Pasco County Title 1 School Level

Parent and Family Engagement Plan 2021-2022

Pasco Middle 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: ___4-2-21_____

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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	Parents and students were invited to participate in the planning, review, and improvement of the CNA and Title 1 via a Title 1 Parent Input meeting. The invite was put out through social media, weekly phone calls and emails, and the weekly parent newsletter. Feedback was given via a zoom parent meeting in January and online input surveys if they were not able to attend the meeting that were put out in January and February. The feedback that was given was documented on a feedback form as we went through each item on the agenda. The input that was recommended for the Student Compact was reviewed in February to make sure all the recommendations were added to the Student Compact. The input that was recommended for the Parent & Family Engagement was reviewed at a parent meeting in March to make sure all the recommendations were added to the document.
Date of meeting to gather parent input for Comprehensive Needs Assessment	January 19, 2021 – Family Engagement Plan review and input & Parent Survey, Parent Focus Group Questions and CNA review, Review/revise Family Engagement Plan and School Compact & communicate Parent Survey results February 15, 2021 – Online survey available for parents who couldn't attend meetings and wanted to provide input
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	January 19, 2021 – Family Engagement Plan review and input & Parent Survey, Parent Focus Group Questions and CNA review, Review/revise Family Engagement Plan and School Compact & communicate Parent Survey results February 15, 2021 – Online survey available for parents who couldn't attend meetings and wanted to provide input March 23, 2021 - review allocation of Title 1 funds for the 21-22 school year

Evidence of the input gathered and how it was/will be used should 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?	Parents and students were invited to participate in the review of the school compact via a Title 1 Parent Input meeting. The invite was put out through social media, weekly phone calls and emails, and the weekly parent newsletter. Feedback was given via a zoom parent meeting in January and online input surveys if they were not able to attend the meeting that were put out in January and February. The feedback that was given was documented on a feedback form as we went through the compact. The input that was recommended for the Student Compact was

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	reviewed in February to make sure all the recommendations were added to the Student Compact.
Date of parent meeting to develop or revise the compact	On January 19, 2021, we reviewed the current school compact and made some adjusted to the compact for next year.
What communication methods will be used between teachers & parents as well as school & parents?	There will be communication through the use of weekly School Message phone calls and emails, school website, all three school social media sites, the weekly Pirate Press parent newsletter, and at times we will send home paper copies with students.
Elementary schools are required to hold at least one face to face conference with parents. Explain your process?	N/A

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.

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?**	At the annual Title 1 meeting for families, parents are provided information on the school's participation in Title 1, the requirements of Title 1, parent's rights to be involved, curriculum being used, academic assessments being used to measure student progress, and opportunities for them to provide input. Parents are notified of the meeting through social media, weekly phone calls and emails, and the weekly parent newsletter.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	August 5th, 2021 at 11 AM, 12 PM, 1 PM, 2 PM, and 3 PM. We are going to have multiple sessions for parents who have kids in different levels. Calendar date was identified, teachers were notified already and will be notified again in their summer newsletter. Notification of meeting will be shared with stakeholders via letter home, marquee, social media posts, phone calls, emails through school messenger system, and the Pirate Press parent newsletter.
How do parents who are not able to attend receive information from the meeting?	Information is available upon request through our front office staff. The PowerPoint shown at annual Title 1 meeting on Meet the Teacher for Secondary Day is also published on the school website with other Title 1 information.
How are parents informed of their rights?	Parents are informed via the Parents Right to Know, which is included in the annual Title 1 meeting, the annual Title 1 letter that is sent home at the beginning of the school year, and a link on our electronic school compact.

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	ESOL IA, after-school tutoring program for our ESOL students, we have AVID Excel for 7th and 8th grade ESOL students, summer bridge program for ESOL AVID Excel students

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Title IX-Homeless	SIT Program, Social Worker
Preschool Programs	N/A
IDEA/ ESE	ESE Support Facilitators
Migrant	Migrant Social Worker, Migrant IA, Migrant Resource Teacher
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	Parent involvement funds will be used to support parent meetings throughout the school year.
How are parents involved in deciding this?	We invited parents to provide input during our Title 1 Parent Input Meeting in January. Parents that couldn't attend were able to provide feedback online.
How did you document parent input?	We documented the information on a parent feedback form and collected and analyzed online feedback.

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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 - By May 2022, 100% of teachers will use high quality, district approved, core materials to incorporate the Core Action Shifts in the classroom and intentionally plan for Focus Standards where students traditionally struggle based on the collective belief that ALL students can learn and show gains. This will be measured and monitored by classroom walkthrough data, coaches and admin participating in PLCs and lesson planning that includes intentionally using district-approved resources.	**Curriculum Areas -** Departments give demonstration of lessons	Parents will learn strategies to work with their son/daughter at home, which will in turn support the learning that is happening.	Tentatively for September, November, and January.		X		X	Parents will learn the skills and strategies that are being taught to students so that they can support their son/daughter at home.
	ESOL Parent Night – Information provided in Spanish for parents to learn the aspects of our school	Parents will learn how they can track their student progress and how they can assist their child at home.	September/October		X		X	Parents will know that we have bi-lingual staff that they can reach out to and will leave the meeting with an understanding of how to check myStudent to monitor their child's progress.

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2. Data-Driven Decisions - By May 2022, 90% of teachers will use PLC and SIT time to discuss student performance measures, such as CFA's, and labeling assignments and assessments in the gradebook by specific standards in order to identify students who need intervention and enrichment. All will be used to drive the planning process as we address Focus Standards to provide interventions & enrichment for all students during intervention time. Teachers will also monitor data and provide targeted interventions specifically for SWDs, ELLs, and our black students. All teachers will see all students on a 6-day rotation bell schedule to provide interventions/enrichment for their own students. This will be measured by at least 50% of teachers transitioning to standards-based grading by labeling assignments and assessments in the grade book by specific standards, ESE support facilitators, intensive reading teachers, coaches and admin participating in PLCs and SITs meetings to help identify students who need tiered interventions within the classroom and monitoring the number of students off-track and at-risk.	**Achievement Levels, Expectations and Assessments -** Informational Event	Resources will be distributed that provide students with the opportunity to grow and parents will learn skills to reinforce skills that are tested.	March		X		X	Parents will have access to the testing calendar and will know what the tests windows are, so they can work with their son/daughter to increase mastery.
	Incoming 6th Grade Parent Night – Information about 6th grade and middle school	Parents will have a clear understanding of the expectations of 6th grade and middle school for 8th grade promotion, so they will know what the data presented means and how to monitor myStudent to know how their child is progressing.	January/February		X		X	Parents will have a clear understanding of the expectations of 6th grade and middle school for 8th grade promotion, so they can review data and help their child succeed.

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3. Collaborative Culture - By May 2022, Pasco Middle School will implement and practice collective responsibility and what that means regarding culture, policies, procedures, and our key focus areas. This will be demonstrated by staff buy-in, consistency in implementing school policies, and 50% of staff transitioning to standards-based grading by labeling assignments and assessments in the grade book by specific standards and believing that ALL students and achieve at high levels.	**Progress Monitoring** - Meet the Teacher/Open House	By increasing communication between parent and teachers more students will remain on track academically.	August 5, 2021		X		X	Parents will be able to monitor myStudent and see when students are missing assignments or not scoring well and can use the strategies learned at this night to help students succeed.
	Parent Conference Nights	Parents will be able to have direct conversation with teachers about the student's strengths and areas of concern so that they can help their child at home and teachers can gather information from parents to better assist them in the classroom to increase student achievement.	September, November, January/February		X		X	Parents will know the areas of strength and of concern for their child, so they can help them at home.
Other: High Impact Instruction, Collaborative Culture	**Curriculum Fair**	Parents will learn about the different courses offered at Pasco Middle School and the courses that are needed for middle school promotion to ensure their child is in the correct courses that will challenge them.	January/February		X		X	Parents will be able to assist students with course selections.
	AVID Family Night	Parents will be connected to the school and relationships are an important part of student success.	December		X		X	Parents will know who they can reach out to in the AVID program to make sure their child is on the right track, academically.

Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parents can obtain access to the myStudent portal where much of this information can be found. In addition, curricular information is available on the county's web site and discussed during the school's open house/meet the teacher day. Parents can also find information on our school website. Teachers use CANVAS and parents can access this platform with an account. We also put information about achievement in our parent newsletter and have a place for parents to request more information.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	Workshops and events will be evaluated through attendance and feedback that is obtained verbally and through surveys. The needs of parents will be assessed through surveys.

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Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	Bi-lingual staff will be present to translate and we will have handouts in their native language available.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Transportation and an inability to meet with teachers during their contracted hours due to work responsibilities. We try to offer our events at times when parents typically off from work.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We vary the window of time that we offer the events. EX: 2pm – 4pm, 3pm – 5pm and 4pm – 6pm. We will also put handouts from events on our we website and can record a virtual meeting for parents that need it.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Our facility is ADA compliant. Any specific need is provided by the school on an as needed basis.

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	Pirate Press Parent Newsletter goes out weekly along with use of the School Messenger System (weekly phone calls and emails home), which are done in English and Spanish and also posted on our website so parents can refer back to them. MyStudent portal, Parent/Teacher conferences, Parent Teacher Conference Nights, We also post information to our social media sites (Twitter, FaceBook, and Instagram).

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.

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
Book Study – There's No Such Thing As A Bad Kid By Titus O'Neil	Staff will gain an understanding that children go through different things in their life and need different supports to be successful.	Book Study	All Staff	Ongoing throughout the school year
Social Emotional Learning	By increasing awareness of how our teachers can incorporate compassionate instruction in their lessons and faculty and staff can use compassionate discipline in school, we will increase our teachers' and staff's capacity to reach students.	Professional Development	All Staff	Once a month on early release days
Parent Conference Nights	Teachers and staff will be able to build a rapport with parents so that we can team together to ensure students have the tools needed to be successful.	Late afternoon/evening meetings	Parents/Guardians	September, November, January/February

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.

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	Principal Secretary	Parent and Family Engagment Plan, School Advisory Council brochure, Title One brochure, Parent engagement brochure, Career Academies brochure, insurance forms, United Way, social media site information, how to create a MyStudent account, PRIDE Expectations pamphlet

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Principal: _____ Date: 4-2-21

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]

[1] (4/8/20)