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:**

To empower and produce individuals who achieve social and academic skills in the 21st century success, we must:

* establishing high expectations as the norm.
* plan intentionally to create learning environments that are engaging, challenging and relevant.
* promote a growth mindset where individuals believe in themselves, take risks, problem solve and own their learning and actions.
* Foster positive relationships that are built on respect and trust.
* Actively engage parents in their child’s educational decisions.

***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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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**.

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| **Describe the method in which parents were involved** | Input was gathered through the Parent Teacher Organization (PTO), School Advisory Council (SAC), family feedback surveys, annual Open House/Title 1 meeting, as well as other school sponsored activities. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | Joint SAC/PTO Meeting - March 13, 2019 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | March 13, 2019  April 10, 2019  May 8, 2019 |

***\*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?** | The majority of input was gathered through SAC and PTO. They reviewed and approved the Home/School Compact, provided input for Parent and Family Engagement Plan and gave input for our Comprehensive Needs Assessment process. In addition, a parent survey is sent home yearly and feedback is collected at all parent engagement events. |
| **Date of parent meeting to develop or revise the compact** | April 10, 2019 |
| **What communication methods will be used between teachers & parents as well as school & parents?** | A monthly newsletter, school phone calls, website, Facebook, Twitter, student planners and the marquis are used to communicate with all stakeholders. |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | Near the end of quarter 1, teachers plan to schedule parent conferences. Students that are at risk and are not meeting standards are scheduled for PMP conferences. Other parents are encouraged to come in for student data reviews. Some teams schedule an evening conference night to attempt to get more parents in. Other teams just schedule the conferences individually based on teacher/parent needs. |

***\*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 1 meeting is held on our Open House. During this event, the school administration hosts an assembly in the cafeteria at the beginning of the event. During this presentation, the Principal and Assistant Principal explain the definition and significance of being a Title 1 school. Title 1 requirements are shared and opportunities are communicated to engage parents. In the classrooms, teachers share the Home/School Compact and complete that paperwork with parents. Sign-in sheets are maintained. The Media Center is open throughout the event, so that parents can speak directly with Administration and support staff.  Parents are notified about this meeting through: the school newsletter, “Welcome Back to School” paperwork sent home in the BOY folder, save the date flyer, School Messenger and school marquis. |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | Open House is scheduled for August 27. The meeting is planned by Administration, Parent Involvement Coordinator, and Instructional Coaches. The assembly for primary grades is at 5 PM and for intermediate grades at 6 PM in the cafeteria. |
| **How do parents who are not able to attend receive information from the meeting?** | The Title 1 brochure is sent home following the event along with our Parent Engagement Plan overview. Teachers invite parents to complete the Home/School Compact at school. Compacts that are not completed in a conference are sent home by teachers. |
| **How are parents informed of their rights?** | Information is shared at the Annual Title 1 meeting and in the school developed resources that are shared. These resources include the Parent Engagement overview, the District Title 1 brochure and the Home/School Compact. |

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** | An ESOL Instructional Assistant and an ELL Resource Teacher support both students and parents. |
| **Title IV-Homeless** | Students in Transition (SIT) Program coordinates support and resources for families. This year, we will have a person on campus weekly to assist with SIT program and individual student needs. |
| **Preschool Programs** | 2 PreK Head Start classrooms are housed at Marlowe and prepare students with readiness for school. In addition, 2 PreK Varying Exceptionalities classes are available at JMMES for students who qualify for these services. |
| **IDEA/ ESE** | ESE services are provided for students in PreK-5 based on eligibility and IEP goals. |
| **Migrant/Homeless** | Students in Transition (SIT) Program coordinates support and resources for families. |
| **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** | $2220.00 |
| **Explain how these funds will be used this school year** | Family Academies are planned and provided by all school teams. Events will be flexibly planned to encourage participation. A partial allocation of a Parent Involvement Coordinator is purchased to support Parent Involvement and Business Partnerships. Extra funds are encumbered to support parents and students with resources to enhance their children’s education. |
| **How are parents involved in deciding this?** | SAC and PTO provide input on these decisions. |
| **How will you document parent input?** | Minutes are taken at both meeting forums. |

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** | Family Academies will be held by all instructional teams. | The focus of these family engagement activities is to teach parents about the standards along with instructional strategies. | | Teams will schedule the events throughout the year. Events will be planned before, after and during school based on team preference and needs of families. |  | X | X | X | These sessions give parents knowledge about what their children are learning about and strategies to support learning at home. Resources are provided to families, including take-home books, manipulatives, and personal items (clothing, toiletries, school supplies, etc.) through Marley Mart. |
| **Achievement Levels, Expectations and Assessments** | Family Academies, 3rd Grade FSA Night, Data Conferences and STEM Fair Make and Takes. | The focus of these sessions is to help parents understand expectations for state and district assessments and curriculum. Parents will get information on IRLA, FSA, Writing Rubrics, Eureka Math and Standards. In addition, parents will gain insight on their own child’s performance in all content areas. | | Teams will schedule the events throughout the year. Events will be planned before, after and during school based on team preference and needs of families. |  | X | X | X | Parents will have a better understanding of curriculum expectations and know how to better support their children. Their understanding of assessments and monitoring tools will help them better know how their children are performing in school. | |
| **Progress Monitoring** | Parent Teacher Conferences, Data Conferences | The focus of these meetings is to share student data and establish interventions/support with parents. | | Meetings are coordinated with parents based on teacher/family needs. |  |  | X | X | Parents will know how their students are doing academically. They will play an integral role in developing and supporting student learning and interventions. |
| **Other Activities** |  |  | |  |  |  |  |  |  |
| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | | | A student planner is used in all classrooms to report assignments and provide a two-way communication forum. The district reporting system allows parents and teachers to request conferences and give parents communication on their children’s academic progress every 6 weeks. Teachers use Class Dojo, Remind, and other electronic communication tools for connecting with parents. | | | | | | |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | | | Parent Surveys are available at all events. Parents are encouraged to complete them prior to leaving. PTO and SAC is also asked for feedback on their participation. Annual Parent Survey is distributed yearly. | | | | | | |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | | | ELL Resource Teacher and ESOL teachers are bilingual and support translation and communication with Spanish speaking families. Other languages are supported through interpreter services offered/supported by the District. | | | | | | |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | | | Transportation, scheduling, childcare and time. | | | | | | |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | | | Some events are provided in the morning so parents can attend at arrival with or without students. Other events are scheduled in the evening at 6 so parents who have children in childcare can attend when they pick up their children. A few events are scheduled during the school day. Event times vary to encourage diverse groups. | | | | | | |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | | | This is handled on an individual basis. In cases where we are aware of specific needs, we have offered to pick up families and drop them off. We have also supported families with bus or taxi fares if a significant need is noted. Funding in these events is covered through ABC (Assist, Believe and Care). | | | | | | |

***\*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** | The student planner is available to all students and is encouraged for ongoing communication. Data Binders are implemented and used during parent conferences. Many teachers communicate via email and text. Staff emails are available on the website. |

**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** |
| Parent Engagement and Title 1 Overview | Builds staff capacity in Title 1 expectations in regard to Parent Involvement. Helps substantiate the importance of this engagement. | Staff Meetings and PD sessions with staff | All Staff | • Planning Week Staff Meeting  • Monthly Staff 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** |
| Media Center and Marley Mart | Parent Involvement Coordinator | Educational resources to reinforce academic skills, games, books, school supplies and basic clothing/hygiene supplies. |

**10. Evaluation of the 2018-19 Parent and Family Engagement 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 2017-18**

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***PFEP’s are due to the Title I office by September 1, 2019.***

***\*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.***