

### Woodland Elementary School

Each Title I school shall jointly develop with pare nts and fami|y me mbers pf participating children, a writte n plan that shall describe how the school will carry out the requirements mentioned below. Pare nts 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 pare n\s periodically to meet the changing needs of pare nts and the school.

School’s vision for engaging familles:

Building Excellence Together

*What is Required:*

Assurances: We will:

nvolve an adequate representation of pare nts, or establish a pare nt advisory board to represent familie s, in developing and evaluating the "School Parent and Fami]y Engagement Plan" that describes how the school will carry out its required family engageme Int 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,

’lnvolve pare nts in the planning, review, and improvement of the Title I program,

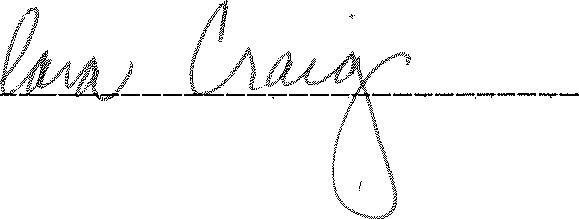
Develop a school-pare nt compact that outlines how pare nts, stude nts, and school staff will share the responsibility for improving student achieve me nt, and describes how parents and te achers will communicate.

Offer assistance to parents in understanding the e ducation system and the state standards, and how to support their children’s achie veme nt.

Provide iriate rials and training to help parents support their child’s Iearning at home. Educate teachers and other school staff, including school leaders, on how to engage families e ffectively.

Coordinate with other federal and state programs, including preschool programs.

ovide information in a format and language pare nts can understand, and offer information in other languages as feasib|e.



Principal:



## Woodland Elementary School 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 | All parents were invited to the February School Advisory Committee (SAC) committee meeting on February t4'^, 2024. Parents were invited through the parent call and emai| sent weekjy to all families. Feedback was given in the form of conversation and feedback was then taken and corrected. Once feedback was received, edits were made and the SAC team approved the p]an in the March SAC meeting. |
| Date of meeting to gather  parent input for Comprehensive Needs Assessment | February 14\*‘, 202d |
| Date of meeting to gather  parent Input for this Title I Parent and Family Engagement Plan | February 14'!', 2024 |

*'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 compacts | Response should include:  -How ALL parents were invited  -How the 23-24 Compact was distributed to parents to give feedback on  -How feedback was given  -how Feedback was documented |
| Date of parent meeting to develop or revise  the co»pact | February 14", 2024 |
| What communication methods will be used between teachers & parents as well as  school & parents? | MyS tudent Comm unication, phone calls, emails, school messenger weekly calls |
| Elementary schools are required to hold at  least one face to face conference with parents. Explain your process? | Ouring our open house, parents will be e Jcouraged to sign up for a parent conference. If parent s  do not attend open IJous e, teachers wlll reach out to the parents to schedule conferences. |

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*’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 meeti ng will inch de information on the school’S participation in Tit|e 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 | September 10", 4:30- 6:30 |
| How do parents who  are not able to attend recelve Information from the meeting? | We wit! record the inform ation and share wIth fainilies in a newsle tter. |
| How are parents  informed of their rights? | Parents Right to Know is included in the Annual Tit|e| Mee ting Powtoon as well as the Annual Title I letter that w ill Le  sent home aI the beginning of the year |

1. Ide ntify 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 | agement Teacher |
| Title IX -Homeless | Student in Transition Teachers, SIT Liaison, Social Workers |
| Preschool Programs | Head Start, Early Head Start |
| IDEA/ ESE | ESE Sup;›ort Facilitators, ESE lA’s |
| Migrant | Ex: Migrant Social Worker, Migrant IA’S, Migrant Resource Teacher |
| 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 | Supp!ies, food, printing, and stipend hours; $4000 |
| Explain how these f\i\*1ds will be  used this school year | We will provide food, beverage, and treats for parent/ family engagement nights, We will also be hosting  conference nighrs a Id provide treats dt ring this time. Supplies wi|| also be far lTjake and take maSerials for families to support their learners at home. Money will also be used For printing title I compact s, parent com munication, and envelopes. Lastly, money will be used to provide stipend pay for teachers to most parent/family nights and conference nights. |

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| How are parents involved in  decidlng thls? | Input was gatleered from parent in the form of surveys and through SAC meeting. |
| How did you document parent | u F\/e y$ |

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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 *andf 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 Caoacity 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? |
| § | Refreshments | Chi+l 4care |  |
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| 1. High Impact Instruction: Staff will engage in Professional Learning  Communities centered around the B.E.3.T.  Standards in ELA and Math in order to provide high quality  instruction in Tier  1. | Title 1 meeting/open House Winter Wonderland, SAC, Winter Concert, Veteran’s Day Breakfast and Parade, Field Day K-S, Curriculum Nights, Science/STEM Fair, NEHS Induction, Extended School  Day, Parent Meetings, School Advisory Committee (SAC), Pasco Speaks. | Communication with parent about student academic progress in line with grade level expectations, will give the parents a chance to learn and apply how to support their child at home through resources, including time online with Lexia and Zearn academic programs, and through the daily parent communication with the PBIS app. When parents and school staff have a solid system for communication, the  student may try to do their best, especially if receiving academic and behavior support from home. Allowing parents to monitor student progress over the course of the year with the student means that goals are being set as  students actively | Each grade level will plan and implement events at least  1-2 times per school year, ensuring that events are spread out for each quarter, and with a mix of day or after school opportunities.  Schoolwide events wilt be held each quarter. |  |  |  |  | Great opportun rry to inform  our parents about Tttle 1, and to gather specific  fee dback from pare nts with surveys(both paper and online) which will be  provide d at each event. SAC partied pation with all  stake holders will allow our school to not only communicate our goals, most curre nt stude nt data and share school and district initiatives, but to give  pare nts a voice in making deci sions that will affect our school and community: Social Studi es Text book adoption, review of school reso urces and programs, spending *The* 1 £-unds, revising home scfi ool  com pact/CNA and DUP, and suggestions for parent and community invol vement events.  Our academic nights wili be engaging aS the paren6 learn the grade Ieven expectations for their child, and  in formation and resources wilI be provided far home support. Also communieted wil T be how their child is progressing acade mically and socially, PMP requireme nt information andstate testing policy including retention info rmation. |

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|  |  | monitor their own progress. When completing tasks/project to be shared at parent events, students understand how important it is to do their very best to show their learning. |  |  |  |  |  | Fun activities such as fieId  day, fieId trips and character parade will give parents the opportunity to volunteer and support our school community.  Our Veterans Day Breakfast, National Elementary Honor Society and Community Leadership Council with give our schoo{ and stude nts a chance to serve our parents and community members. |
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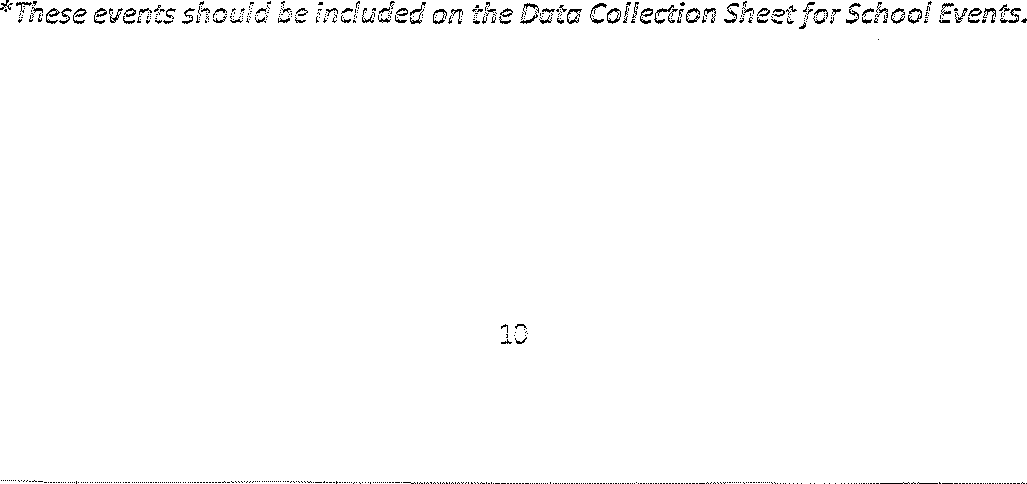
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| 2. Data Driven Decisions: Staff will analyze data, action plan, and monitor student growth in order  to engage in  the problem-  so|ving process  TO iT|DFOV e  student achievement in academic and behavioral supports. | Title 1 meeting/0 pen House Winter Wonderla nd, SAC, Winter Concert, Veteran’s Oay Breakfast and Parade, Field Day K-5, Curriculum Nights, Science/STEM Fair, NEHS Induction, Extended School  Day, Parent Meetings, School Advisory Committee (SAC), Pasco Speaks. | Communication with parents on academic levels and behavior. Parents will be aware of inte rventions or enrichments as well as the progress monitoring results data. Parents will learn what strategies to use at home with their child. | Teams will plan for parent conferences to meet the nee ds of the parents. Afterschool or during their planning time during the school day. At least one parent conference per semester. |  |  |  |  | When parents meet with teachers for a conference, suggestions of activities along with the needed resources will be provided for parents to use with their chi]d at home.  Parents will have the opportunity to ask questions and be given communication of progress through the PBIS App and sharing of assessment data. |
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| 3. Collaborative | Introduction to | Parents understand | August |  |  |  |  | Parent will be  welcome to participate as much as they are comfortable participating in our school parent opportunities each month. Feedback will include what barriers may be in place to limit participation.  Throught he PBIS app and Weekly calls and emails, parents will know what is happening each week at Woodland, and how they can get involved. |
| Culture: Develop | Woodland/Title I Meeting | home/school |  |  |
| and sustaina  culture of  CO FFI|DOSSIO N  and collective  responsibility. | Title 1 meeting/open House Winter Wonderla nd, SAC, Winter Concert, Veteran’s Day Breakfast and Parade, Field Day K-5, Curriculum Nights, | connections.  Throughout the year parents will be surveyed for feedback and  suggestions pertaining | AC USt | X |
|  | Science/STEM Fair, NEHS | to parent events, usage |  |  |
|  | Induction, Extended School  Day, Parent Meetings, School Advisory Committee (SAC), | of Title 1 funds, and  ways to have better |  |  |
|  | Pasco Speaks. | communication. |  |  |
|  |  | Parents can connect and |  |  |
|  |  | communicate through |  |  |
|  |  | the PBIS App. This app |  |  |
|  |  | will allow for each |  |  |
|  |  | parent to progress |  |  |
|  |  | monitor their child in |  |  |
|  |  | the 3 school wide |  |  |
|  |  | expectations as well as |  |  |
|  |  | have access to specific |  |  |
|  |  | teacher feedback(2-way |  |  |
|  |  | communication) |  |  |
| Other. |  |  |  |  |  |  |  |  |
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| Explain how parents are provided **infoFmWi•^** regarding the curriculum, achievement leveIs, progress monitoring and assessments. | Parents are provided with this inform ation during our annual Title 1 meeting. They also receive this inform ation in a brochure that we send home with all students. |
| How will workshops/events be evaluated?  How w'll the needs of parens be assessed to pW future events? | We will use parent surveys alter workshops/ events to gain feedback and reflect on how we can improve. |
| Describe how the needs of parents/families whO speak a language other than English will be met at workshops/eve no | We will work to provide ESOL support to families during parent events. We will Utilize phone transIation services to support  parent conferences. |
| What are the barriers for parents to attend  worlcshops/events and how do you overcome | Feedback from parents' state that times are a barrier of events, we are continuously trying to offer different times to reach  t m ¡{i $  a e |
| H Ow are flex+ble dates and times for meetings,  events *andj/or* worfofiops oftered\* (Cive  examples) | We offer our families different dates and times, especially for parent conferences to allow it to work for their schedute. |
| How are the needs of parents with disabilities accommodated to ensure they have access to  meetings. workshops, and/or events? | We provide accom modations that are needed for parents to be able to access the content and attend the meetings. |



## Woodland Elementary School

1. utilize strategies to ensure meaningful Communication

We wiI| offer many modalities of communication: phone calls, teyts, em ails,

school website, social media, communication folder, and parent conferences.

Oescribe the methods that will be used to ensure

meaningful, ongoing communication between home and school

1. 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 pare nt engagement in increasing student achievement. Indicate below if you are choosing to participate in the Scholastic provided PD, or the district micro-PO video option, or a combination of both. Explain your plan for this school year.

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| --- | --- | --- | --- | --- |
| Topic/Title | How does this help staff build  school/pare nt relationships? | Format for Implementation: workshop, book study, presenter, etc. | Who is the audience? | Tentative Date/Time |
| Scflolastic PD  Communication Practices that Engage Family as a Learning Partner  EngagiiJg Families in  Data Conversations | This professional development will i ncre ase staffs knowledge and support them in building partnerships with parents. | *P* resente r | AII school staff | Octobe r 15“  Fehruary 26th |
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1. 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 monitorin\_g and updating Resource Center/Area | List a sampling of materials made available in the Resource Center/Area |
| FFOLit Office | Admi nistration, fron t office te am, paren t invol vemen t coordinat or, and Title 1 coordiiJat or | Titl e 1 compacIs, PREP, parent even t llyers |



# Woodland Elementary School

## Principal:

Date:

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*Drafts of PFEP’s are due In Title I* Crate Gy *Apri/ 15", 2024.*



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*•CopIes shoutd be placed or the school website as* well *as tn the Vtte I Eamtly and* Community *Btndertn tlir.*/root oJice/or parent *and community actess. lnJormatton regarding where the plon may be ntcessed shoutc1t›e communicated to parents and ttte community.*

*“A ”Family friendly’version of tLils plan should* J›e *illstrlhuted to families and upI‹›oded ta Title I C.rute.*



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