

**2025-2026 Title I Parent and Family Engagement Plan**

**School Name: Sawgrass Lake Elementary School**

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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 mission of Sawgrass Lake Elementary is to educate, nurture and inspire our students and staff to attain their goals each year as they become lifelong learners prepared for tomorrow’s world.*  Measurable Outcomes:  *In the 24-25 school year we averaged 30% of families attending school events. We would like to increase this to 50% in return, increasing ELA, math, and science proficiency.* |

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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)]. |
| *Sawgrass Lake Elementary believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC) and our PTA. More than 50 percent of the members of the SAC are required to be parent (non- employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP).  Administration will also utilize the PTA as a means for communication and an opportunity to gather stakeholder feedback.  Open house will be an opportunity for the school to share academic expectations for the year.  Families will be invited to participate in conferences where they learn how to help their individual child based on their needs. In addition, we will host three family events focused on learning more about state testing requirements, reading night, and STEAM night. Each one of these events will focus on content that parents will be able to reproduce or practice at home. We will open our campus to families to come in and eat lunch with their children and we will also host a night focused on our incoming families for how to prepare for kindergarten. Families will be able to meet individually with teachers to ask and answer questions and complete a survey at the end of the night to gauge the effectiveness of the program and what they learned.* |
| **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 ongoing family engagement connected to academic goals?  *We will provide staff with training related to effectively communicating school related information such as course grades, VPK-2nd Grade STAR Testing, 3rd-5th FAST Testing, IEP and 504 information and available district and school family resources.*  *We will review professional expectations and provision of Talking Points guidelines to build proficiency in meaningful parent communication.*  *We will utilize AVID strategies for the agenda to increase communication with home.* |

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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?  *Families in attendance will be asked to complete a survey.   After the annual meeting the SBLT will utilize the feedback as part of planning for future school events****.*** *The presentation will also be shared electronically after the meeting for additional review for those who attended and allow those who could not attend the opportunity to view the information and respond with questions, comments or concerns. Reports are available for documenting who received the information and surveys will be used as initial communication to determine next steps.*    How will you address barriers to increase attendance and academic support at home?  *Utilize parent feedback and put into place actionable goals to address attendance and academic support. Utilize PBIS incentives to support action goals which aim to improve attendance and academic support at home. Monitor goals throughout the course of the year to see where adjustments are needed.*  How will you get the information home to parents using various modalities who do not attend?  *The following modes will be used to share the information:  Class Dojo*  *Email*  *Social Media*  *Website* |

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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)]. |
| • Timely information about the Title I programs [Section 1118(c)(4)(A)];  *Our school is committed to ensuring that regular two-way, meaningful communication is established between all family members and school staff by many different modalities. We plan to use school’s web page, dojo, Facebook, posted in the front office in the family newsletter, emails, flyers, phone calls, and parent visits to keep them up to date with all communication needed. The communication plan will notify families of upcoming events: purpose, time/date, audience, and activity. Most communication between school and home will be translated into Spanish, in addition to English however our school dojo communication app translates to the language chosen by the family.  When families engage with schools to support their student’s learning, several positive effects can take place:*   1. *Students learn to read faster.* 2. *Students typically score higher on tests.* 3. *Students attend school on a more regular basis.* 4. *Students experience less disciplinary occurrences.* 5. *Students are more likely to graduate.*   • 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)];   1. *We will describe and explain curriculum, forms of assessments and achievement levels during our Annual Title I meetings, school-based website, and newsletters as well as our testing night.* 2. *Families will be notified about the forms of assessments through teacher communications, ongoing school meetings ex: FAST night, SAC, Annual Title I Meeting, and parent-teacher conferences.* 3. *The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via phone calls or class/school newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which is also posted on the school website. Families may also contact the school for further information.*   • 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   1. *Families and community members have the opportunity to share feedback after each family and community engagement event, the Annual District Family and Community Survey and via SAC meetings, as well as participation in the School-Parent Compact.* 2. *Communication of upcoming opportunities will include social media, school website, newsletters, email, school marquee, fliers, and School messenger messaging.* 3. *Title I School-Parent-Student Compact details how the school will provide a high-quality education, how parents will support their child's learning, and how students will take responsibility for their own learning. As an elementary school, the compact is reviewed and discussed during parent-teacher conferences. As a result of the consultation with parents, the school could update the Title I School-Parent-Student Compact at any time during the school year to include other relevant and agreed upon activities/ actions that will support effective parental engagement and strengthen student academic achievement.*   • 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)].  *Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan are gained through the Annual District Family and Community Survey and via SAC meetings. The surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year.* |

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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)].  *The school seeks parent input on which times are best to attend meetings and activities that meet the needs of parents through event/activity surveys, quarterly SAC meetings, through teacher communication and via the annual Parent and Family Engagement survey.*  *Flexible parent meetings are offered throughout the year via social media and Teams. School Services supports additional services such as home visits, outside resources, etc.* |
| **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)].  *Meetings and school communications are shared on various platforms to make sure families are informed of upcoming events. Additionally, school communications are shared in other languages and support personnel participate and translate in parent meetings if needed. Alternative options for families with special needs are available via a digital platform where applicable. Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.* |