



Pasco County Title 1 School Level  
**Parent and Family Engagement Plan 2020-2021**

**Sunray Elementary School**

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:**

Our pledge to all Sunray families is to involve staff, parents, students and community members in the education of every child. We will strive to develop productive, self-confident and responsible members of our community.

**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: Debra Viggiano 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>	Parents were invited to attend the SAC meeting in order to participate in feedback groups. Following the meeting feedback forms were available in the front office for parents to provide written feedback. Forms were also sent home to families for completion.
<b>Date of meeting to gather parent input for Comprehensive Needs Assessment</b>	SAC Meeting on February 26, 2020
<b>Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan</b>	SAC Meeting on February 26, 2020

*\*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>	During the SAC meeting, members reviewed current content in the parent compact and suggested revisions.
<b>Date of parent meeting to develop or revise the compact</b>	February 26, 2020
<b>What communication methods will be used between teachers &amp; parents as well as school &amp; parents?</b>	The school and teachers will communicate with families through our website, weekly connect calls, social media posts, weekly communication folders and in-person family engagement events (Open House, Curriculum Nights, monthly parent breakfasts focused on parenting tips, etc.)
<b>Elementary schools are required to hold at least one face to face conference with parents. Explain your process?</b>	Teachers will hold at least one conference per year with the parent(s) of each student. This required conference will take place during Quarter 1 after initial assessment data is available. Teachers will review the Home & School Compact with parents at this time and will collect signed forms. Teachers will remain in

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	contact with parents throughout the year as needed. Progress will be reported to parents via Progress Reports and Report Cards.
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*\*A parent signed copy of the compact should be submitted to the Title I office as evidence of implementation.*

*\*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 be informed how Title 1 funds support their students education. We will share behavioral expectations, School Success Plan goals, and curriculum and assessment expectations. Parents will be notified of the meeting through printed invitations, connect calls and social media posts.
<b>Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting</b>	September 2020 5:00 Primary Families 6:00 Intermediate Families
<b>How do parents who are not able to attend receive information from the meeting?</b>	This information will also be posted to the school website and be shared with stakeholders during SAC and PTO meetings.
<b>How are parents informed of their rights?</b>	The district website posts updated Legal and Parent notices to keep parents informed of their rights.

**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>	
<b>IDEA/ ESE</b>	
<b>Migrant/Homeless</b>	
<b>Other</b>	Title I funding will be used to provide targeted professional development to teachers in order to address academic and social emotional needs at the school. Funds have also been designated to develop parent skills as learning partners.

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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.

Minimum allocation	\$2,600
Explain how these funds will be used this school year	These funds will support two hands-on curriculum nights for families. Purchases will include academic materials (books, math resources, science materials) for parents to use during the evening and take home. Funds will also support monthly parent breakfasts hosted by our student services team and parent involvement coordinator. Funds have also been set aside to pay teachers for evening conferences with families.
How are parents involved in deciding this?	SAC members provided feedback on the use of Title 1 funds.
How will you document parent input?	SAC notes, parent input forms.

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.

<u>Building Capacity of Parents</u>		<u>How will this impact Student Achievement?</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Check all that apply.</u>				<u>How will this support learning at home?</u>
<u>Title/Topic of Event</u>				<u>Transportation</u>	<u>Meal Refreshments</u>	<u>Childcare</u>	<u>Translation</u>	
<b>Curriculum Areas</b>	<u>Mathematics</u> – Eureka curriculum implementation and parent activities <u>STEM Night</u> – parents have the opportunity to engage with their children in such activities as robotics, circuit boards and computer coding. <u>English Language Arts</u> – Information will be communicated to parents regarding at-home strategies for independent reading	Information provided to parents and stakeholders will improve home support and understanding of Florida standards.	Each semester we will host Family Fun Curriculum Nights which will provide a multitude of academic strategies and ideas for families to use with their child at home.		X		X	Strategies and take-home materials will support student learning and understanding of the Florida standards. Curriculum and school resources will be communicated to parents in a way that they are readily available and easy to understand. Materials such as at-level books and coaching tips for parents will be provided as a resource.
<b>Achievement Levels, Expectations and Assessments</b>	<u>FSA Night</u> - Information regarding Florida standards, ongoing school-based assessments and activities to engage with at home will be provided to parents.	Information provided to parents and stakeholders will improve home support and understanding of Florida standards.	This night event will occur during the second semester.		X	X	X	Parents will be provided guidance on types of question sets and practice assessments that can be used at home for students to gain understanding of question types.

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<b>Progress Monitoring</b>	Quarterly review with SAC of assessment data and school-wide goal setting	Accountability and communication of progress related to school-wide academic goal-setting	One SAC meeting per school quarter		<u>X</u>		Accountability and communication of progress related to school-wide academic goal-setting
<b>Other Activities</b>	Parent Conferences	Parent engagement and positive communication/relationships with school-based personnel and stakeholders builds a strong community support for students	At least once per year			<u>X</u>	Parent engagement and positive communication/relationships with school-based personnel and stakeholders builds a strong community support for students
<b>Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>		Parents are provided information surrounding the curriculum through multiple ways including electronic communication from classroom teachers, information surrounding Florida Standards on the school website and family curriculum nights. Parent conferences occur (at least) once per year and progress is also communicated through progress reports and report cards. Assessment data in the form of mini-assessments and formative assessments are sent home with students on an ongoing basis. Achievement level data as scored on the FSA is also mailed home to parents.					
<b>How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?</b>		Surveys will be distributed during parent academic events to gauge the effectiveness and participation of the event. This information will be reviewed by administration, instructional coaches as well as PTO board members to identify the structure and content of the events.					
<b>Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.</b>		School office staff and newly hired instructional staff members will be trained by the ESOL compliance specialist regarding the legal rights of immigrant students. Training will also include the rights of a translator during a parent conference and the need to include our ELL instructional assistant or translator during school events.					
<b>What are the barriers for parents to attend workshops/events and how do you overcome these?</b>		Offering both morning and evening sessions for parents will allow family members to work around their own schedules (work, daycare, etc.)					
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>		Parents will be provided options for parent conference times to accommodate their schedules (morning, evening, phone). Resources shared at parent meetings can be posted to our website and social media.					
<b>How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>		Assistance will be provided for any individual with disabilities. Elevators will be used to transport individuals to the second floor of the classroom building, if needed.					

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

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

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home and school</b>	The school will use weekly communication folders to send information from school to home. The school will communicate with families in multiple ways including website, connect calls, social media posts and printed newsletters. Teachers will communicate with parents through
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	email, phone, dojo, remind, and written notes as determined by preference and need.
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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>
SEL Training	Helping staff understand the needs of students/families who have experienced trauma. Creating a compassionate school environment	Early Release Days, PLC's	All instructional and support staff	Ongoing
Attendance	Team Watchlist/Social Worker	Increase student attendance	Teachers / Student Services	Attendance reports
Positive Behavior Support: Check-in/Check-out	Behavior Intervention Teacher/ School Counselor	Increase positive student behavior resulting in more focused academic learning	Families as needed	Daily
Positive Behavior Support for Families	School Counselor/Behavior Intervention Teacher/Student Services Team	Increase parental understanding of our school-wide behavioral program	Families as needed	As needed
IRLA Reading/Digital Bookshelf	ITC – Literacy	Understand the parent's role in accessing the digital bookshelf for students to increase reading proficiency	Families as needed	Digital usage log from website

**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>
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SRES Front Office	Administration, Principal Secretary and PTO President	SuP at a Glance Document, Title I information for parents, local agencies to support student success
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**10. Evaluation of the 2019-20 Plan:**

☒ Data Collection Sheet for School Events submitted to Title I. Date of submission: \_\_\_\_\_

☒ Compliance items submitted to the Title I office. Date of notice of completion: \_\_\_\_\_

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

Principal: \_\_\_\_\_ Debra Viggiano \_\_\_\_\_ Date: \_\_\_\_\_

**PFEP's are due to the Title I office by September 1, 2020.**

*\*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.*