

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:**

Woodland Elementary School believes in engaging all stakeholders in the community for the betterment of students.

***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**.

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| **Describe the method in which parents were involved** | Parents were asked to complete surveys with feeback on our school-home compact, parent and family engagement plan and comprehensive needs assessment. They were invited using a Parent SMORE Newsletter, school email, and teachers sent out the links for parents to complete the survey. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | April 9, 2021 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | April 9, 2021 |

***\*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?** | Parents were asked to complete surveys with feeback on our school-home compact, parent and family engagement plan and comprehensive needs assessment. They were invited using a Parent SMORE Newsletter, school email, and teachers sent out the links for parents to complete the survey. |
| **Date of parent meeting to develop or revise the compact** | April 9, 2021 |
| **What communication methods will be used between teachers & parents as well as school & parents?** | Teachers sent home compacts in the Wednesday folder and were asked to return them to school signed. |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | Teachers zoomed with parents this year for parent conferences or had phone conferences. |

***\*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?** | The meeting included information on the school’s participation in Title I, the requirements of Title I, parent’s rights to be involved, curriculum being used, academic assessments being used to measure student progress and opportunities for parents to provide input on their child’s education |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | August 24, 2021  5:30-6:30pm  We will advertise this meeting using our marquee, social media, newsletter, and connect call. |
| **How do parents who are not able to attend receive information from the meeting?** | Parents can request minutes from the meeting or ask for notes that were displayed to the parents. |
| **How are parents informed of their rights?** | Parents Right to Know is included in the Annual Title I Meeting Powtoon as well as the Annual Title I letter sent home at the beginning of the 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, Esol Resource Teacher, District ESOL Parent and Family Engagement Teacher |
| **Title IX-Homeless** | Student in Transition Teachers, Social Workers |
| **Preschool Programs** | Head Start, Early Head Start |
| **IDEA/ ESE** | ESE Support Facilitators |
| **Migrant** |  |
| **Other** |  |

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** | $3,000 |
| **Explain how these funds will be used this school year** | To purchase materials for our family nights. |
| **How are parents involved in deciding this?** | Parent and teacher survey to give feedback on previous parent nights and traditions. |
| **How did you document parent input?** | Survery results |

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 Families** | | | | | | | | |
| SuP goals | Title/Description of Strategy | How will this impact student achievement? | When will this occur? | When applicable, indicate the services you will provide to families. | | | | How will this support learning at home? |
| Transportation | Meal | Childcare | Translation |
| 1. | Open House/Title I Meeting | Parents understand home/school connections | 8/24/21 |  | X |  | X | Engage parents in the educational process for their child |
| Communicate expectations |  |  |  |  |  |  |  |
| 2. | Parent Night | Parents learn how to help students with needs | 9/9/21 |  |  |  | x | Parents learn to support their children |
| Understanding Students Devlopmental Needs |  |  |  |  |  |  |  |
| 3. | Data Meeting | Parents learn about data collected at school | 9/28/21 |  |  |  | x | Parents learn about expectations for their children |
| Student Goal setting and understand FSA |  |  |  |  |  |  |  |
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| 4. | STEM Night | Science data will improve | 10/20/21 |  | X |  | X | Parents will learn how engage their students with new learning |
|  | Students engage in learning using STEM materials |  |  |  |  |  |  |  |
| 5. | Math Night |  | 11/16/21 |  |  |  |  | Parents learn about activities they can do with their children at home or at Publix |
|  | Students learn about applying mathematical concepts in real world application |  |  |  |  |  |  |  |
| 6. | Winter Wonderland |  | 12/8/21 |  | X |  |  | Parents learn about activities they can do at home to improve learning |
|  | Students learn how to apply related arts to standards |  |  |  |  |  |  |  |
| 7. | Community Night |  | 1/20/22 |  |  |  | X | Parents learn about community resources |
|  | Students and Parents learn about community resources |  |  |  |  |  |  |  |
| 8. | Family Dance |  | 2/11/21 |  |  |  |  | Parents learn about standards related to Dance |
|  | Students relate learning from PE and Music |  |  |  |  |  |  |  |
| 9. | Parent Night  Understanding Trauma |  | 3/3/21 |  | X |  | X | Parents learn about student emotional needs |
| 10. | Art, Music, and PE Extravaganza |  | 4/6/21 |  |  |  | X |  |
| Students Learn about how to apply standards based instruction while participating in related arts events |  |  |  |  |  |  | Parents learn about special area teachers standards |

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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | During the title I meeting, parents are provided knowledge about the curriculum and assessments. Teachers conference with parents about progress monitoring and student student growth. |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | **Parent Surveys** |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | **Translation equipment/boxes** |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | **Recording events to be shared with families.** |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | **We are offering a variety of dates and times for family events.** |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | **Before events, parents can notify the school of any special needs.** |

***\*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** | **Monthly Newsletter**  **School Messenger calls**  **Notes**  **Emails**  **School Marquee**  **School Website**  **Monthly Family events**  **Open House**  **Registration Day**  **Title I Meeting**  **SAC Meetings**  **PTA Meetings and events**  **Activity calendar on school website**  **Classroom Communication** |

**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** |
| School Volunteers | Staff will learn ways to engage volunteers in the classroom. | Presenter | Woodland Staff | August |
| PBIS Rewards Application | Engage staff in finding meaningful and useful ways to communicate with families using the PBIS Rewards application | Presenter | Woodland Staff | August |
| Trauma Informed Care Modules | Staff will understand how to work with students who have been through trauman | Presenter/Module | Woodland Staff | August/September |

**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** |
| Front Office  Title I Binder  Beginning of the Year Folders  School Website | Administration  LDC  Front Office Staff | Homework Helper  School Policies and Procedures in student planner |

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

***Drafts of PFEP’s are due to Title I Crate by April 14th, 2021.***

***\*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)