

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:**

RBCES families, community and staff will work together to create a safe and connected learning environment that fosters high expectations to increase student achievement.

***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** | An annual paper survey was sent home to all parents and collected. In addition, we posted a digital copy on our website and Facebook page. The data was gathered and used to develop the PFEP for 2019-2020. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | We did a focus group on February 15, 2019 to gather input on the comprehensive needs assessment. |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | We invited parents to attend the SAC meeting on March 15, 2019 to provide feedback on the PFEP for 2018-2019. We invited parents to attend the SAC meeting on April 12, 2019 to provide feedback on the draft PFEP for 2019-2020. |

***\*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?** | A draft compact was provided to group of parents and a digital feedback form was provided on Facebook and our website for input. |
| **Date of parent meeting to develop or revise the compact** | April 12, 2019 |
| **What communication methods will be used between teachers & parents as well as school & parents?** | 1. A school-home folder will be sent home weekly on Wednesday containing any school-wide information and notifications. 2. Student planner books will be used K-5 to provide daily written communication between teacher and home. 3. School calls every other Sunday communicating important information and upcoming events. 4. Facebook and our school website will have important information and upcoming events. 5. Remind App will be used to connect families with events and student progress. |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | Parent conferences will be held in quarter one and three offering parents evening hours for flexibility of availability. During this time discussions occur about academic success/needs, work habits and social/emotional needs if applicable. Progress monitoring plans (PMP) will be discussed if applicable. |

***\*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?** | 1. What is Title 1 and funding 2. Title 1 funds for current school year 3. School Success Plan 4. PBIS 5. PMP status   Parents will be notified at registration regarding the open house date. A parent call and flyers will go home. |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | August 27, 2019 6:00-7:00  Gather input from leadership team on an effective way to communicate information. |
| **How do parents who are not able to attend receive information from the meeting?** | Information will be available on our website. |
| **How are parents informed of their rights?** | Parents are informed of their rights through our Annual Title One Meeting, information shared on our website and during our School Advisory Council Meetings held monthly. Also, a Title One Brochure will be sent home at the onset of the year in our Wednesday School-Family communication folders. |

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 coach, ESOL instructional assistant |
| **Title IV-Homeless** | Students in transition, ABC funds |
| **Preschool Programs** | Varying exceptionalities unit, Head start, Early Head start, |
| **IDEA/ ESE** |  |
| **Migrant/Homeless** | Migrant instructional assistant, Migrant social worker, Students in transition, ABC funds |
| **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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| **Minimum allocation** | $ |
| **Explain how these funds will be used this school year** | We will host two parent conference nights in which parents will be given an opportunity to create take home materials in order to support their children outside the school day. |
| **How are parents involved in deciding this?** | Spring parent survey, input gather at March SAC meeting |
| **How will you document parent input?** | Spring parent survey, SAC meeting notes, parent comments written on posters |

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** | Reading Night  Math/Science Night  MOSI night <https://www.mosi.org/groups/>  Open House/ Title One | IRLA/FSA information  Will equip parents to help their children at home and emphasize the importance of doing their best. | | September  January  December |  | X |  | X | Parents will understand the expectations of the standards and have ideas of how to help. |
| **Achievement Levels, Expectations and Assessments** | Back to School Bash  Registration/Meet the teacher  Pastries with Parents | Communicating expectations, modes of communication between school and family, | | July  August  April |  | X |  | X | Parents will be informed of how their child’s instructional day is organized and ways they can partner with the school. |
| **Progress Monitoring** | Parent Conference nights | Partnering with parents and empowering them to be informed of their child’s progress. | | September  January |  | X |  | x | Parents will be informed of their child’s progress and how they can help at home. |
| **Other Activities**  Celebrating diversity | Fall festival-Hispanic heritage  Family Friendship Dance-African American heritage | Students celebrating cultures and sharing learning | | October  February |  | X |  | X |  |
| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | | | Remind Communication  School website  School Facebook account  Parent conferences  Face to Face workshops  Progress reports and report cards through online access in mystudent  EWS student data sheets  Achievement level data scored on FSA mailed to parents  WIDA proficiency levels mailed to parents | | | | | | |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | | | Participants survey or feedback charts are utilized at each event  Comments will be analyzed by school leadership team and SAC | | | | | | |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | | | Translator will be available | | | | | | |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | | | Information is shared electronically as well as in person. | | | | | | |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | | | Assistance such as ramps, interpreters, ect provided for families with disabilities | | | | | | |

***\*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** | 1. A school-home folder will be sent home weekly on Wednesday containing any school-wide information and notifications. 2. Student planner books will be used K-5 to provide daily written communication between teacher and home. 3. School calls every other Sunday communicating important information and upcoming events. 4. Facebook and our school website will have important information and upcoming events. 5. Remind App will be used to connect families with events and student progress. 6. Staff emails will be posted on school 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** |
| Trauma informed care training with conscious discipline | Staff will be trained on identifying student and adult brain state based on behaviors and then determine best way to respond based on persons need. | Summer PD and monthly ongoing PD from August- May | Full staff | 2nd Wednesday Monthly |
| Parent communication | Staff will be expected to maintain communication with parents using Remind, planners, weekly school-family communication folder, two parent conferences, emails and phone calls as needed. | Expectations will be communicated and supported by school leadership team. | Instructional staff | Ongoing |
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**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 | Shared responsibility of secretary, ELL Coach, Support Facilitator, Academic Coaches |  |

**10. Evaluation of the 2018-2019 Plan:**

**Data Collection Sheet for School Events submitted to Title I. Date of submission: April 2019**

**Compliance items submitted to the Title I office. Date of notice of completion: April 2019**

**N/A – not a Title I school in 2018-2019**

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

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1. *(3/13/17)* [↑](#footnote-ref-1)