

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 is to create a nurturing environment where students actively engage in purposeful curriculum. By using cutting edge technology and research based teaching strategies, we can foster the development of lifelong global learners in collaboration with our school 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: Lee-Anne Yerkey Date: August 1, 2017

**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** | 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, 2016 January 30, 2017  October 24, 2016 February 20, 2017  November 14, 2016 March 13, 2017  December 19, 2016 May 8, 2017 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | May 8, 2017 |

***\*Evidence of the input gathered and how it was/will be used should be available at the school site.***

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?** | Parents and community partners reviewed the current school-home compact during the May SAC meeting. Sections of the compact as well as the parent involvement plan were chunked and studied by several groups of members. Each group shared out a summary of their section and edited each section as a whole group. Consensus was built for the whole document and approved by each member. |
| **Date of parent meeting to develop or revise the compact** | May 8, 2017 |
| **What communication methods will be used between teachers & parents as well as school & parents?** | During the annual open house event, a general Title I meeting was held before parents visit classrooms. Information regarding Title I programs, behavioral expectations, School Improvement Plan and curriculum and academic assessments will be presented. Parents also received information regarding opportunities for involvement, decision-making for their child and home-school communication procedures. Communication includes: Quarterly Academic Newsletters, Student-Parent planners, Grade level behavior management plans, Remind 101 text messages, Class Dojo messages, SES Facebook, SES Twitter, school marquee, event fliers, parent conferences, School-Connect Recorded phone messages, Monthly event refrigerator magnet |
| **Elementary schools are required to hold at least one face-to-face conference with parents. Explain your process?** | At our annual Open House (Back to School Night), each parent has the opportunity to sign up for a conference time. Those that did not sign up, the teachers will send home invitations for fall conferences, as well as spring conferences. Teachers maintain a parent communication log, which will also include face-to-face conferences. When parents request conferences, our teachers accommodate their wishes within 3 days of the request. Administration, Guidance and Instructional Coaches all participate in student conferences with the classroom teachers. |

***\*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.***

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?** | Our annual Title I meeting is held during the opening session of our annual Open House. Administration discusses the Title I program and funding, along with our curriculum and instructional plan. After the general meeting, parents will visit the classrooms and receive specific information regarding curriculum and assessment plans from the teachers. They will also review the school's SuP Plan and sign and discuss the Home and School Compact. Sign in sheets were collected and a packet of the information presented was sent home to parents unable to attend the meeting the following day. Parent compacts that were not signed at Open House will be reviewed during parent conferences throughout the school year. Parents receive an invitation for Open House in their child’s First Day of School packets, a flier is sent home closer to the date of the event, a marquee message displays the event information, event description is placed on Facebook and Twitter and a School Connects message is sent to all families via the automated phone system, School Messenger |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | September 12, 2017  5:30-7:30  In conjunction with the regional schools, our annual open house is planned to be on a date that is different from all regional schools to accommodate families that have multiple students in multiple area schools. |
| **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 a streaming live option of Open House and the Community Wellness Fair will be shown on Facebook. Title I fliers as well as a family welcome letter 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. |

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** |  |
| **Title IV-Homeless** |  |
| **Preschool Programs** | The PreKindergarten Teacher and the Family Service Worker, with the support of the Pasco County School District, will offer prekindergarten students a social and academic curriculum throughout the year. Included in their services will be: parent/student activities, parent trainings, family support through home visits, certified social workers, nurses, psychologists, and family services workers. |
| **IDEA/ ESE** |  |
| **Migrant/Homeless** |  |
| **Other** |  |

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

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| **Minimum allocation** | $28, 498.00 |
| **Explain how these funds will be used this school year** | These funds include the position of the Parent Involvement Assistant, planners for all students and supplies needed for parent workshops throughout the course of the year. |
| **How are parents involved in deciding this?** | Information was gathered at the last SAC meeting in deciding needs for the upcoming school year. A staff survey was also conducted and both methods displayed the need for a full time parent involvement assistant to help with family engagement and activities. |
| **How will you document parent input?** | A mid year parent involvement survey will be conducted (December). Feedback from the interactions with parents will also be documented. |

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.**

* **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/Topic of Event** | | **Tentative**  **Date/Time**  Are they flexible? | **Transportation** | **Meal Refreshments** | **Childcare** | **Translation** | **How will this support learning at home?** |
| **Curriculum Areas** | Mathematics – Eureka curriculum (brand new curriculum) implementation and parent activities  STEM Night – parents have the opportunity to engage with their children in such activities as robotics, engineering, STEM Fair  English Language Arts – Information will be communicated to parents regarding at-home strategies for IRLA, independent reading | Information provided to parents and stakeholders will improve home support and understanding of Florida standards. | | Flexible dates: Each curriculum area will be presented at least once a semester. Eureka math trainings will occur once a quarter due to the newness of the curriculum. |  | x | 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, access to the Digital Bookshelf and coaching tips for parents will be provided as a resource. |
| **Achievement Levels, Expectations and Assessments** | FSA Night - Information regarding Florida standards, ongoing school-based assessments and activities to engage with at home will be provided to parents.  Student Led Conference Night: Students will lead their own conferences, with teacher support, discussing all current data and graphs assessment data with the families. Learning goals will be showcased as well as specific student action plans. | Information provided to parents and stakeholders will improve home support and understanding of Florida standards. | | Student led conferences will take place by the end of October due to PMP status determination. FSA Night will most likely be held in January, before the state testing window begins. |  | 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. |
| **Progress Monitoring** | Quarterly review with SAC of assessment data and school-wide goal setting (included will be all curriculum areas, behavior and attendance). | Accountability and communication of progress related to school-wide academic goal-setting. | | One SAC meeting per school quarter (four total). | x | x |  |  | Accountability and communication of progress related to school-wide academic goal-setting. |
| **Other Activities** | Parent Conference Nights/ Student Led Conference Nights, PTO Meetings, Fall Festival iMoms, All Pro Dads, Community Wellness Fair, Communication/Live feed of Events via social media | Parent engagement and positive communication/relationships with school-based personnel and stakeholders builds a strong community support for students. Connections to surrounding business partners and community resources will be showcased during all of the listed events. | | Monthly |  | x | x | x | Parent engagement and positive communication/relationships with school-based personnel and stakeholders builds a strong community support for students. |
| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | | | 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 quarterly parent newsletters that are sent home via paper copy and available on the school website. Parent conferences occur (at least) every semester and progress is also communicated through progress reports and report cards. Teachers highly encourage parents to come in for parent conferences throughout the year. Parents that are invited to our in-school staffings and/or School Based Intervention Team Meetings are given a multitude of student learning and assessment information. 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. | | | | | | |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | | | 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. Each SAC meeting, parents are always offered the opportunity to discuss programs/initiatives that they want to learn more about. Our SAC needs assessments drive the agendas for each meeting. | | | | | | |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | | | 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. 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. There are at least 7 current staff members that speak Spanish. They are always willing to help our Spanish-Speaking families. | | | | | | |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | | | Offering both morning and evening sessions for parents will allow family members to work around their own schedules (work, daycare, etc.) Prior notice, well in advance, will give the families plenty of time to plan to attend. | | | | | | |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | | | Information presented at parent training sessions can be offered by live feeds of the sessions as well as electronic formats of the documentation. Parents that still request the information and are unable to attend on a specific day, will be invited to meet with any of the instructional coaches and/or administrators for the desired information. | | | | | | |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | | | 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. Two wheelchair-accessible ramps are also located on the campus to assist those in need of visiting the downstairs classrooms. | | | | | | |

***\*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** | During the open house event, a general Title I meeting was held before parents visit classrooms. Information regarding Title I programs, behavioral expectations, School Improvement Plan and curriculum and academic assessments will be presented. Parents also received information regarding opportunities for involvement, decision-making for their child and home-school communication procedures. After the general meeting, parents will visit the classrooms and receive specific information regarding curriculum and assessment plans from the teachers. They will also review the school's SuP Plan and sign and discuss the Home and School Compact. Sign in sheets were collected and a packet of the information presented was sent home to parents unable to attend the meeting the following day. Parent compacts that were not signed at Open House will be reviewed during parent conferences throughout the school year. |

**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** |
| Students Living in Traumatic Situations/ The Harmony Project | Increase parental understanding and environmental influences/traumatic events. | Training during Pre-Planning Week and two meetings per month with district supervisors of the Harmony Project | All staff members | July 31, two Fridays each month: September through May |
| Parent Involvement Staff Training  Partnership with Metropolitan Ministries, One Community Now and Pack A Sack | Increase parental involvement to support student success | Staff meeting | All Staff members  ABC Committee and Parent Involvement Assistant | August 11, 2017 |
| Positive Behavior Support: Check-in/Check-out | Increase positive student behavior resulting in more focused academic learning | Staff Meeting, monthly PBIS Core team meetings | All staff members, selected teachers per grade level, support staff and all instructional coaches and counselor | August 2, 2017  Monthly PBIS Core meetings |

**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** |
| Main lobby in the administration building. | Parent Involvement Assistant: Lorey Tinti and Principal’s Secretary: Janice Montaldi. | SuP at a Glance Document, Title I information for parents, local agencies to support student success, community based sport programs, quarterly academic newsletters, Monthly calendar of Events |

**10. Evaluation of the 2016-2017 Plan:**

**Data Collection Sheet for School Events submitted to Title I. Date of submission: May 30, 2017**

**Compliance items submitted to the Title I office. Date of notice of completion: September 26, 2016**

**N/A – not a Title I school in 2016-2017**

Principal: Lee-Anne Keith Yerkey Date: August 1, 2017

***PFEP’s are due to the Title I office by September 1, 2017.***

***\*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.***

*[[1]](#footnote-1)*

1. *(6/28/17)* [↑](#footnote-ref-1)