

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:**

Gulfside Elementary School believes parents are essential to the educational success of their children. Parents are a valuable resource in providing a positive educational experience. As a school, we strive to be a contributing part of the community and a place where parents are always welcome.

***What is Required:***

**Assurances: We will:**

[x]  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.

[x]  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.

[x]  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.

[x]  Involve parents in the planning, review, and improvement of the Title I program.

[x]  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.

[x]  Offer assistance to parents in understanding the education system and the state standards, and how to support their children’s achievement.

[x]  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.

[x]  Coordinate with other federal and state programs, including preschool programs.

[x]  Provide information in a format and language parents can understand, and offer information in other languages as feasible.

Principal: Clara Craig Date: April 28, 2020

**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**.

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| **Describe the method in which parents were involved** | Invitation to the School Advisory Council and Community Leadership Council Zoom meeting on May 21st , 2020Survey administered on March 2, 2020 at Parent Breakfast; Also-Surveys sent home during month of February, 2020. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | March 2, 2020-Parent Breakfast at 8:30 am.  |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan**  | May 21st, 2:00pm at School Advisory Council Zoom Meeting |

***\*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**.

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| **How were parents invited to develop or revise the compact?** | School connect call to all GSES Families to review 19-20 Compact, and invite to the May 21st SAC meeting to give feedback. Also welcomed feedback with a direct call or email to principal by May 21st. (19-20 version of Compact was shared in March 2020.) |
| **Date of parent meeting to develop or revise the compact** | May 21st 2020 at virtual SAC meeting |
| **What communication methods will be used between teachers & parents as well as school & parents?**  | Teacher Communication: Parent Compact, Meet the Teacher event with Car Loop drive through. Based on parent feedback with recent surveys, all teams will provide parents communication through Remind and DoJo. We will also use the planner each night, Tuesday folder once a week, and zoom/phone conference meeting with every parent at least once each quarter documented in EWS. School communication: Weekly connect call Sunday @6pm, monthly newsletter from school and community school, Messages and announcements through school website and face book page, SAC meetings, Community school meetings, phone calls, events calendars and notes home. |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | Teachers will document face to face (Zoom) conferences that are required each quarter with each parent in each student’s EWS Communication file.  |

***\*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.**

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| **What information is provided at the meeting?** **How are parents notified of the meeting?** | Title 1 Brochure information (requirements of Title 1 and school participation, as well as parents’ rights, curriculum used, academic assessments for this year, and opportunities for parent input) will be shared with families during Quarter 1. This year the meeting will be through Zoom, and parents can view the recorded Zoom session if not able to attend. An announcement of this meeting and information will be sent home in a flyer, posted to our school website and face book page. A snap shot of Zoom attendees will be taken for a sign in. Students will take home the Title 1 brochure and it will be available electronically on our school web page. |
| **Tentative date and time(s)****of the Annual Title I Meeting and steps taken to plan the meeting** |  September 24th, 2020 at 5pm. Agenda will include sharing information on the Title 1 Brochure, share names of our SAC parent nominations to allow for a send in vote, and question and answer session. |
| **How do parents who are not able to attend receive information from the meeting?** |  This year parents can view the recorded Zoom session if not able to attend. All information will be sent home in a flyer, posted to our school website and face book page. |
| **How are parents informed of their rights?** | “Parents Right To Know” will be sent home and posted on our school web page at the beginning of the school year. |

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.**

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| **Title III-ESOL** |  ESOL IA, District ESOL Parent and Family Engagement Teacher |
| **Title IX-Homeless** | SIT Teacher, SIT Liaison, Metro Ministries Family Partner, Social Worker |
| **Preschool Programs** | **None, except speech language services provided** |
| **IDEA/ ESE** | **FDLRS, ESE Support Facilitators, Student Services Team Members** |
| **Migrant** |  |
| **Other** | **GSES Community Partnership Staff, UCF, YMCA, Premier, BayCare, WIC, Health Dept, Walmart, One Community Now, UF Food Nutrition, Sequel Care, Metropolitan Ministries, Feeding Tampa Bay** |

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

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| **Allocation**  | $3000 |
| **Explain how these funds will be used this school year** | These funds will be used for resources and materials for parents: math activities(make and take) to practice with children, reading resource bags with IRLA conference how to’s, power words, Reading A-Z books, reading logs and activities for skill building based on student IRLA data; and STEM Activity bags for practicing the Scientific process and the problem solving/inquiry process. |
| **How are parents involved in deciding this?** | Parent responses and idea sharing is provided through direct communication and conferences, surveys online, and through meetings with PTO, SAC, and Community Partner meetings. |
| **How did you document parent input?** | Survey results, conference notes, and meeting minutes document parent input. |

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.**

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| **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** |
| Meet the Teacher Event-In the Car Loop, new students and K students in building by appointment | Parents meet the teachers, pick up supplies: academic, art and backpacks; sign up for communication through Remind or DoJo | August 20, 20208:30am to 4pm |  |  |  | X | With the proper supplies and school resources our students who attend traditional or MSOL will be prepared for learning. | High impact instruction: preparation and implementation with curriculumCollaborative Culture: Parent Communication, Community resources distributed to families |
| Virtual Open House Event | Communicate expectations with families, Title 1 document shared | September 30, 2020 5:00-6:30 |  |  |  | X | Share academic and behavioral expectations, class procedures, set up times for P/T conferences to share student work and data, review Title 1 parent rights, Superintendent Video | High impact instruction: preparation and implementation with curriculumCollaborative Culture: Parent Communication and share resources, Share Ideas for parents to support students |
| Quarterly Virtual Academic Nights Q2-Science, Q3-Math, Q4-ELA | Communicate with parents on best practices to support their children in Science, ELA and Math | Quarterly Virtual Academic Nights Q2-Science, Q3-Math, Q4-ELA (teams will choose specific night within each quarter. |  |  |  | X | In each academic area and specific to grade level standards, parents will learn what tools and strategies to use to practice and increase proficiency. Students will take home the supplies/ resources needed for each parent academic night presentation. | High impact instruction: preparation and implementation with curriculum and standards practiceCollaborative Culture: Parent Communication and share resources, Share Ideas for parents to support student proficiency at grade level |
| Quarter 4 Summer Academic Tools | To help support the prevention of summer slide, teachers at each grade level will share resources and ideas for students to stay engaged in learning through the summer. | Week of May 17th |  |  |  | X | Parent accessible Tools, websites, math, STEM and ELA activities will be shared with parents as well as the research supporting summer learning activities.  | High impact instruction: preparation and implementation with curriculum for maintenance to slow the loss of learning Collaborative Culture: Parent Communication and share resources, Share Ideas for parents to support students |
| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | Teacher Communication: All teams will provide parents communication through Remind and DoJo. We will also use the planner each night, Tuesday folder once a week, and zoom/phone conference meeting with every parent at least once each quarter documented in EWS. School communication: Weekly connect call Sunday @6pm, monthly newsletter from school and community school, Messages and announcements through school website and face book page, SAC meetings, Community school meetings, phone calls, events calendars and notes home. |
| **How will workshops/events be evaluated?****How will the needs of parents be assessed to plan future events?**  | **Parents will be encouraged to complete an online survey after each event. We will also ask what questions or areas parents need more information in, and what do our parents want to participate in for future events.** |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.**  | **Parents will have information details translated into Spanish and Russian before the event. We will also provide staff who speak Spanish to translate on the Virtual parent events. For our family who speaks Russian, we will request a translator assistance through STRATUS.** |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | **COVID will be a possible barrier for attending at school, but with virtual events having access to internet and a device may be the main barrier, except for our MSOL students who are used to the Zoom meeting format. We will also record sessions so that parents who do not have access can watch at a later time through Facebook or clicking on our school webpage, and still take the parent survey.** |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | **Flexibility will be offered by recording the parent engagement activities so parents can watch at a later time from our Facebook or school web page, and parents will still be encouraged to participate with the survey and by contacting the teacher.** |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?**  | **Provide Flexible time to watch recordings, can reach out to our family engagement staff for links, and access to computer.**  |

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

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

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| **Describe the methods that will be used to ensure meaningful, ongoing communication between home and school** | Teacher Communication: Parent Compact, Meet the Teacher event with Car Loop drive through. Based on parent feedback with recent surveys, all teams will provide parents communication through Remind and DoJo. We will also use the planner each night, Tuesday folder once a week, and zoom/phone conference meeting with every parent at least once each quarter documented in EWS. School communication: Weekly connect call Sunday @6pm, monthly newsletter from school and community school, Messages and announcements through school website and face book page, SAC meetings, Community school meetings, phone calls, events calendars and notes home. |

**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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| **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** |
| SEL, Student Wellness | Reaching out to families to offer resources from or Community Hub. Wellness form is an instrument to ensure our SIT works to support the teacher with identifying the need and then follows through to provide for the family. | Summer Workshop and PLC training | All school staff  | Summer PD and early release days |
| IRLA K-5 and DBQ Grade 2-5 | Communicate with parents to support growth in IRLA and provide skill building activities for parents to use with children at their specific levelDBQ for writing using text and artifact evidence  | Workshop and PLC training | All K-5 Teachers DBQ-Grade 2-5 Teachers | Summer Pd , planning week and PLC trainingOctober follow up training for DBQ |
| NWEA/MAPS:Grade K-3 Math and ELAGrade 4-5: Math, ELA and Science | Communicate student levels, and share areas of growth and support parents with strategies to use at home. | Planning Week training and PLC training  | All K-5 Teachers  | Planning week. PLC’s and training for how to use the data |

**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.**

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| **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** |
| In our Community Hub | Mary Peralta-our Family Involvement Coordinator provided by YFA Funds | Health Resources, Title 1 Info and brochure, Kid Care Insurance, Community Partner Information: Metropolitan Ministries, One Community Now, Sequel Care, Bay Care, WIC, Health Dept., Premier Dental, YMCA, YFA, Tutoring and Enrichment dates, SNAP and other programs, IRLA information, Feeding Tampa Bay dates, How to apply for Free/reduced lunch, Parent tips for helping child with behavior/academic areas |

Principal: \_\_\_Clara Craig \_\_\_\_\_\_ Date: \_\_\_April 28, 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)