



Pasco County Title 1 School Level
Parent and Family Engagement Plan 2021-2022

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:

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: _____

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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.

Describe the method in which parents were involved	Parent surveys were conducted throughout the year as a comprehensive needs assessment in order to determine growth opportunities for the 21-22 school year. Information was shared during the April SAC meeting regarding survey results.
Date of meeting to gather parent input for Comprehensive Needs Assessment	Parent survey window: SAC Meeting: April 5 th Leadership Meeting: March 26 th Staff Meeting: March 5 th
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	SAC Meeting: April 5 th

**Evidence of the input gathered and how it was/will be used should be uploaded to Title I Crate.*

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.

How were parents invited to develop or revise the compact?	The SAC members were provided the compact to review and provide input.
Date of parent meeting to develop or revise the compact	9/21/20 & May 17 th
What communication methods will be used between teachers & parents as well as school & parents?	We will continue to use social media, virtual conferences, (when restrictions have been lifted) face-to-face conferences, phone, email, as well as student planners and classroom communication apps.
Elementary schools are required to hold at least one face to face conference with parents. Explain your process?	We hold an Open House in the fall and once restrictions have been lifted, students will be able to provide tours of their classroom to their parents/guardians while speaking with the teacher(s). Additionally, quarterly conferences will be held to discuss student progress.

**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.*

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3. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.

What information is provided at the meeting? How are parents notified of the meeting?	During the Open House, parents and families are provided information related to the Title I program, and information related to the allocation of funds and how the funds were spent in order to positively impact our students. Families are notified of our Open House via social media, phone, email, and flyers.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	We have tentatively scheduled our Open House for Tuesday, September 21 st . To prepare teachers, we provide the Title 1 information through a video that we make and share as well as guidelines for an electronic presentation that they should share with parents.
How do parents who are not able to attend receive information from the meeting?	A digital presentation will be provided for teachers to share during the Open House of which will also be shared on social media.
How are parents informed of their rights?	Parents Right to Know information will be shared at the Open House as well as via social media. Additionally, a Title I letter will be sent home with students the first week of school.

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.

Title III-ESOL	students with any of their needs necessary to engage in learning.
Title IX-Homeless	Our Social Worker connects our families and students with resources necessary.
Preschool Programs	Our Headstart Program and Family Social Worker partner with administration and our families to provide support, information, and activities that build strong relationships for our students.
IDEA/ ESE	Our ESE staff include our Support Facilitators, Varying Exceptionality teachers, Speech/Language Pathologists, and other members of our Student Services Team work with our parents, students and other staff to meet the needs of our students.
Migrant	N/A
Other	

5. Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.

Allocation	\$3,000
Explain how these funds will be used this school year	In an effort to improve our home-school communication and involve the community more, parent Involvement funds will be spent on stipends to pay teachers for quarterly parent-teacher conferences, planners to improve home-school communication, as well as materials for activities with our families.

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How are parents involved in deciding this?	Feedback was provided during each of our virtual family nights, as well as during the survey window. Parent input was also provided throughout each of our SAC meetings.
How did you document parent input?	SAC meeting minutes includes suggestions and input from parents.

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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.
- 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.

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: <i>Design Units of Study to clearly identify what we expect all students to learn, through a student inquiry model using a transdisciplinary approach.</i>	Planning							
	Grade level teams collaborate weekly to intentionally plan for instruction utilizing a transdisciplinary approach by integrating various subject areas.	Students will have various opportunities to build background knowledge, learn through discovery, and become more globally minded when learning through an inquiry model.	Teachers will meet weekly to plan for units that will include daily opportunities					Clear communication regarding student progress will help parents know what supports are necessary for their child and how the school will work with the families to close those gaps.

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<p>2. Data Driven Decisions: <i>Engage students in a transdisciplinary approach, focused on the student inquiry model, to build background knowledge, which will then increase their overall learning achievement (20-21 MAPS projection of overall achievement: ELA – 40%, Math – 31%, Science – 13%).</i></p>	<p>Teachers collaboratively plan the Program of Inquiry as a scope and sequence for the Units of Inquiry designed to connect students to authentic learning.</p> <p>Student learning opportunities will be communicated via student planners so that parents are connected to students’ learning.</p>	<p>Students will have various opportunities to build background knowledge, learn through discovery, and become more globally minded when learning through an inquiry model.</p> <p>Parents will be connected to student learning which will allow for opportunities for conversation.</p>	<p>Teachers will meet weekly during PLCs to continue to intentionally plan for instruction and review data related to student progress.</p> <p>Planners will be sent home daily with students.</p>					<p>Parent and teachers will have a direct line of communication via the planners and will feel more connected to the learning that’s occurring.</p>

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<p>3. Collaborative Culture: <i>Develop and maintain the school family that can self-manage, have good relationships, promote growth, and share a collective responsibility, while increasing our sense of community with all stakeholders.</i></p>	<p>Parent communication will be a priority in order to establish and promote positive relationships.</p> <p>Parent nights/activities will be provided in order to build connections with families.</p> <p>Staff will be engaged in PD that specifically focuses on relationship building and the Learner Profile Attributes of IB to promote engagement.</p>	<p>Students will begin to develop a global mindset that prioritizes collaboration with peers for authentic learning. When students are engaged and take ownership of their learning, students become more intrinsically motivated and overall student achievement will increase.</p>	<p>Daily</p>		<p style="text-align: center;">x</p>			<p>Families and students will be connected to the learning due to the constant communication occurring.</p>
<p>Other:</p>								

<p>Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</p>	<p>Parents are provided information through family events, parent conferences, and curriculum information nights. SAC discusses school-wide initiatives as well.</p>
<p>How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?</p>	<p>Parent surveys will be conducted throughout the year. Parent input is also provided during SAC meetings.</p>

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<p>Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.</p>	<p>Our ESOL IA will be attending parent conferences and parent activities in order to support our families when necessary.</p>
<p>What are the barriers for parents to attend workshops/events and how do you overcome these?</p>	<p>Transportation, weather, time, etc, continue to be a barrier for our parents. Parental input continues to be gathered to determine the best time/day to create opportunities that parents can attend.</p>
<p>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</p>	<p>Due to COVID, face-to-face meetings/activities have been halted however, we're hopeful to resume activities next year. Parent teacher conferences are provided at times that meet the parents' needs, and activities will be planned in the am and pm depending upon the activity.</p>
<p>How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</p>	<p>Access is available for all of our families about our campus.</p>

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

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7. Utilize strategies to ensure meaningful Communication

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school	Teachers and staff will provide communication via student planners, classroom contact apps, phone calls and email. Additionally, families will receive regular communication related to upcoming events, as well as student learning, via social media and school connect calls.
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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>
Parent Involvement Training	Staff will receive training related to the expectation of regular communication, as well as strategies to connect with parents in order to establish positive relationships with our families.	Presentation- powerpoint	All staff	8/2021

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>
Front Office	School secretary and administration	Headstart information, Title I information, informational sheets, and various community brochures.

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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.*