

**2023-2024 Title I Parent and Family Engagement Plan**

**School Name: San Jose Elementary**

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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: The San Jose Elementary school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships.Measurable Outcomes: Volunteer hours for the year will increase by 15%. In addition, we will increase family engagement events and communication efforts throughout the year to educate and support families in improving student outcomes. |

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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, in order 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)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement**What skill that reinforces learning at home will families gain during this event? | **Timeline** | **Evidence of Effectiveness** |
| 1 | Meet and Greet  | Principal and Assistant Principal | Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. | August 2023 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Curriculum/Back-2-School Night/Open House | Principal and Assistant Principal | Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. | August 2023 | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | All Pro Dads | Restorative Practices Facilitator  | Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FAST gains. | October 2023, December 2023, February 2024, April 2024 | Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | Kindergarten Transition  | Principal and Assistant Principal | Materials will be provided to help parents prepare their students for upcoming school year. Registration assistance at the time; tours available and info to prep for Kindergarten | January 2024 | Sign-in sheets, handouts, agendas, and presentation materials |
| 5 | Polar Express Literacy Night | Principal and Assistant Principal; ELA SIP committee | Parents will be provided with content specific sessions, aligned with FL BEST standards, identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% gains on FAST Reading. | December 2023 | Sign-in sheets, handouts, agendas, and presentation materials |
| 6 | STEM Family Event | Principal and Assistant Principal; science SIP committee | Parents will be provided with content specific sessions, aligned with FL BEST standards, identifying strategies they can use at home over the summer including a summer reading project to promote highest student achievement and student growth over time. Parents will also have time to sit with their child to review their portfolio of work from the year, areas of improvement and areas for continuous work. | May 2024 | Sign-in sheets, handouts, agendas, and presentation materials |
| 7 | Open Conference Day | Principal and Assistant Principal | Parents will be invited to stop by the school to conference with teachers. Teachers will also set phone conferences, to receive specific academic information on grade level standards, expectations, and their child’s progress, as well as instructional strategies and activities that allow the parents to extend learning at home.    | October 2023/ March 2024 | Sign-in sheets and conference notes |
| 8 | Reading under the Stars | Principal, Assistant Principal, & Literacy Team | Parents will be provided with content specific sessions, aligned with FL BEST standards, identifying strategies they can use at home to promote highest student achievement in literacy across all content areas to support 100% gains on FAST Reading. | March 2024 | Sign-in sheets and conference notes |
| 8 | Curriculum Showcase | Principal and Assistant Principal | Parents will be provided with content specific sessions, aligned with FL BEST standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by FAST gains. | May 2024 | Sign-in sheets and conference notes |

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| Based on the data from the Comprehensive Needs Assessment, please complete the [Family Engagement Planning Sheet](https://pinellascountyschools-my.sharepoint.com/%3Aw%3A/g/personal/petitboism_pcsb_org/EayViAyOcnRAvBYlSTaKn4oBc8ncRLTK4oiqSL-jTNq91w?e=q5fs9g)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)]

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement**How will this help staff build school/family relationships?  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Ongoing PLC | Principal, Assistant Principals, Instructional Coaches, Assistant Principals | Improve the ability of staff to work effectively with parents. | August 2023- May 2024 | Conference agenda and other appropriate documentation as required |
| 2 | Restorative Practices | Principal, Assistant Principals, IIRP trainer | Work within cross content teams to identify students’ strengths and areas of support and reach out to parents to work with them to support their children throughout the year | August 2023-October 2024 | Sign-in, Agenda, and other appropriate documentation as required. |
| 3 | Content Specific Professional Development | Principal, Assistant Principals, Team Leaders, teachers | Work within cross content teams to identify student’s strengths and areas of support and reach out to parents to work with them to support their children throughout the year | August 2023- May 2024 | Sign-in, Agenda, and other appropriate documentation as required. |
| 4 | SAC | Principal | Provide background knowledge on student population, collaborate on school wide routines and processes | September 2023 | Teacher/Parent/Administration observations and meeting |

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| How will school leadership actively build teacher and staff capacity related ongoing family engagement connected to academic goals?By utilizing the professional development focused on communicating with families as equal partners when planning and implementing family engagement events with an academic focus, students will be successful at meeting and exceeding academic goals. |

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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? Paper and electronic surveys.How will the recorded feedback be used to inform future events? Revisions and adjustments will be made to future events based on parent feedback.How will you address barriers to increase attendance and academic support at home?How will you get the information home to parents using various modalities who do not attend?

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| **Count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of parent involvement at Title I Nights (African American, Hispanic, Micronesian, economically disadvantaged) | A recorded meeting and/or PowerPoint slides sent out to parents unable to attend (for the Title I meeting). For families who cannot participate in the entire event, a recording of book readings will be accessible to families. Upon request, any corresponding materials will be sent home.  |
| 2 | Unable to contact parents/multiple calls from several teachers in one day (African American, Hispanic, Micronesian, economically disadvantaged) | Structured cross content teams with time built in to work with parents through parent calls, emails and conferences |
| 3 | Parents unable to get information on what is happening in their child’s classes (economically disadvantage) | Cross content team send home quarterly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to contact parents via the phone. |

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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)]. |
| San Jose Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School Knight and **stand-alone Annual Title I Meeting**, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be providing a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

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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)]. |
| San Jose Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year (see “Building Capacity”). Childcare is provided at SAC parent meetings to reduce barriers for parent involvement. Teachers offer a beginning, mid, and end of year conference with parents and additional meetings upon request. There will be a virtual option this upcoming school year for parents to join meetings. |
| **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)].San Jose Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent. |