

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:**Fox Hollow Elementary’s vision is to actively involve all community stakeholders to ensure our scholars are prepared for college, career, and 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 at least 1% 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: Karyn Kinzie Date: August 30, 2019

**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** | Parent surveys were completed during the school year to collect input from parents on activities, trainings, and materials needed to help their scholars succeed. Results of parent surveys are reviewed by the SAC when developing the SIP and PFEP. Using this data, the members of the SAC work with the staff to decide how to use the Title I funds to improve school programs. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | CNA input: February 8, 2019 (Staff Meeting); February 12, 2019 (SAC)CNA Site visit: April 3, 2019 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan**  | Thursday, September 5, 2019 |

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

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?** | During a SAC meeting in the Spring, we discussed, reviewed and revised our School Compact. |
| **Date of parent meeting to develop or revise the compact** | School Compact Input: March 13, 2019 |
| **What communication methods will be used between teachers & parents as well as school & parents?**  | We will be utilizing the planner to communicate with our families. We’ll also utilize our school website, Facebook page and School Messenger phone calls and emails to communicate with our families.  |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | As a school, we hold an Open House in the Fall where parents can meet with teachers and visit the classroom. Individual teachers also schedule conferences (in person or by phone) minimally each semester to discuss student progress. |

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

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

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?** | Our annual meeting is held in conjunction with our Open House. We provide families with general information regarding Title I, as well as a presentation of the Title I program at our school. Families are notified of this meeting through multiple means including our School Messenger phone calls, our Facebook Page and it is posted on our marquee. |
| **Tentative date and time(s)****of the Annual Title I Meeting and steps taken to plan the meeting** | Our Open House/Annual Title One meeting is scheduled for September 5th for our primary students at 6:00 p.m. and our intermediate students at 6:45 p.m.We provide brochures to the classroom teachers, as well as prepare a presentation for families to view. |
| **How do parents who are not able to attend receive information from the meeting?** | The Title I brochure and School Compact are sent home to any families who are not able to attend. We will also post the presentation on our school website for families to view. |
| **How are parents informed of their rights?** | Every year we send home the Parents Right to Know letter to all our families about their rights. |

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** | Our ESOL Instructional Assistant builds strong relationships with families of ESOL scholars. Yearly plan meetings are scheduled with families to review each scholars’ ESOL plan. |
| **Title IV-Homeless** |  |
| **Preschool Programs** | Our Early Head Start caregivers and Head Start teachers and Home Services Workers will work with administration to provide information, a calendar of activities and any other support needed to our Head Start families. Some activities include: coordinating meetings and home visits with parents and teachers, organizing monthly parent events, volunteer transition activities to move students from Pre-K to Kindergarten, etc. |
| **IDEA/ ESE** | Our ESE teachers and Student Services team work with parents to develop student IEPs to meet the needs of their scholars. They also provide support in other areas, such as helping with transportation, medical needs, etc. |
| **Migrant/Homeless**  | SIT Teacher is on campus two days a week to pull our SIT scholars for reteach/intervention in Reading. |
| **Other** |  |

1. **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**  | $2,000 |
| **Explain how these funds will be used this school year** | These funds are used to support our Family Events such as Camp Read-a-lot and STEM Family Night. We also purchase student books for parents to utilize at home that we give out at different family events. |
| **How are parents involved in deciding this?** | Parents provide input through our SAC and parent surveys throughout the year. |
| **How will you document parent input?** | Parent input is documented through minutes of meetings and through summary of parent surveys. |

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.**
* **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 Parents** | **How will this impact Student Achievement?** |  | **Check all that apply.** |  |
| **Title/Topic of Event** | **Tentative****Date/Time**Are they flexible? | **Transportation** | **Meal Refreshments** | **Childcare** | **Translation** | **How will this support learning at home?** |
| **Curriculum Areas** | Camp Learn-A-Lot, Spring 2020TEDx Presentations, Spring 2020Fine Arts Night, April 2020 | Parents are given information regarding the math, science and ELA standards and engage in activities that address those standards with their children.  |  |  | X |  |  | Parents are given books and activities that they can use at home as well as give them a better understanding on applying the standards. |
| **Achievement Levels, Expectations and Assessments** | Embedded in grade level Parent Conference Nights | Teachers provide parents with their child’s progress and ways to continue to assist them. | Ongoing |  |  |  |  | Provides parents with an understanding of how their child is doing in their academics and ways to help them. |
| **Progress Monitoring** | Parent Conferences  | Teachers provide parents with their child’s progress and ways to continue to assist them. | Ongoing throughout the year; minimally each semester |  |  |  |  | Provides parents with an understanding of how their child is doing in their academics and ways to help them. |
| **Other Activities** | Twistee Treat Night, 8/15/19McDonald’s Nights, bimonthlyBoy Scout Info Night, 9/12/19Trunk or Treat, 10/2019Thanksgiving Feast, 11/20191st Grade Chorus, 12/6/19Angel Tree Pick-Up, 12/2019Winter Wonderland, 12/2019Valentine Dance, 2/2020Spring Fling, 4/2020Field Day, 5/2020Kinder Grad, 5/20205th Grade Moving On, 5/2020 | Positive home/school relationships result in the likelihood of student success. | Monthly Events |  |  |  |  | Building positive home/school relationships results in the likelihood of student success. |
| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | Parents receive information by way of family events, parent conferences, work and assessments being sent home and communication through flyers and the student planner. |
| **How will workshops/events be evaluated?****How will the needs of parents be assessed to plan future events?**  | Families are asked to complete a survey providing feedback on ways we can improve and adjust future events.  |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.**  | We have a small population of ELL, however, we have a few staff members who speak Spanish who will come to events and/or provide materials for them. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | Timing; work schedules |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | We offer some morning events in which breakfast is provided. However, most of our family events are in the evening due to family work schedules. |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?**  | All our events are accessible to all families and due to the set-up of our campus, it’s easy to get around for all.  |

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 implement the student planner to increase consistent communication. We also utilize our school Facebook and Twitter accounts, as well as our school website. We continue to utilize School Messenger to send reminders and important information. |  |

**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** |
| Parent Involvement Training | Provides information to our staff on all aspects of parent involvement as they begin the school year. | Presentation | All Staff | 9/13/19  |
| Social Emotional Learning Professional Development | Provides staff with knowledge and understanding around SEL and trauma-informed care to better relate and understand our families’ situations/backgrounds. | 2-hour training to engage our staff in information and activities around trauma-informed care. | All Staff | Monthly on ERDs |

**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** |
| Front Office | School Secretary and administration | Head Start information, Title One brochure, SAC brochure, School Compact, flyers of events |

**10. Evaluation of the 2018-2019 Plan:**

**[x]  Data Collection Sheet for School Events submitted to Title I. Date of submission: June 2019**

**[x]  Compliance items submitted to the Title I office. Date of notice of completion: June 2019**

**[ ]  N/A – not a Title I school in 2018-2019**

Principal: Karyn Kinzie Date: August 30, 2019

***\*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.***