

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 vision at Pasco Middle School is that we ensure all our students are SAILING to success! **S**uccessfully **A**chieving and **I**mproving our **L**earning by **I**nspiring **N**ever-ending **G**rowth.

**Pasco Middle School Family Involvement Plan:** To ensure Pirate PRIDE (Prepared, Respectful, In-control, Dependable, Engaged). Our mission is to create a learning environment to promote scholars that achieve with integrity and become life-long learners.

***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**.

|  |  |
| --- | --- |
| **Describe the method in which parents were involved** | Parents and students participated in this process through parent meetings in February and online input surveys if they were not able to attend the meeting. Parents were invited to our SAC meetings in February of 2020 to plan for our CNA, update our school compact, and provide input for the Parent and Family Engagement Plan. Parents also provided input online if there were not able to attend.  |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | February 11, 2020 – Family Engagement Plan review and input & Parent Survey, review allocation of Title 1 funds for the 20-21 school year, Parent Focus Group Questions and CNA review, Review/revise Family Engagement Plan and School Compact & communicate Parent Survey results February 18, 2020 – Online survey available for parents who couldn’t attend meetings and wanted to provide input |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan**  | February 11, 2020 – Family Engagement Plan review and input & Parent Survey, review allocation of Title 1 funds for the 20-21 school year, Parent Focus Group Questions and CNA review, Review/revise Family Engagement Plan and School Compact & communicate Parent Survey results February 18, 2020 – Online survey available for parents who couldn’t attend meetings and wanted to provide input |

***\*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**.

|  |  |
| --- | --- |
| **How were parents invited to develop or revise the compact?** | Parents were notified via weekly School Messenger phone calls and emails to provide input as well as advertised on the school marquee and social media sites.  |
| **Date of parent meeting to develop or revise the compact** | On February 11, 2020, we reviewed the current school compact and made some adjusted to the compact for next year. |
| **What communication methods will be used between teachers & parents as well as school & parents?**  | There will be communication through the use of weekly School Message phone calls and emails, school website, all three school social media sites, and at times we will send home paper copies with students.  |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | N/A |

***\*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.**

|  |  |
| --- | --- |
| **What information is provided at the meeting?** **How are parents notified of the meeting?** | Parents are notified of our annual meeting via letter home, marquee, school messenger calls, and our social media sites. The information provided at the meeting will include an explanation of our school’s participation in the Title 1 program, how parents can help the school and be involved, what parents can do to help their child, the impact of parent and family engagement, and an open Q&A session. |
| **Tentative date and time(s)****of the Annual Title I Meeting and steps taken to plan the meeting** |  August 5th, 2020 at 1 PM, 2 PM, and 3 PM. We are going to have multiple sessions for parents who have kids in different levels. Calendar date was identified, teachers were notified already and will be notified again in their summer newsletter. Notification of meeting will be shared with stakeholders via letter home, marquee, social media posts, phone calls, and emails through school messenger system. |
| **How do parents who are not able to attend receive information from the meeting?** | Information is available upon request through our front office staff. The PowerPoint shown at annual Title 1 meeting on Meet the Teacher for Secondary Day is also published on the school website.  |
| **How are parents informed of their rights?** | Parents are informed of their rights verbally at our annual Title 1 meetings, by a letter that is sent home with students, and we will also post the letter on our school website. |

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.**

|  |  |
| --- | --- |
| **Title III-ESOL** |  We will use the district resources to provide an after-school program for our ESOL. ESOL students and we have AVID Excel for 7th and 8th graders.  |
| **Title IX-Homeless** | SIT Program, Social Worker |
| **Preschool Programs** | N/A |
| **IDEA/ ESE** | There will be family nights where the parents will be taught how they can help their child at home with their course work. |
| **Migrant** | SIT Program, Social Worker |
| **Other** | We have teachers that plan to participate in the Teacher Home Visits Program and a teacher that will lead the Getting Ahead program if we can get parents.  |

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

|  |  |
| --- | --- |
| **Allocation**  | $1000 |
| **Explain how these funds will be used this school year** | Parent involvement funds will be used to support parent meetings throughout the school year.  |
| **How are parents involved in deciding this?** | We invited parents to provide input during our February SAC meeting. Parents that couldn’t attend were able to provide feedback online. |
| **How did you document parent input?** | Parent input is documented in SAC minutes and parent surveys.  |

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.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Building Capacity of Parents** | **How will this impact Student Achievement?** |  | **Check all that apply.** |  |  |
| **Title and Description of Event** | **Tentative****Date/Time**Are they flexible? | **Transportation** | **Meal Refreshments** | **Childcare** | **Translation** | **How will this support learning at home?** | **SUP Goal (s) this Strategy supports** |
| **Curriculum Areas -**  Departments give demonstration of lessons | Parents will learn strategies to work with their son/daughter at home, which will in turn support the learning that is happening. | Tentatively for September, November, and January. |  | X |  | X | Parents will learn the skills and strategies that are being taught to students so that they can support their son/daughter at home. | High Impact Instruction – PLC Tier I Improvements. Goal: By May 2020, 90% of teachers will incorporate the Core Action Shifts in the classroom and intentionally plan for Focus Standards where students traditionally struggle. |
| **Achievement Levels, Expectations and Assessments -** Informational Event | Resources will be distributed that provide students with the opportunity to grow and parents will learn skills to reinforce skills that are tested. | March  |  | X |  | X | Parents will have access to the testing calendar and will know what the tests windows are, so they can work with their son/daughter to increase mastery. | Data-Driven Decisions – Tier 2/3 and Intervention Time. Goal: By May 2020, 80% of teachers will use PLC and SIT time to discuss student performance measures, such as CFA’s, which will be used to drive the planning process as we address Focus Standards and to inform which students are recommended for Pirate Plus Time (Intervention Time).  |
| **Progress Monitoring -**  Meet the Teacher/Open House & Parent Conference Nights  | It is hoped that by increasing communication between parent and teachers that more students will remain on track academically. | 8-5-20 & Tentatively for September, November, and January |  | X |  | X | This will provide the opportunity for parents to better communicate with teachers about the educational progress of their student(s) and how to assist them with at home.  | Collaborative Culture – Reimagining Pasco Middle School. Goal: By May 2020, Pasco Middle School will establish collective responsibility and what that means with regard to culture, policies, and procedures. |
| **Other Activities –****-**  Spanish Speaking Family Night- AVID Family Night - Curriculum Fair- Incoming 6th Grade Parent Night | Parents will be taught how to use and monitor MyStudent along with key strategies to help their son/daughter. Parents will learn about the different courses offered at Pasco Middle School.Parents will learn about the 6th grade academy and courses offered.  | Tentatively for September October, December, and January, |  | X |  | X | Parents will be able to monitor MyStudent and see when students are missing assignments or not scoring well and can use the strategies learned at this night to help students succeed. Parents will be able to assist students with course selections.Parents can help monitor their child’s social media accounts with more confidence and teach their child about the negative consequences that could occur.  | High Impact Instruction – PLC Tier I Improvements. Goal: By May 2020, 90% of teachers will incorporate the Core Action Shifts in the classroom and intentionally plan for Focus Standards where students traditionally struggle. |
| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | Parents can obtain access to the myStudent portal where much of this information can be found. In addition, curricular information is available on the county’s web site and discussed during the school’s open house/meet the teacher day. Parents can also find information on our school website. Teachers use CANVAS and parents can access this platform with an account. |
| **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 attendance and feedback that is obtained verbally and through surveys. The needs of parents will be assessed through surveys. |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.**  | Bi-lingual staff will be present to translate and we will have handouts in their native language available. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | Transportation and an inability to meet with teachers during their contracted hours due to work responsibilities. We try to offer our events at times when parents typically off from work. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | We vary the window of time that we offer the events. EX: 2pm – 4pm, 3pm – 5pm and 4pm – 6pm. We will also put handouts from events on our we website and can record a virtual meeting for parents that need it.  |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?**  | Our facility is ADA compliant. Any specific need is provided by the school on an as needed basis. |

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

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

|  |  |
| --- | --- |
| **Describe the methods that will be used to ensure meaningful, ongoing communication between home and school** | MyStudent portal, Parent/Teacher conferences, Parent Teacher Conference Nights, use of the School Messenger System (weekly phone calls and emails home) which are done in English and Spanish and also posted on our website so parents can refer back to them. We also post information to our social media sites (Twitter, FaceBook, and Instagram). |

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| Social Emotional Learning  | By increasing awareness of how our teachers can incorporate compassionate instruction in their lessons and faculty and staff can use compassionate discipline in school, we will increase our teachers’ and staff’s capacity to reach students. | Professional Development  | All Staff | Ongoing throughout the school year |
| Parent Conference Nights | Teachers and staff will be able to build a rapport with parents so that we can team together to ensure students have the tools needed to be successful.  | Late afternoon/evening meetings  | Parents/Guardians | September, November, January |
| Science Fair & History Fair | Parents will be able to witness final products of student work and celebrate the successes. | Walk around and view projects | Parents, students, family members, community members. | Science (November/December) Social Studies (January) |

**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.**

|  |  |  |
| --- | --- | --- |
| **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** |
| Front office | Principal Secretary | PAFI Plan, School Advisory Council brochure, Title One brochure, Parent engagement brochure, Career Academies brochure, insurance forms, United Way, social media site information, how to create a MyStudent account, PRIDE Expectations pamphlet  |

Principal: \_\_Danielle Johnson\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_April 9, 2020\_\_\_\_\_\_\_\_\_\_\_

***Drafts of PFEP’s are due to Title I Crate by April 28th, 2020.***

***\*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)