****

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 plan with an adequate representation of parents**.

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| **Describe the method in which parents were involved** | In addition to attending the beginning of the school year annual Title 1 Parent information session, our parents are invited/ encouraged to attend our monthly SAC meetings and Mid- year Parent input Meeting. We advertise the parent input meeting as well as SAC dates through our monthly newsletter, weekly call homes, school website, invitation flyers and calendar at a glance as well as through our Social Media sites such as Facebook and Twitter. Monthly agendas for SAC are designed to discuss school wide trends(Academic and Social/emotional data), school goals and priorities. Our Parent and SAC meetings allow us to have a focus group to review drafted information and gives feedback prior to completing the final PFEP. In addition, they discuss Title 1 programs and options regarding how the funding will be utilized. Parents also have the opportunity to provide input when developing our PFEP and Compact. When input is provided at our meetings, it is documented in our meeting minutes and the PFEP Evaluation template and then shared out with our school-based team. Final copies of the plan are presented with the revisions made.In addition, parents were provided a survey in December in order to collect input on communication, program needs, activities, etc. Also, parent input is provided through a series of focus questions. The feedback is collected, reviewed and action steps are developed. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | The gathering of information occurs throughout the school year by our administration and staff during workshops and conferences .Our Mid -Year Parent Meeting was held on January 31, 2022 with both morning and evening focus groups in the same day. The morning meeting coincided with our SAC meeting which allowed for additional input and our evening meeting took place with our schools PTA as well. |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan**  | The gathering of information occurs throughout the school year by our administration and staff during workshops and conferences .Our Mid -Year Parent Meeting was held on January 31, 2022 with both morning and evening focus groups in the same day. The morning meeting coincided with our SAC meeting which allowed for additional input and our evening meeting took place with our schools PTA as well. |

***\*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 invited by paper invitation, through social media, connect phone calls and on the marquee to join us for our Mid year Parent meeting. During the Parent Input Meeting, A copy of the compact was distributed, verbal feedback was written on a poster size copy of the parent input form and then transferred to a digital copy. |
| **Date of parent meeting to develop or revise the compact** |  January 31, 2022 with both morning and evening focus groups in the same day. The morning meeting coincided with our SAC meeting which allowed for additional input and our evening meeting took place with our schools PTA as well. |
| **What communication methods will be used between teachers & parents as well as school & parents?**  | We have a variety of communication methods used to reach our parents. As a school, we use our school marquee, monthly newsletters, School Messenger, phone calls, email, social media such as Facebook and Twitter, our CRES website, flyers, SAC/PTA meetings, parent workshops and family events with the addition of more virtual means such as Facebook live and Zoom. Our teachers use Facebook, Class Dojo, planner notes, email and phone calls to reach their parents. |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | Our teachers schedule a minimum of two face to face/zoom or phone call conferences with their scholar’s parent/guardian in order to discuss academic success/needs, work habits and social/emotional needs when applicable. Teachers and/or teams will schedule additional conferences before, after or during school as needed (based on scholar needs). A parent conference form is completed each time. |

***\*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?** | Information provided to families:* Parent’s Right to Get involved
* What is Title 1 funding
* Title 1 funds for current school year
* How families can get involved
* School Success Plan/ Shared vision
* Celebrations
* Assessments being used to measure progress & opportunities
* Curriculum standards and assessments used to measure student progress
* School Parent Compact
* Parent and Family Engagement Plan (PFEP)
* Opportunities for parents to provide input on their child’s education
* What is our mission as a school
* PBIS/ Conscious Discipline information

Additional questions and/or feedbackParents are notified through the Newsletter, 1st day of school packet, Marquee, Social media and School messenger |
| **Tentative date and time(s)****of the Annual Title I Meeting and steps taken to plan the meeting** | August, 2022 Morning and Evening meetings. Communication is sent to families in many different ways; 1st day of school packets by flyer, social media platforms, newsletter and weekly school messenger. |
| **How do parents who are not able to attend receive information from the meeting?** | Information, which includes the Title 1 video is uploaded to our school website and social media accounts and is printed in our school newsletter.  |
| **How are parents informed of their rights?** |  Parents are informed of their rights through our Annual Title 1 meeting, and information shared out through our school website, Social Media, school newsletter and SAC committee. In addition, students bring home, in their first day packets, a title 1 brochure and PFEP Brochure that gives an overview. Families who also require a translator are informed of their rights to request assistance for all conferences attended. |

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, District ESOL Parent and Family Engagement Teacher  |
| **Title IX-Homeless** | Student in Transition Teachers, SIT Liaison, Social Workers  |
| **Preschool Programs** | PreK VE and FDLERS |
| **IDEA/ ESE** | FDLERS, ESE Support Facilitators, ESE IA’s, ESE Self-Contained Access Points  |
| **Migrant** | ABC Funds |
| **Other** | Title 1 Funding: 1 ELA Coach, 1 Math Coach, 1 Behavior Specialist, 1 additional day Social Worker,  |

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**  | $3000 |
| **Explain how these funds will be used this school year** | Resources, incentives, food, workshop/event supplies |
| **How are parents involved in deciding this?** | Mid-Year Parent focus groups, SAC /PTA Monthly meetings and Surveys |
| **How did you document parent input?** | Through parent meeting notes, SAC minutes and paper 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** |
| 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. Provide High Impact Instruction | **Consistent opportunities to work on Grade Appropriate assignments:** Instructional planning that aligns scholar learning, tasks, outcomes with the complexity of the grade level BEST standards; A systematic approach where the teacher poses high quality questions to build student knowledge, develop a deeper understanding and require scholars to use evidence to demonstrate and support their ideas orally and/or written; Deliberately check for understanding , adapt the lesson and utilize student work to reinforce the focus of the lesson; Explicit and systematic instruction in the foundations of reading and language, while using complex text to build knowledge. This will allow learners to think critically and deepen their understanding with opportunities to write and speak about their knowledge built.  | With a focus on high impact instruction, all students will receive an equitable education and in turn increase student achievement in core content areas | Weekly PLC Planning |  |  |  |  | Teachers will engage with families by sharing current curriculum, assessments and their child’s academic growth. Through a partnership. goals can be set for their educational journey |
| **Strong Instruction, where students do most of the thinking in a lesson**: Learners engage in reasoning, problem solving and justifying their thinking while working through challenging tasks that allow for productive struggle; Learners engage in collaborative discussions that allows them to respond to one another’s ideas and revise their own thinking; Learners utilize a digital platform to support and enhance their growth.  | With a focus on high impact instruction, all students will receive an equitable education and in turn increase student achievement in core content areas | Daily |  |  |  |  | Teachers will engage with families by sharing current curriculum, assessments and their child’s academic growth. Through a partnership. goals can be set for their educational journey |
| **Deep Engagement in what they are learning:** Learners make connections from content to real-life experiences in order to have a deeper cognitive and emotional investment in their school work. | With a focus on high impact instruction, all students will receive an equitable education and in turn increase student achievement in core content areas | Daily |  |  |  |  | Teachers will engage with families by sharing current curriculum, assessments and their child’s academic growth. Through a partnership. goals can be set for their educational journey |
| **Teachers who hold High Expectations for students and BELIEVE they can meet grade-level standards.** differentiated instruction, through tiered level of supports, in order for all scholars to access, reach or enrich grade level standards.  | With a focus on high impact instruction, all students will receive an equitable education and in turn increase student achievement in core content areas | Daily |  |  |  |  | Teachers will engage with families by sharing current curriculum, assessments, and their child’s academic growth. Through a partnership goal can be set for their educational journey |
| 2. Build A Collaborative Culture | **SEL Structures.** Allow for all stakeholders to feel safe and cared for. | Promote personal growth and sense of community and belonging, in a compassionate school culture. | Brain Smart Start Daily; Conscious Café; Daily modeling of expected commitments/ behaviors; Safe place in classrooms and common areas and community circles |  |  |  |  | Allows Scholars to learn techniques to assist with Social Emotional needs. Examples include: self advocacy, composure, self reflection, conflict resolution. |
| **Strength Based Teams.** Focus on the positive attributes and talents each member contributes and know how the team can work best together to accomplish its goals and tasks. | Promote personal growth and sense of community and belonging, in a compassionate school culture. | CDaT Committee monthly meetings, Clubs (Conscious Kids club, student council, earth patrol, Gentlemans club, Girls on the run, Art, Chorus and running club), SAC/ PTA; All staff ongoing strength finders to develop strength based teams |  |  |  |  | Allows scholars and staff to work as a team and learn to collaborate together on issues that may arise. Promotes unity and trust.  |
|  | **Increase Scholar Hope.** Finding a variety of ways around problems and providing experiences to explore college and career pathways. | Promote personal growth and sense of community and belonging, in a compassionate school culture. | Increase opportunities for speakers within our community to come in and present information on college and career pathways |  |  |  |  | Relationships developed within the school community are critical for the success of our scholars and families at home |
|  | **Increase Inclusion.**Collaboration through Professional development and instructional planning to determine opportunities for all scholars. | Promote personal growth and sense of community and belonging, in a compassionate school culture. | Collaboratively work with teachers and families to develop a plan for inclusion opportunities |  |  |  |  | Relationships developed within the school community are critical for the success of our scholars and families at home |
|  | **Partnerships.** Family engagement that allow for increased awareness and connection. | Promote personal growth and sense of community and belonging, in a compassionate school culture. | Kindergarten student transition event, Coffee Talk Monthly; Conscious Connection nights; Family and community outreach events (campus cleanup, special Olympics/unified partners, hunger walk, relay for life, student council projects); School wide events ( Winter Festival, Spring Festival, concerts, award ceremonies and celebrations)Bring your parent to school activities (Each semester) |  | x | x |  | Parents will be informed and able to practice with their child to help build their skills. Helps scholars feel supported and encouraged to succeed.  |
| 3. Data Driven Decisions: | **MTSS School based leadership team/Student Intervention Team:** will collect, monitor, utilize data to identify tier 2 and 3 trends and develop actionable steps to increase scholar achievement levels. | Build challenging educational systematic and equitable learning experiences so that all scholars achieve through the tier level of supports.  | Weekly |  |  |  |  | Parents are provided updates and information to help with next steps of support. Families who are included, are more willing to partner with our school. |
|  | **Student Wrap Around Services Team/ SIT.** Will engage in weekly PLCS in order to analyze and problem solve EWS Tier 2 and 3 data and monitor school wide PBIS/Conscious Discipline Structures.  | Build challenging educational systematic and equitable learning experiences so that all scholars achieve through the tier level of supports. | Weekly |  |  |  |  | Parents are provided updates and information to help with next steps of support. Families who are included, are more willing to partner with our school. |
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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | Parents are provided information about curriculum through: Title 1 meeting, parent portal, electronic communication from classroom teachers, school website, information presented on standards (school website, face to face workshops and school newsletter) In addition, parent conferences, progress reports and report cards. Assessment data in the form of mini-assessments and formative assessments are sent home with scholars on an ongoing basis. Achievement level data as scored on the FSA is also mailed home to parents. |
| **How will workshops/events be evaluated?****How will the needs of parents be assessed to plan future events?**  | Participant Surveys are provided after each event. The information is collected and reviewed by our PBIS, SBLT, SAC & PTA TO DETERMINE ADDITIONAL NEEDS/WANTS |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.**  | **ELL** IA can provide translation, in addition to other staff members and parent volunteers within our school. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | Time of Day, transportation & childcare: Assistance is provided as needed by offering both morning & evening sessions for parents, childcare is arranged and transportation when requested.  |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | We offer multiple sessions on the same day for example: parent feedback meeting is held in both the morning and the evening of the same day. |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?**  | Assistance will be provided for any individual with disabilities (ramps, interpreters, access buttons for doors) |

***\*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** | It is important to the staff at Cotee River Elementary School if parents have any concerns, suggestions, and/or questions regarding our academic programs that they contact us at any time. Parents will be provided information about school programs/events in a variety of ways.* Title 1 Annual Meeting & Open House & Mid- year Parent meeting
* Monthly lightning Flash Newsletter(via email or hard copy if requested)
* Student Planners/Written Notes
* Weekly School Phone calls by administration
* PBIS positive phone calls home: Bolt of Honor
* Emails
* Parent Conference Notes
* Parent Teacher Home Visits
* School Marquee
* School Website
* School Flyers
* Family Events
* Needs Assessment/Parent Survey Feedback Forms
* SAC& PTA Meetings request input in PFEP /compact
* Calendar At A Glance
* All classroom teachers have a platform to share information and celebrations with their families (facebook and class Dojo)
* Cotee River Elementary Social Media accounts: School Facebook and twitter accounts, Plus the additions of the following facebook pages: Parents Care at Cres, Cotee River PBIS, Cotee River Physical Education, Cotee river Lightning & Thunder Chorus. As well as the Cotee River Elementary PTA.
* Parent Portal
 |

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| Effectively Engaging Families | Will give tips and suggestions on how to increase the relationships with their Scholars and their families | Presenter Amanda Miller BA/Parent Involvement liason | All Staff | Semester 1August 2022 |
| Building a partnership with our parents | Will give tips and suggestions on how to increase the relationships with their Scholars and their families | Presenter Amanda Miller BA/Parent Involvement liason | All Staff | Semester 2January 2023 |
|  |  |  |  |  |

**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** |
| Cres front office and within the parent involvement office | Administration, Principal Secretary, SWAT TEAM, Guidance and Compliance Coordinator | PFEP brochures, Title 1 information, ABC paperwork, Parent Portal information, Pack a Sack paperwork, local agencies to support student success, SAC/PTA brochures, SIT information, Calendar at a glance, PBIS brochure, Place program, Parent Engagement Binder, Computer and printer for parents to use, Family books and resources to help educate on varies topics.  |

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

***Drafts of PFEP’s are due in Title I Crate by April 8th, 2022.***

***\*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. *(3/8/22)* [↑](#footnote-ref-1)