**2024-2025 Title I Parent and Family Engagement Plan**

**School Name: Pinellas Park ES**

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| **Please use the Comprehensive Needs Assessment Data and any other family engagement data to complete the following:**School’s Mission Statement: As a community, we will provide the necessary support to all students, so they are college and career ready, reaching the highest level of achievement.Measurable Outcomes: All stakeholders will work together in a cooperative partnership which will enable our students to become college and career ready. Together we will provide a balanced curriculum which is driven by data and based on individual student needs.  |

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| **Building Capacity of Families** |
| Describe how the school will implement activities that will build the capacity for strong parent and family activities, to ensure effective involvement of parents and to support a partnership among the school involved, parents, the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].  |
| Based on the data from the Comprehensive Needs Assessment, please complete the [Family Engagement Planning Sheet.pdf](file:///C%3A%5CUsers%5Cpetitboism%5COneDrive%20-%20Pinellas%20County%20Schools%5CDocuments%5C22-23%5CFamily%20Engagement%5CFamily%20Engagement%20Planning%20Sheet%202023.pdf)for an upcoming event that will be directly tied to the measurable outcome(s) above.  |
| **Staff Professional Development related to Family Engagement** |
| Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)] |
| How will school leadership actively build teacher and staff capacity related to ongoing family engagement connected to academic goals?Pinellas Park will host parent nights at least twice per semester. Personal phones calls will be made to ensure parents and teachers are engaged in these nights. They will include- Teacher Meet & Greet, Open House, Parent Education and Parent Conferences. Awareness is the key- along with buy-in, and opportunity. Targeted sessions including Title I parent nights, an understanding and discussion centered around the compact, and opportunities to volunteer through the lens of Moms Making Moments and All Pro Dads. Multiple partners have been gained through the Chamber of Commerce to mentor entire families, not just the parent or student- but both. |

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| **Title I Annual Parent Meeting Experience** |
| Each school will convene an annual meeting designed to inform parents of participating children about the schools Title I program, the nature of the Title I program (schoolwide or targeted assistance), school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].  |
| How will you get recorded feedback from parents about the meeting? How will the recorded feedback be used to inform future events?Forms survey following the meeting; an interactive modality to allow parents to collect feedback from parents (forms, survey monkey) at the Title I meeting for immediate feedback and follow-up. Us of this feedback will drive planning, budget, and events based on parent replies, feedback and data.How will you address barriers to increase attendance and academic support at home?Weekly or bi-weekly student service meetings and CST meetings will be held with targeted home visits to support families. Attendance incentives to engender attendance; positive phone calls home; newsletters; dojo; awards based on attendance; assistance from stakeholders and community members to mentor and use of social worker and counselor monthly lessons encouraging elite attendance. Part of our focus is education through the Title I meeting on what good attendance looks like and why.How will you ensure that parents unable to attend the Title I Annual Meeting receive the information? (Ex: using various modalities such as video with Flipgrid, School newsletter, Dojo or PBIS rewards).All school information will be provided via our website as well has hard copies going home. Teachers use Dojo as another way to communicate with parents. Most current Title information and minutes will be on the website- threaded through school events as well. This will be extended through use of Facebook and other social media platforms. PBIS Paw bucks for attendance and regular website and dojo reminders from the Teacher to supplement campus efforts. |

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| **Communication** |
| Describe how the school will provide parents of participating children the following [Section 1118(c)(4)] • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and • If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will submit the parents comments with the plan that will be made available to the local education agency [Section 1118(c)(5)]. |
| All school information will be provided via our website as well has hard copies going home. Teachers use Dojo as another way to communicate with parents. Social media platforms such as Facebook, incentivized with a meal and tied to a student performance or event. District and state expectations clearly explained and printed for the parents and school community at large; inclusion of parents, students, and community members through the auspices of Title meetings, SAC, and PTA in decision making for the best interests of the school and to meet school and state goals and exceed them related to academic performance. |

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| **Flexible Parent Meeting** |
| Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)]. |
| All parent meetings will have two times, an am and pm. Information will also be sent home to any family unable to attend. TEAMS forum allotted for non-attendees in person; posted on social media platforms- agenda and notes. We will goal set and work within our community and with Central Office for funds for transportation to school events and the provision of child care for these events. The chamber of Commerce will be a strong partner in these efforts. |
| **Accessibility** |
| Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].All parent meetings will have two times, an am and pm. Information will also be sent home to any family unable to attend. Information (presentation materials) will also be available in Spanish and our front office staff provides Spanish translation when needed to families. Translator(s) on site, to summarize and answer questions- bilingual staff. Spanish and Hmong are on staff! Compacts in Spanish and coordination to translate to stakeholders unable to speak or understand English. |