

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:**

***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 and Title I Schoolwide plans with an adequate representation of parents**.

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| **Describe the method in which parents were involved** | **All families, pre-k through 5th grade were sent an invite home with their child to attend an in-person parent and family input meeting.  In addition, invites were posted on Facebook to further promote our input event. It was also included in the Sunday Message and email that goes out to all families.**    **Feedback was given in person by parents at our February SAC meeting. For parents who could not attend in person we sent a QR code to gather input online through the survey provided.**  **The 24-25 PFEP was provided to parents at the input meeting and is on our school website.**  **Feedback from the online responses were gathered, printed and shared with the administration.  Feedback that was collected through in person meetings were documented on meeting notes.** |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | **February 12th SAC meeting** |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | **February 12, 2025** |

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?** | **We reviewed this document at our parent input meeting on 2/12/25 to get feedback on changes that can be made.**    **The 2024-2025 compact was distributed to parents during the in-person meeting and chatted about in small groups and discussed at our SAC meeting on 2/12/25.  Parent comments were collected on the notes form collected during the input meeting** |
| **Date of parent meeting to develop or revise the compact** | **2/12/25** |
| **What communication methods will be used between teachers & parents as well as school & parents?** | **Communication methods between teachers and parents will be through email(Parent portal), written communication and phone.**    **Communication between school and parents will be, weekly Connect Ed call and email, school website, Facebook, Twitter, written communications in take home communication folder, and phone.** |
| **Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?** | **Our families will have opportunities to discuss the compact at meet the teacher day with our administration in a signing room. In addition, families will discuss the compact during conferences and we will discuss the compact during our dinner at data nights 3 times per year.** |

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 information provided at the meeting will be information about our school’s participation in title I, requirements of title I, parent’s rights, information about our district curriculum pieces, information around our authentic learning units, academic assessments such as FAST and classroom-based assessments.**    **Parents are notified of the meeting through family calendar, social media, connect ed call and email, class and through written communication sent home with students in take home folders** |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | **Wednesday September 10th 2025**  **Parent/child friendly documents will be created to share with families and copies will be made to handout at Annual Title I Meeting/Open House.  Copies will be uploaded to our school website for easy access** |
| **How do parents who are not able to attend receive information from the meeting?** | **Parents who are unable to attend the meeting can access materials on our school website and family binder in front office** |
| **How are parents informed of their rights?** | **Annual title I letter given to parents at open house, talked about by administration and provided on our website** |

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’s** |
| **Title IX-Homeless** | **Student in Transition Teachers, SIT Liaison, Social Workers** |
| **Preschool Programs** | **N/A** |
| **IDEA/ ESE** | **FDLERS, ESE Support Facilitators, ESE IA’s** |
| **Migrant** | **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** | $4,000 |
| **Explain how these funds will be used this school year** | **Funds will be used to purchase materials for academic family engagement nights, and provide stipends to teachers for attending events** |
| **How are parents involved in deciding this?** | **Parent input was gathered at our input meeting on 2/12/2025 and through our input survey.** |
| **How did you document parent input?** | **Parent input was documented on meeting minutes and online survey 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** | | | | | | | | |
| SIP 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 | Light Refreshments | Childcare | Translation |
| **ELA Goal: By May of 2026, 60% of K – 5 students will be proficient in reading, as measured by PM 3.** | **Family academies centered around reading and literacy instruction. Teach families how to assess, practice and coach around reading fluency. “Ignite Literary Night” family academy around the 5 areas of reading and “Masterpiece Makers” event which will be a writing and art fusion event** | **Parents will learn about powerful ways to encourage and support literacy at home as well as learn about what true literacy means. Parents will be trained to be “at home” reading coaches** | **Evening Event in September** |  | **X** | **X** | **X** | **Parents will better understand what it means to be a reader and will learn some key ways they can help their child at home further their literacy skills. Parents will also receive resources to help.** |
| **Math Goal: By May of 2026, 55% of K-5 students will be proficient in math, as measured by PM 3.** | **Family academies centered around math instruction and support. “Blast Off” With math and science night will energize families around the topic of mathematics. Families will receive valuable information about grade level standards and skills students need to acquire and master before end of year.** | **Parents will better understand the expectations for grade level mastery** | **Evening Event in November** |  | **X** | **X** | **X** | **Parents can see the need for fluency building, math homework and engaging students in mathematics in all they do. Parents can learn about ways they can get their child help with math using district core resources.** |
| **Engagement Goal: Student engagement will improve by 10%, as measured by On-Track for discipline (currently 97%) and attendance (currently 32%) in the Early Warning System.** | **Powerful Parenting Podcast- Develop a bi-weekly podcast for parents and caregivers to listen to that gives them suggestions, hints, strategies around student behavior and habits of mind.** | **Provide parents with tools they can use to help students develop strong habits and good decision-making skills so they can avoid making poor choices that get them into negative situations** | **Bi-weekly to monthly through our Facebook Page** | **N/A** | **N/A** | **N/A** | **N/A** | **Parent education** |
| **Resiliency Florida resources- provide paper resources from state site and create parent videos to post to school Facebook page** | **Provide families with resources around the monthly resiliency traits outlined on the school schedule for student of the month** | **Take home folders, Facebook** | **N/A** | **N/A** | **N/A** | **N/A** | **Parent education** |
| Other: | **Various Academic breakfasts around math, reading and writing** | **Provide families with information and strategies they can use to increase student achievement** |  |  | **X** | **X** | **X** | **Build parent capacity for at home learning** |
| **Data & Dinner Nights around PM 2 and PM 3 data** | **Provide families with information about FAST assessment, progress monitoring data and other student progress such as Star CMB** | **After PM 1 in September After PM2 in January and After PM 3 in May** |  | **X** | **X** | **X** | **Parents will be informed of student progress, be provided resources, and develop action plans to help students improve.** |

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| August | September | October |
| 8/9 Back to school picnic | 9/10 Open House  9/24 Ignite literacy Family Academy K-5 6-7:30pm | 10/1 Pancakes & Pages Reading Breakfast 8:15-8:55  10/8 Glow Dance 6-7:30  10/22 Family STEM Showcase info Night 6:00-7:00  10/29 Trunk-or-Treat 5:30-7:00 |
| November | December | January |
| 11/11 Veteran’s Day Breakfast 8:15-8:55  11/12 Blast off with Math & Science Family Academy 6-7:30 pm  11/19 3-5 Musical (Wagner) | 12/3 Numbers & Nibbles Math Breakfast 8:15-8:55  Holiday Hoopla 12/10 5:30-7:30 | STEAM-A-PALOOZA (school choice window) 1/14 5:30-7:30  1/21 Data & Dinner PM2 6-7:30pm |
| February | March | April |
| Smoothies and Science Breakfast 8:15-8:55  2/12 Sweetheart Dance 6-7:30 | 3/6 Bingo Night 5:30-7:30  3/27 Field Day During the day | 4/15 Autism awareness night- family event – Fundraiser during the whole month  4/30 Spring Art/Music Festival  Masterpiece makers writing/Art night 6-7:30 |
| May |  |  |
| 5/27 Moving up Marlowe PM 3 data Night 6-7:30 |  |  |

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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments** | **Parents will be provided with information at the following events.**   1. **Annual Title I meeting** 2. **Data and Dinner Nights** 3. **Academic Family Nights** **& Breakfasts** |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | * **Feedback Surveys: Distribute surveys at the end of each workshop/event to gather insights on what parents found valuable, areas for improvement, and additional topics they’d like covered.** * **Attendance Analysis: Monitor attendance rates to gauge interest and identify patterns or preferences.** * **Observation & Notes: Record observations during the event to assess participation, engagement, and overall response from attendees.** |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | * **Translation Services: Offer live interpretation during the workshops** * **Translated Materials: Provide all event-related materials, such as invitations, handouts, presentations, and surveys, in the preferred languages of the participants.** * **Bilingual Staff or Volunteers: Engage bilingual staff members or volunteers to assist with communication during the events and help bridge language gaps.** |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | * **Scheduling Conflicts: Events may clash with work hours or family responsibilities. This barrier can be overcome by** **offering workshops at various times, including evenings, mornings or weekends, to accommodate diverse schedules.** * **Transportation Challenges: Some parents might lack reliable transportation to attend.** * **Childcare Needs: Parents may not have a safe place for their children during the event. This barrier can be overcome by offering supervised childcare during events to relieve parents of this concern, can be accomplished through high school volunteers and staff** * **Language Barriers: Non-English-speaking families may struggle to understand or engage. This barrier can be overcome by** p**roviding interpretation services and translate materials for non-English-speaking families.** * **Lack of Awareness: Parents might not receive clear information or reminders about the events. This barrier could be overcome by using multiple communication channels—emails, texts, flyers—to ensure parents know the event details.** |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | **Multiple Sessions: Organize the same event at different times or days to accommodate varying schedules.**   * ***Example*: Host a parenting workshop on both a Wednesday evening and Saturday morning.**   **Choose times outside traditional working hours.**   * ***Example*: Schedule a parent-teacher conference on a Friday evening or a community fair on Sunday afternoon.**   **Assess preferred times through feedback from families.**   * ***Example*: Ask parents in advance whether they prefer weekday mornings or evening sessions, and adjust accordingly.**   **Rolling or Open Format: Create events with drop-in opportunities.**   * ***Example*: Set up an open house-style workshop where parents can join anytime between 4 PM and 8 PM.** |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | **Flexible Formats: Offer multiple ways to participate, such as virtual attendance or recordings of events.**   * ***Example*: Allow parents to join online if mobility issues prevent them from attending in person.** |

***\*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** | **Regular Updates: Share frequent updates through school calendar, emails, or text messages about school events, academic progress, and resources.**   * ***Example*: Send a monthly calendar with information on upcoming workshops, achievements, and reminders.**   **Parent-Teacher Conferences: Schedule consistent meetings to discuss student progress and address concerns.**   * **Example: Offer virtual or in-person conferences twice a year, with flexible time slots for parents.**   **Multilingual Communication: Ensure communication is accessible to non-English-speaking families by translating materials and providing interpreters.**   * ***Example*: Send all communications in multiple languages, based on family needs.** |

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 parent engagement in increasing student achievement. Indicate below if you are choosing to participate in the Scholastic provided PD, or the district micro-PD 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/parent relationships?** | **Format for Implementation: workshop, book study, presenter, etc.** | **Who is the audience?** | **Tentative Date/Time** |
| **Scholastic PD** | **Learn how to effectively communicate and build positive relationships with parents and families** | **Micro-PD Video Option** | **School Staff** | **Quarter 1** |
| **High-Quality Conferences** | **Help staff learn about powerful and positive ways to provide families with data, work samples and information about student growth and progress and develop actions plans to promote growth** | **School Level PD** | **Classroom Teachers, Support facilitators** | **Quarter 1** |

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 monitoring and updating Resource Center/Area** | **List a sampling of materials made available in the Resource Center/Area** |
| **Front Office** | **School Secretary** | **Flyers for events, school calendars, resources provided at family academies, etc.** |

1. **Provide a summary of your Title I Schoolwide Plan in the box below.**

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| **ELA Goal**  **By May 2026, 60% of K-5 students will be proficient in reading, measured by PM 3. Efforts focus on:**   * **Daily Tier 2 & 3 supports and frequent checks for understanding for ESSA subgroups.** * **Mentorship programs for ESSA subgroups to foster progress.** * **Use of standards-based instruction aligned with ELA BEST standards.** * **Incorporation of STEAM content and literacy frameworks in lesson plans.** * **Systematic monitoring using data and formative assessments.** * **Explicit instruction techniques, such as modeling and think-alouds.** * **Engagement tools like Kagan Cooperative Learning structures and interactive notebooks.**   **Math Goal**  **By May 2026, 55% of K-5 students will be proficient in math, measured by PM 3. Strategies include:**   * **Daily Tier 2 & 3 supports with frequent checks for ESSA subgroups.** * **Mentorship and goal-tracking programs.** * **Alignment with Math BEST standards and integration of STEAM content.** * **Data-driven identification of students needing intervention.** * **Emphasis on explicit instruction, cooperative learning, and systematic gradebook practices.**   **Engagement Goal**  **Improve student engagement by 10%, as measured by attendance and discipline data (currently at 32% and 97%). Approaches include:**   * **Mentorship for off-track students in ESSA subgroups.** * **Quarterly analysis of attendance and discipline metrics.** * **Home/School Compact promoting attendance and behavior goals.** * **Recognition programs such as “Student of the Month.”** * **Clear behavior expectations and consistent communication tools.**   **The plan emphasizes mentorship, data-driven instruction, collaborative planning, and inclusive, clear strategies to ensure student growth and engagement.** |

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

***Drafts of PFEP’s are due in Title I Crate by April 24th, 2025.***

[**https://www.canva.com/design/DAFodYpUYlc/ilPqUZmstOfFPQwYS8FsJQ/edit?utm\_content=DAFodYpUYlc&utm\_campaign=designshare&utm\_medium=link2&utm\_source=sharebutton**](https://www.canva.com/design/DAFodYpUYlc/ilPqUZmstOfFPQwYS8FsJQ/edit?utm_content=DAFodYpUYlc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

**A poster for a parent and parent engagement plan

AI-generated content may be incorrect.**

**A poster of a school

AI-generated content may be incorrect.**

*[[1]](#footnote-2)*

1. *(2/4/25)* [↑](#footnote-ref-2)