



Pasco County Title 1 School Level
Parent and Family Engagement Plan 2019-2020

Richey Elementary School

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:

Richey Elementary is a community school. All stakeholders should feel that Richey is a warm, respectful school that offers support to students, families and community members.

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.

- 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: _____

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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 | We used our School Advisory Council, as well as designed a survey for all parents to complete as resources to gain parent input. We utilize social media, school messenger, as well as various other platforms to communicate with parents. Using the data collected, the members of the SAC worked with administration to discuss how Title 1 funds will be used to further school improvement. |
| Date of meeting to gather parent input for Comprehensive Needs Assessment | A Comprehensive Needs Assessment survey was distributed and results analyzed in April and May of the 18-19 school year. Results were analyzed by SLT and SAC. Some revisions to current structures were implemented and other suggestions were implemented during the 19-20 school year. |
| Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan | 5/10/19 & 10/21/19 |

**Evidence of the input gathered and how it was/will be used should be available at the school site.*

- 2. 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? | Members of the SAC committee, as well as other parent volunteers were personally invited to provide input. |
| Date of parent meeting to develop or revise the compact | 5/10/19 |
| What communication methods will be used between teachers & parents as well as school & parents? | Planners, email, phone, School Messenger, Face to Face Conferences, Open House, school website, Curriculum Events and Conference Nights |
| Elementary schools are required to hold at least one face to face conference with parents. Explain your process? | All teachers invite families to come in for conferences through the quarterly progress/report cards. |

**A parent signed copy of the compact should be submitted to the Title I office as evidence of implementation.*

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**Evidence of the input gathered and how it was/will be used should be available at the school site.*

3. 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? | Title I information is shared with families during the annual Open House. Parents are invited to the Open House via facebook, parent/teacher communication, school website and posted at school site. |
| Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting | Administration collaborated with teacher teams to present information to parents during Open House. |
| How do parents who are not able to attend receive information from the meeting? | Videos will be posted on Facebook and the school website explaining Title I. |
| How are parents informed of their rights? | Parents are reminded of their rights during Open House, conferences, and in brochures in the Parent Resource Center. |

4. 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 | District's ESOL Department as well as ESOL IA for translation when necessary. |
| Title IV-Homeless | Students in Transition collaborate with School Social Worker and Counselor |
| Preschool Programs | Headstart Program- 2 units |
| IDEA/ ESE | Students with Disabilities are included throughout our campus, including IND-SC |
| Migrant/Homeless | Students in Transition collaborate with School Social Worker and Counselor |
| Other | |

5. Use at least 1% 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 | N/A |
| Explain how these funds will be used this school year | 2 Instructional Coaches, Behavior Support Person, parent involvement activities, 2 instructional assistants, and professional development for teachers |
| How are parents involved in deciding this? | Using the data collected, the members of the SAC worked with administration to discuss how Title 1 funds will be used to further school improvement. |

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| How will you document parent input? | Parent surveys were gathered during the 18-19 school year and will be gathered during the 19-20 school year for further input. |
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6. 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.

| Building Capacity of Parents | | How will this impact Student Achievement? | Tentative Date/Time Are they flexible? | Check all that apply. | | | | How will this support learning at home? |
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| | | | | Transportation | Meal Refreshments | Childcare | Translation | |
| Title/Topic of Event | | | | | | | | |
| Curriculum Areas | <u>Tasty Tidbits:</u> Reading Math Science Writing Behavior: Conscious Discipline | Parents will learn about the progression of learning in each subject area as well as strategies to utilize and maintain at home to better understand/support their child. | Ongoing throughout the year Morning Informational sessions- Monthly | | X | | X | Parents will develop necessary skills and build an understanding of the progression of learning for each content area. Understanding at a deep level will help parents to better guide their student. |
| Achievement Levels, Expectations and Assessments | <u>Conferences and Student Success Breakfasts</u> | Achievement levels, expectations and assessments will be communicated throughout the year during parent conference, progress/report cards and via social media. Additionally, a specific session will be held to communicate FSA/FCAT information. | Flexible and ongoing throughout the year January | | X | | X | Information regarding individual student FSA/FCAT scores are mailed to parents over the summer. Parents are invited to attend Tasty Tidbits to hear specifics related to assessments for the 19-20 school year. Additionally, information is shared during parent conferences. |
| Progress Monitoring | Parent conferences | Allowing parents to be fully aware of their child's level of learning and potential learning gaps will empower parental support with the home-school connection for students. | Flexible and ongoing | | | | X | Understanding the progression of learning, student's current status, possible learning gaps, and expected levels will allow parents to be more aware of the level of support necessary to decrease learning barriers. |
| Other Activities | | | | | | | | |
| Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments. | | Information is shared by teacher leaders, Instructional Coaches, teachers and administration during parent/teacher conferences, Tasty Tidbits informational sessions, and parent letters. Information is also shared in the Parent Resource Center which is updated regularly. | | | | | | |
| How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events? | | Surveys will be provided for parents during the school year, as well as during some Tasty Tidbits informational sessions to determine the impact of the sessions. SAC will review the surveys to determine any barriers and resolve conflicts when necessary. | | | | | | |
| Describe how the needs of parents/families who speak a language other than English will be met at workshops/events. | | The ESOL Assistant will be present during the workshops to translate when necessary. | | | | | | |

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| What are the barriers for parents to attend workshops/events and how do you overcome these? | <p>Previous surveys indicated a need for a variety of meeting/information sharing events and times. Mornings were determined to work better for 42% of parents and evenings were determined to work best for 45% of parents. We will conduct monthly Tasty Tidbits with parents in the mornings as well as evening curriculum events such as Camp Read-a lot.</p> <p>Work related conflicts may impact attendance. Surveys will be provided and reviewed to determine better results when necessary.</p> <p>Weather has been a barrier in the past, as most parents are within walking distance to campus. Videos/minutes of information can be shared via social media.</p> |
| How are flexible dates and times for meetings, events and/or workshops offered? (Give examples) | <p>Morning, afternoon and evening times are available for a variety of events. Teachers accommodate parents during their planning time, am/pm in order to hold parent teacher conferences. PMP conferences will be held throughout the day in order to accommodate family work schedules. Tasty Tidbits informational sessions will occur monthly. Evening events occur throughout the year to build family/school relationships. Student Success Breakfast will also occur monthly to celebrate students.</p> |
| How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events? | <p>Students and parents with disabilities are accommodated as necessary during all events. Phone conferences, home visits, etc. can be conducted rather than face to face conferences if necessary.</p> |

**These events should be included on the Data Collection Sheet for School Events.*

7. 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 | <p>The Title I parent meeting will take place at the beginning of the school year. An explanation of the Title I Program will be provided at the Open House in August. School newsletters and brochures will be provided to communicate information to parents as well. Social media will be frequently updated to continue the open line of communication. Parent surveys, evaluations forms, SAC member input and parent suggestions will be utilized to determine current and future processes/initiatives. Individual student planners are utilized as well for teacher/parent communication. Emails, School Messenger, and classroom texting apps also allow for open communication.</p> |
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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.

| <u>Topic/Title</u> | <u>How does this help staff build school/parent relationships?</u> | <u>Format for Implementation: workshop, book study, presenter, etc.</u> | <u>Who is the audience?</u> | <u>Tentative Date/Time</u> |
|-------------------------|---|---|-----------------------------|----------------------------|
| High Impact Instruction | Planning instruction to a high level will ensure that all students have access to rigorous content and will build teacher capacity to better communicate the expected outcomes with parents. | PLC Meetings, teacher planning times, and PD when necessary | Teachers | Weekly |
| Coaching Cycles | Regular feedback will be provided to teachers to empower and effectively communicate learning barriers and/or expected outcomes. These cycles will be differentiated based upon teacher need. | Individual feedback sessions | Teachers/Coaches | Weekly |

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| Trauma Informed Care Awareness | Teachers and staff will be trained and provided resources to better understand symptoms and signs of trauma. By engaging in this learning, staff will be more confident when responding to parents/students. | Professional Development | Staff | Monthly Early Release Days |
| Conscious Discipline | Teachers and staff will be trained and provided resources on implementing Conscious Discipline as a means to better respond to students in trauma and who present behavior challenges. | Conscious Discipline Coach, presenters, and trained staff | Staff | June and on-going throughout the year |

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.

| <u>Location of Resource Center/Area</u> | <u>Person responsible for monitoring and updating Resource Center/Area</u> | <u>List a sampling of materials made available in the Resource Center/Area</u> |
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| Front Office | School Social Worker and School Secretary | Title I Program Brochures, SAC Brochures, ESOL assistance, school newsletters, grade level standards information |

10. Evaluation of the 2019-2020 Plan:

- Data Collection Sheet for School Events submitted to Title I. Date of submission: _____
- Compliance items submitted to the Title I office. Date of notice of completion: _____
- N/A – not a Title I school in 2019-2020

Principal: _____

Date: _____

**Copies should be placed on the school website as well as 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 submitted to the Title I office.*