



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

Chasco 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: Our mission at Chasco Elementary School is...Together we will provide a safe environment where we empower ALL students to be independent thinkers, prideful citizens, and develop a life-long love for learning. When we say together, this includes our community and families. We believe our parent and families are necessary for our students' success. Our vision is that all students will learn at high levels to be successful in college, career or life.

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: Michele Boylan Date: August 27, 2020

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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 school advisory council, which is comprised of parents, teachers and community partners began to discuss the Comprehensive Needs Assessment and the Title I program beginning at our first SAC meeting in September. Each month, sections of the Title I plan and School Success Plan is discussed and thoroughly explained to the council. Trainings and/or workshops of learning are conducted to build the parents and community knowledge through the monthly SAC meetings.
Date of meeting to gather parent input for Comprehensive Needs Assessment	September 26, 2019 October 24, 2019 November 21, 2019 December 19, 2019 January 16, 2020 February 13, 2020 March 12, 2020 April 9, 2020 May 14, 2020
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	February 19, 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.**

How were parents invited to develop or revise the compact?	Our SAC committee, composed of parents, staff, and community members, met to review the current compact. They were given the compact and asked to review the sections and provide suggestions for editing directly on the form. Consensus was built for the whole document and approved by each member.
Date of parent meeting to develop or revise the compact	February 13, 2020
What communication methods will be used between teachers & parents as well as school & parents?	Our teachers use the school planner, Class Dojo, email, and/or the phone to communicate with families on a regular basis. Our PRIDE committee also coordinates an October Conferencing Night for parents to arrange a beginning of the year conference in the evening. Monthly Parent PRIDE events are also planned to both educate and connect our school community. Our school communicates with parents with weekly SchoolConnects that go out on Sunday evening, our email addresses posted on our school website, and flyers distributed weekly. We

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	also have a Twitter and Facebook account where we share classroom happenings and current events that provide parents a variety of opportunities to stay connected.
Elementary schools are required to hold at least one face to face conference with parents. Explain your process?	In October we hold a Parent PRIDE conference night. If parents are unable to attend in the evening, then teachers plan and document a conference at a time that works for both teacher and parent.

**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.

What information is provided at the meeting? How are parents notified of the meeting?	At Chasco, we share information about our Title I program at Open House in September. All parents receive an invitation to Open House at Registration Day and also sent home with students during the first week of school. The invitation includes an invite to the Title I meeting, in our media center. At the meeting, we share the Title I brochure and information about spending our Title I funds and the supports that are provided to our school through the Title I program.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	September 10, 2020, 7:00 via Zoom Administration plans the meeting and writes a bullet pointed agenda to accurately present the information to parents.
How do parents who are not able to attend receive information from the meeting?	Our Title I presentation will be assessable via our Facebook, school website and Twitter pages. Videos of the presentation, as well as Open House will be shown on Facebook. Title I fliers as well as family welcome letters are sent home in the first day packet for all students.
How are parents informed of their rights?	Our parents follow the same rights as presented to all Pasco County parents. Parent rights are publicly displayed on the Pasco Schools website. School office staff and newly hired instructional staff members will be trained by the ESOL/ESE compliance specialist regarding the legal rights of immigrant students, registration procedures, and right to attend school. Training will also include the rights of a translator during a parent conference and the need to include our ELL instructional assistant in all conferences of ELL students.

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 teacher and instructional ESOL teacher and instructional assistant plan and provide support to our ESOL families. family resource night where information is shared and support is presented to promote a positive school/home
Title IV-Homeless	
Preschool Programs	The Headstart PreK Family Involvement Coordinator works with the Headstart Staff and school administration to schedule monthly family information sessions. In addition, the Coordinator schedules home visits and helps build relationships with the school and family.
IDEA/ ESE	Our ESE Team provides parent education and support for families with students with disabilities at our monthly Parent PRIDE events.

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Migrant/Homeless	
Other	

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

Minimum allocation	\$33,000
Explain how these funds will be used this school year	A portion of our Parent Involvement funds allows us to have a Parent Involvement Coordinator at Chasco. Another portion of the funds are used to support the planning and implementation of our monthly Parent PRIDE events.
How are parents involved in deciding this?	Our SAC/PTO review and provide input on our annual Parent Involvement Plan. It is accessible on our website for all parents to review.
How will you document parent input?	Parent input is documented on a feedback form that is distributed at our SAC/PTO meetings at the end of each school year. The feedback is also reflected in our SAC/PTO minutes. The recommendations given from each stakeholder group are considered and reflected in our parent Involvement Plans for the following school year.

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>	
Curriculum Areas	“Academic Superbowl”: Reading, Writing, Math, and Science	By educating parents on easy ways to support their child’s reading, writing, math, and science success from home, our students will be better prepared for success.	January 24, 2021 5:30-7:30		X	X	X	By educating parents on easy ways to support their child’s reading, writing, math, and science success from home, our students will be better prepared for success.
	Lowes Math Night	Include parents with an understanding of how to make shopping trips also opportunities for learning and practice with math skills and concepts.	November 8, 2020 5:30-7:30				X	Include parents with an understanding of how to make shopping trips also opportunities for learning and practice with math skills and concepts.
	Bagels and Books	Reinforce the expectations of IRLA and questions to ask their child while reading at home each night. This will prepare our	September 18, 2020 5:30-7:30		X	X	X	

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	<p>"The Amazing FSA Race" Reading, Writing, Math, and Science</p>	<p>students for literacy achievement and success.</p> <p>By educating parents on easy ways to support their child's reading, writing, math, and science success from home.</p>	<p>March 5, 2021 5:30-7:30</p>		x	x	x	
Achievement Levels, Expectations and Assessments	CHES Open House	Share clear grade level expectations, ways to monitor the progress of their child in relation to the expected achievement levels, and share assessments that their child will be taking within this year. This will help support our Cub's achievement and success.	September 10, 2020 7:00				X	Share clear grade level expectations, ways to monitor the progress of their child in relation to the expected achievement levels, and share assessments that their child will be taking within this year. This will help support our Cub's achievement and success.
	"The Amazing FSA Race" Reading, Writing, Math, Science	By educating our parents about the FSAs and providing parents with ways to support their child's preparation for the FSA, our students will be better prepared for success.	March 28, 2021 5:30-7:30		X	X	X	By educating our parents about the FSAs and providing parents with ways to support their child's preparation for the FSA, our students will be better prepared for success.
	"Next Grade Preview Night"	By providing parents with a preview of the next grade level and summer learning activities, our students will be better prepared and successful for the following school year.	May 21, 2021 5:30-7:30		x	x	x	By providing parents with a preview of the next grade level and summer learning activities, our students will be better prepared and successful for the following school year.
Progress Monitoring								
Other Activities	PRIDE Parent Teacher, Student Conference Night	By keeping parents involved in their child's progress and also providing ideas for support from home, our students will be supported for success.	October 4, 2020 5:30-7:30		X	X	X	By keeping parents involved in their child's progress and also providing ideas for support from home, our students will be supported for success.
	Great American Teach-In	Parents and community members are provided an opportunity to share their career with our students. This will provide our students with motivation and belief that they can also achieve success in a career of choice with effort and perseverance.	November 13, 2020 9:30-4:00					

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Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parents are provided information through a variety parent teacher communication methods. Parent/Teacher conferences, class newsletters, and data binders are all shared and available to parents throughout the year.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	Parent surveys will be used to assess the effectiveness of each event. These surveys will be shared with our leadership team when developing on-going events throughout the year.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	We ensure that at least one staff member that speaks Spanish is at all of our PRIDE events to support our parents that speak a different language.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Most parents will let us know that their work schedule interferes with their attendance. We provide both morning and evening events to provide opportunities for parents to attend.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We have Bagels and Books in the morning and SAC meetings in the evenings. This is one example of intentionally flexing the time to provide opportunities for engagement.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	All areas of our campus are accessible to families that may have physical disabilities. We have an elevator, too. We request sign language interpreters for our families that are deaf or hard of hearing. If we know there is a need, we seek to find out how to accommodate our families.

**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	<p>It is expected that teachers communicate weekly with our parents. Newsletters, emails, and student planners are used to provide ongoing communication with families. Parent Teacher Conferences are scheduled school-wide once a year and also available throughout the year, as scheduled or needed.</p> <p>We also have a school website with staff email addresses, Twitter, and Facebook inboxes that provide virtual way for parents to connect, ask questions, and/or provide input.</p> <p>Our monthly Parent PRIDE nights also leave an opportunity for regular communication between school and home. We provide information and also have an area for questions and or comments at each event.</p>
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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.

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<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 Teacher Home Visit Project Volunteer and Parent Involvement Staff Training	During planning week our staff learned about the Parent Teacher Home Visit Project and engaged in a community scavenger hunt. These two opportunities supported our staff with a deeper understanding of the effects of poverty on our community. This understanding supported a stronger sense of means of establishing relationships with our families. In conjunction, our staff learned different ways to include parents with their child's learning in the classroom. The expectations and procedures for welcoming volunteers and a written plan for ongoing communication with parents throughout the school year.	Staff meeting	CHES Staff	September 15, 2020 8:30-9:25am
Monthly Parent PRIDE meetings and events	These monthly meetings include our PTO and staff meeting to design our evening Parent PRIDE events. Our committee meets in sub-committees to plan Communication, Incentive, Academic Support, and Community Outreach (food, childcare, interpreters, etc.) Our staff and PTO work together to plan the best ways to support and encourage the school and home connection.	Committee meetings Surveys	PRIDE Committee and PTO CHES Parents and Staff	September – May 2021: the last Monday of the month 8:30-9:25am *monthly Parent PRIDE events recorded in #6 and on 201920 CHES Community Engagement Calendar
PBIS T2 and SEL	CHES has joined the Positive Behavior Intervention Systems of Support and monthly provides staff training on the district SEL initiatives. A part of this initiative includes building positive parent relationships through clear expectations, inclusion activities, and positive reinforcement when parents connect with our school. A letter and survey was shared with our parents and we will include more information and reinforcement at our Parent PRIDE events each month.	Committee meetings Surveys Parent PRIDE event information stations	PBIS Committee Mtgs. SEL PD CHES Staff and Parents	September – May 2021: the second Monday of the month 8:30-9:25am Once a month on Early Release Days September-May 2020-21 from 2:15-4:00 *monthly Parent PRIDE events recorded in #6 and on 202021 CHES Community Engagement Calendar

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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/Student Services Hallway	Parent Involvement Coordinator and PRIDE committee	2020-2021 Calendar of Community/Family Engagement Events, SuP at a Glance, Title I brochures, Bags of Books and Parent Reading Coach resources from ARC, Math/Science Connection newsletters, community-based supports

10. Evaluation of the 2017-2018 Plan:

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

☒ Compliance items submitted to the Title I office. Date of notice of completion: August 30, 2019

☐ N/A – not a Title I school in 2017-2018

Principal: Michele Boylan

Date: August 27, 2020