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Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parent invitations are sent home in student's Wednesday folders. Information regarding events are posted on the school's webpage, school connects are made for event reminders. Additionally, classroom teachers send reminders via the class communication process. Parents with students on a progress monitoring plan receive an email monthly documenting their progress.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	Workshops and events will be evaluated through parent and staff surveys will be used to access the needs of parents for upcoming events. We also track attendance of events to see what are attended the most.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	Every effort will be made to have a staff member who can translate for parents. Some of the resources are available in family's native language
What are the barriers for parents to attend workshops/events and how do you overcome these?	Barriers include parents being unaware of workshop and events, even though we plan ahead for communication to be sent out well in advance with reminders. 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' Wednesday folders, and school website. To overcome time barriers, we will conduct activities at various times, before school, during school, and after school. Events are scheduled throughout the year, before, during and after school.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	
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.*