

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:**

Pasco Elementary School strives to be a thriving, welcoming learning community where families are engaged partners in education, supporting every child to succeed academically and in life.

***What is Required:***

**Assurances: We will:**

[x]  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.

[x]  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.

[x]  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.

[x]  Involve parents in the planning, review, and improvement of the Title I program.

[x]  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.

[x]  Offer assistance to parents in understanding the education system and the state standards, and how to support their children’s achievement.

[x]  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.

[x]  Coordinate with other federal and state programs, including preschool programs.

[x]  Provide information in a format and language parents can understand and offer information in other languages as feasible.

Principal: Gretchen Rudolph-Fladd Date: April 24, 2024

**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** | In February 2025, all parents were invited to provide feedback via a virtual survey link shared through email, the school's website, and social media. During our Community Assessment Team and School Advisory Council Meeting on February 24, 2025, we will also ask for feedback centered around student attendance and academic data, as well as school culture. Additionally, the 2024-2025 Parent and Family Engagement Plan and Schoolwide Plan were both available online, with links directing parents to review and respond. Feedback was collected through survey submissions and documented digitally for review and integration into the final plans for 2025-2026. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | February 24, 2025 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan**  | February 2025 |

***\*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?** | All parents were invited to provide feedback on the 2024-2025 School-Home Compact through a digital survey link shared via email, the school's website, and social media in February 2025. The compact was distributed online, ensuring accessibility for all families. Parents submitted their feedback through the survey, and responses were documented digitally for review and integration into the final version |
| **Date of parent meeting to develop or revise the compact** | February 24, 2025 |
| **What communication methods will be used between teachers & parents as well as school & parents?**  | myStudent Portal, face-to-face and virtual conferences |
| **Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?** | Face-to-face conferences will be offered by the grade level teams each semester, as well as upon parent request. |

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 school mission and vision will be shared with parents. They will also be informed of new staff members and allocation of the Title 1 funds. The rights of Title I parents will be shared; an overview of the curriculum will be presented, with a focus on our new Authentic Learning Units, as well as ways parents can support learning at home were given.Parents will be notified of the meeting on Meet the Teachers Day, through a school flyer, on the website, and through the myStudent portal. |
| **Tentative date and time(s)****of the Annual Title I Meeting and steps taken to plan the meeting** | August 6, 2025 |
| **How do parents who are not able to attend receive information from the meeting?** | The information will be emailed to parents who are not able to attend. Hard copies will also be available in the front office. |
| **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 that should be sent home at the beginning of the year- Both can be found on SharePoint and Title I Crate. |

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 teacher, ESOL IA, District ESOL Parent and Family Engagement Teacher  |
| **Title IX-Homeless** | School Social Worker and Counselor |
| **Preschool Programs** | Head Start |
| **IDEA/ ESE** | Student Support Services Teacher and VE Teachers |
| **Migrant** | Migrant Social Worker and Migrant IA |
| **Other** | Instructional Assistants |

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** | The funds will be used to encourage families to attend school events and increase their comfort level at school-based activities. |
| **How are parents involved in deciding this?** | CAT/SAC and key stakeholders |
| **How did you document parent input?** | CAT/SAC and Parent Event Sign In Sheets |

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 |
| 1. Strengthening Family Partnerships for Student Success
 | Veterans Day Performance | Strengthening family engagement improves student achievement by increasing motivation, attendance, academic performance, and collaboration between parents and educators to support learning. | Q1 |  |  |  |  | Develop an appreciation of the arts |
| K, 1, & 2 Musicals | Musical performance enhances student achievement by improving cognitive skills, creativity, discipline, and confidence, while family attendance strengthens motivation, engagement, and a supportive learning environment. | Q2 |  |  |  |  | Develop an appreciation of the arts |
| Family Literacy Night with Cookies with Santa | Family Literacy Night with Cookies with Santa strengthens literacy skills, fosters parent-child engagement, and creates a fun, supportive learning environment. | Q2 |  |  | X |  | Encourage literacy and wholesome family holiday activities and build home and school connections |
| 4/5 Arts Show | Our arts show encourages parent engagement, fostering student creativity, confidence, and academic success through shared experiences and support | Q4 |  |  | X |  | Develop an appreciation of the arts |
| 1. Instructional Practices Specific to Benchmark-Aligned Instruction
 | Student Awards Ceremonies | Student awards ceremonies celebrate achievements, boost confidence, and encourage continued academic success by fostering motivation and family support. |  |  |  | X |  | Provide ways for parents to encourage and support student learning at home. |
| Student of the Quarter | Student of the Quarter recognizes outstanding achievement, motivating students to excel academically and behaviorally while strengthening family involvement and support. |  |  |  | X |  | Provide ways for parents to encourage and support student learning at home. |

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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | The information will be posted on our school website and social media accounts. Teachers will send home information and hold quarterly parent teacher conference nights. Report cards and progress reports will be sent home every 9 weeks and 4.5 weeks. This information will allow parents to support our high impact instruction and better understand the data driven decisions teachers are making. |
| **How will workshops/events be evaluated?****How will the needs of parents be assessed to plan future events?**  | We will evaluate the family events by monitoring attendance. We will also talk to key stakeholders to solicit their feedback.  |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.**  | We are fortunate to have multiple staff members on campus who are bilingual. These staff will be the first that will be asked to participate. If they are unavailable, we will have our ELL IA support. If all members are off campus, we will use the district translation service. All materials will be translated prior to the events. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | Some of the barriers include transportation, negative school interactions, younger children at home. We will promote positive interactions with staff and families. We will also offer childcare at events when it is possible. We will work to create a community feeling and find ways to allow all families to feel comfortable on campus. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | We are offering events both during the school day and evenings to allow for multiple work schedules.  |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?**  | We will utilize our student services teams to provide outreach or home visits to families who need special access. |

***\*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** | We will encourage every class and grade level to use the myStudent portal and social media, as this appears to be a popular communication method with our demographics. We will provide phone calls, text messages, emails, website updates, posters, and marquee advertisements. |

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. 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** |
| Parent Information Stations | At each event, we will have a station to support at-home learning for students. Parents will get support with myPasco Connects, Lexia, etc. | Parent rotations/presentations | Families and staff | All 4 quarters |

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 & Guidance Area | Parent Involvement Coordinator(s) | Title 1 School Compact, Eureka Math Homework Helpers, UFLI and other literacy resources |

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

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| The Title I plan provides funding to support student achievement through iReady Reading, two resource teachers for targeted instruction, a student services support person to enhance student well-being, and consumable resources for classroom learning. These investments aim to strengthen literacy skills, provide individualized academic support, and ensure students have the necessary materials for success. |

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