

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:** Our current mission is…together we will provide a safe environment where we empower ALL students to be independent thinkers, prideful citizens, and develop a life-long love for learning. When we say together, this includes our community and families. We believe our parents and families are necessary for our students’ success. Our vision is that we will encourage life-long learners with positivity, security and support. (We will be revising our mission and vision on June 1st 2021 due to the rebranding of the school).

***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: Nicole Reynolds Date: April 14, 2021

**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** | **How were parents invited**: Parents were invited through the school website, Facebook, information was placed on the school marquee.**How the 20-21 PFEP was distributed to parents to give feedback on:** Information was passed out andexplained during the March SAC meeting **How feedback was given:** Feedback was given orally and through Zoom**How feedback was documented:** In the SAC minutes |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | Thursday, March 11, 2021 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan**  | Thursday, March 11, 2021 |

***\*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?** | **How were parents invited**: Parents were invited through the school website, Facebook, information was placed on the school marquee.**How the 20-21 PFEP was distributed to parents to give feedback on:** Information was passed out andexplained during the March SAC meeting **How feedback was given:** Feedback was given orally and through Zoom**How feedback was documented:** In the SAC minutes |
| **Date of parent meeting to develop or revise the compact** | Thursday, March 11, 2021 |
| **What communication methods will be used between teachers & parents as well as school & parents?**  | The school website will be used as a means for communication for families. Information regarding academic activities for families will be promoted through the website, Facebook, School Messenger, Twitter, Remind app/Class Dojo, Let’s Talk and letter will be sent home.  |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | Meet the Teacher DayTitle I Open HouseIndividual Parent/Teacher conferences |

***\*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 that will be provide will include:SchedulesCurriculum (B.E.S.T. standards, new ELA series)ProceduresHomeworkHow parents can support their child at homeParents will be notified via School Messenger, Fliers, and Social Media  |
| **Tentative date and time(s)****of the Annual Title I Meeting and steps taken to plan the meeting** |  Title I Open House-sometime in late August or early September Develop an agenda and handout/presentation materials that address requires componentsAdvertise/Publicize the eventDevelop sign in sheetsMaintain documentation |
| **How do parents who are not able to attend receive information from the meeting?** | EmailWebsiteSchool Messenger |
| **How are parents informed of their rights?** | Parents Right to Know is included in the Annual Title I Meeting Powtoon Annual Title I letter that sent home in the beginning of the yearBrochures are located in the Parent Resource Area in the front office Newsletters |

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-TBD |
| **Title IX-Homeless** | Pack-A-Sack program, ABC program, Anne Bunting-SIT support |
| **Preschool Programs** | PreK workshops help prepare students and parents for the transition to Kindergarten |
| **IDEA/ ESE** | Support Facilitators-David Holbrook, Christine Hollander, Sarah Costa, and Rachel Chaney |
| **Migrant** | ABC program, Pack-A-Sack, SIT Program |
| **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**  | $this amount will be the amount that the district determines as your set aside (in your 3136 line) as well as whatever (if any) additional money you’ve set aside out of your budget. |
| **Explain how these funds will be used this school year** | Funds will be used to help with materials provided during educational nights and refreshments.  |
| **How are parents involved in deciding this?** | This was discussed during the March meeting. The group discussed how Title I funds will be used to improve the quality of the school programs at Hudson Primary Academy as well as how to improve student achievement.  |
| **How did you document parent input?** | Agenda minutes from the SAC meeting. |

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. High Impact Instruction Data Driven Decisions | **Curriculum Areas:** HPA will provide specific strategies for parents to use with their children with skills that are being taught through the parent/teacher conferences, workshops, family curriculum nights | Parents will have the opportunity to access grade level resources and activities for their child to complete at home. These activities provide grade level practice across the curriculum.  | August-May |  | X |  |  | Parents will be equipped with strategies that can support their child’s learning.  |
| 2. High Impact Instruction and Data Driven Decisions | **Achievement levels, expectations and assessments:**Staff will implement parents/student/academic/behavioral workshops to demonstrate specific skills and strategies which will be taught, information will be provided to parents on how students will be assessed.  | Each instructional team will provide opportunities for parents to learn specific ways to support their child’s educational needs at home.  | August-May |  |  |  |  | Parents will be equipped with strategies that can support their child’s learning.  |
| 3. High Impact Instruction and Data Driven Decisions | **Progress Monitoring:** Staff will implement parents/students/academic/behavioral workshops to demonstrate specific skills and strategies which will be taught. Information will be provided to parents on how students will be assessed.  | Each instructional team will provide opportunities for parents to learn specific ways to support their child’s educational needs at home. | August-May |  | X |  |  | Parents will be equipped with strategies that can support their child’s learning. |
| Other: | Implement grade level, in-school activities that support partnership between parents, teachers, and students that support achievement.  | Parents will be invited to participate in programs such as the Cambridge Cobras events, PTO, and workshops to increase awareness of school and students needs. Each team will provide families with the opportunity to visit the classroom and learn about various ways to work with their child at home.  | August-May |  | X |  |  | Parents will be equipped with strategies that can support their child’s learning.  |
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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | During Meet the Teacher Day and the School-wide Open House, parents will receive information regarding opportunities for parent involvement (SAC, PTO, Volunteering, etc.) Parents will visit their child’s classroom and receive information related to curriculum and assessment from the teachers (website resources, Eureka videos/Zearn, B.E.S.T Standards, new reading series and parent/teacher conferences) |
| **How will workshops/events be evaluated?****How will the needs of parents be assessed to plan future events?**  | Feedback forms will be providedAny feedback provided by parents will be careful consideration to improve upon the next workshop/event. |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.**  | The school staff will be trained by the ESOL resource teacher regarding the legal rights of immigrant students, registration procedures, and their right to attend school.School communication goes home in English and Spanish as well as website using translator |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | Transportation-work with our transportation department. Also, city bus stops are going to stop in the Hudson Complex so this should give our families more of an opportunity to attend workshops/eventsChildcareProvide child care during academic/behavior parent workshops |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | Opportunities will be help in the morning (before school), during the school day and in the evening.  |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?**  | The Parent Involvement Policy and Home-School Compact will be printed in a language understandable to the parents and provided to the parents at Elementary Orientation and Open House. Translators will be available in the school or at parent meetings, when necessary. The school staff will provide so families with disabilities as needed. We are a center school for students with disabilities and we follow all ADA guidelines.  |

***\*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** | During the Meet the Teacher Day and school-wide Open House, parents will receive information regarding opportunities for parent involvement (SAC, PTO, Volunteering etc.) Parents will visit their child’s classroom and receive specific information regarding curriculum and assessment from the teachers. Sign-in sheets will be collected and a packet of information sent home to parents who were unable to attend the Open House. The Title I Home/School Compact will also be explained. Communication will occur via Facebook, the school website, Remind, Class Dojo and a monthly newsletter.  |

**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** |
| Staff Meeting  | Increase parental involvement to support students success and to improve the ability of staff to work effectively with families | Workshop  | Staff  | August-May |
| Pack-A-Sack | Increase Parent Involvement and student engagement  | Meeting  | Staff | August-May |
| Social Emotional Learning  | Staff will have a better understanding of Social Emotional Learning and can better support students and families | Meeting | Teacher s | September-June |
| PBIS/Attendance  | Students check in with the school counselor, YFA counselor or Graduation Enhancement Teacher. When students are absent the school is in communication with the families. The school and parents work together as a team to ensure students are attending school on a regular basis.  | Meeting | Teachers | August-May |

**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** |
| Maintain a Parent Resource Are in front office area | Administration, Parental Involvement Coordinator | Resources will offer parents and families support, ideas, and strategies to accommodate their home and school needs. A review of the current parent resource materials (newsletter, PTO, etc.) will be conducted by the Parent Involvement Coordinator and additional materials will be added to the resource center, if necessary or requested.  |

Principal: Nicole Reynolds Date: April 14, 2021

***Drafts of PFEP’s are due to Title I Crate by April 14th, 2021.***

***\*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. *(4/8/20)* [↑](#footnote-ref-1)