



Pasco County Title 1 School Level  
**Parent and Family Engagement Plan 2022-2023**

**Schrader Elementary**

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:** Together, we will provide a safe environment where we empower ALL students to be independent thinkers, respectful citizens, and develop a life-long love for learning. When we say together, this includes our community and families. We believe our parent and families are necessary for our students' success. Our vision is that all students will learn at high levels to be successful in college, career or life.

**Schrader's Mission Statement:**

*A compassionate culture with high expectations and unlimited possibilities for all.*

**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: Lee-Anne Keith

Date: April 8, 2022

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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.**

<b>Describe the method in which parents were involved</b>	The school advisory council, which is comprised of parents, teachers and community partners began to discuss the Comprehensive Needs Assessment and the Title I program beginning at our first SAC meeting in September. Each month, sections of the Title I plan and School Success Plan is discussed and thoroughly explained to the council. Trainings and/or workshops of learning are conducted to build the parents and community knowledge through the monthly SAC meetings. During our April SAC meeting, the PFEP plan, home-school compact and the parent friendly involvement plan was reviewed. Open discussion for each document occurred, gathering feedback and suggestions for the upcoming school year.
<b>Date of meeting to gather parent input for Comprehensive Needs Assessment</b>	September 27, 2021      January 24, 2022 October 25, 2021      February 28, 2022 November 15, 2021      April 4, 2022 December 13, 2021
<b>Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan</b>	Monday, April 4, 2022

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

<b>How were parents invited to develop or revise the compact?</b>	Schrader families were invited via an invitation on our social media page (Facebook) and the meeting flier was sent home with all SES students. During the SAC meeting, administration reviewed all documents. An open discussion occurred that included recommendations for the compact, the parent friendly involvement plan and the PFEP. All recommendations were noted in the meeting's minutes.
<b>Date of parent meeting to develop or revise the compact</b>	Monday, April 4, 2022
<b>What communication methods will be used between teachers &amp; parents as well as school &amp; parents?</b>	Due to the rising numbers with the delta variant of Covid, our Open House was done virtually. During the annual open house event, a general Title I meeting was held on Zoom by administration. Information

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	<p>regarding Title I programs, behavioral expectations, SuP at a Glance and curriculum and academic assessments were presented. After administration presented, the classroom teachers then held their Welcome Back meeting with the parents. Parents also received information regarding opportunities for involvement, decision-making for their child and home-school communication procedures. Communication includes: Quarterly Academic Newsletters, Grade level behavior management plans, Remind 101 text messages, Class Dojo messages, SES Facebook, SES Twitter, school marquee, event fliers, parent conferences (Face to face and via Zoom), School-Connect Recorded phone messages. After the teachers met with their parents virtually, the parents had an opportunity to stay connected and watch the annual Superintendent’s message as well as a short video that all classrooms made touring and explaining their classrooms, made by the students.</p>
<p><b>Elementary schools are required to hold at least one face to face conference with parents. Explain your process?</b></p>	<p>Due to Covid restrictions, our annual Open House was via Zoom. At our annual Open House (Back to School Night), each parent has the opportunity to sign up for a conference time via Sign-Up genius. Those that did not sign up, the teachers will send home invitations for fall conferences, as well as spring conferences. During January, all Covid restrictions were lifted and , all parent conferences returned to face to face meetings. Teachers maintain a parent communication log, which will also include phone or Zoom conferences. When parents request conferences, our teachers accommodate their wishes within 3 days of the request. Administration, Guidance and Instructional Coaches all participate in student conferences with the classroom teachers.</p>

*\*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.**

<p><b>What information is provided at the meeting? How are parents notified of the meeting?</b></p>	<p>Due to Covid restrictions, our 21/22 Open House was conducted online. Our annual Title I meeting was held during the opening session of our annual/virtual Open House. Administration showed the district’s Title I PowToon which discusses the Title I program, parents rights and funding. The principal shared the curriculum and instructional plan for the school year. After the general meeting, parents then logged into their child’s classroom teacher’s Zoom. During this Zoom, they received specific information</p>
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	regarding curriculum and assessment plans from the teachers. Parents also reviewed the school's SuP at a Glance and discussed the Home and School Compact. Sign in sheets were collected (list of attendees) and a packet of the information presented was sent home to parents unable to attend the meeting the following day. Parent compacts that were not signed following Open House, were reviewed during parent conferences throughout the school year. Parents received an invitation for Open House in their child's First Day of School packets, a flier was sent home closer to the date of the event, a marquee message displayed the event information, event description is placed on Facebook and a School Connects message was sent to all families via the automated phone system, School Messenger.
<b>Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting</b>	In conjunction with the regional schools, our annual open house is planned to be on a date that is different from all regional schools to accommodate families that have multiple students in multiple area schools. Tentative date: September 7, 2022
<b>How do parents who are not able to attend receive information from the meeting?</b>	Our Title I presentation will be assessable via our Facebook page and school website.. Videos of the presentation, as well as a streaming live option of Open House (Superintendent video, administration video and Title I PowToon) will be shown on Facebook. Title I fliers as well as a family welcome letter are sent home in the first day packet for all students.
<b>How are parents informed of their rights?</b>	Our parents follow the same rights as presented to all Pasco County parents. Parent rights are publicly displayed on the Pasco Schools website. The Parent Rights to Know is included in the district's Title I PowToon presentation. School office staff and newly hired instructional staff members will be trained by the ESOL/ESE compliance specialist regarding the legal rights of immigrant students, registration procedures, and right to attend school. Training will also include the rights of a translator during a parent conference and the need to include our ELL instructional assistant in all conferences of ELL students. The Annual Title I letter explaining the rights of the parents is also sent home via our first day packets as well.

**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.**

<b>Title III-ESOL</b>	
<b>Title IX-Homeless</b>	Social Worker
<b>Preschool Programs</b>	PreK VE
<b>IDEA/ESE</b>	FDLERS, ESE Support Facilitators, ESE IA's, EBD teachers, Behavior Specialists
<b>Migrant</b>	
<b>Other</b>	

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**5. Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.**

<b>Allocation</b>	2,000 classroom books for libraries 1,000 supplies Lorey Tinti (Parent Involvement Assistant): \$33,500
<b>Explain how these funds will be used this school year</b>	These funds include the position of the Parent Involvement Assistant, and supplies needed for parent workshops/resource fairs throughout the course of the year.
<b>How are parents involved in deciding this?</b>	Information was gathered at the April SAC meeting in deciding needs for the upcoming school year. A parent survey was also conducted and both methods displayed the need for a full-time parent involvement assistant to help with family engagement and activities. Evidence also showed a need for a resource fair of community and school resources to be offered to our families. Parents do want to be involved, in face to face opportunities!
<b>How did you document parent input?</b>	A mid-Spring parent involvement survey was conducted in March. Feedback from the interactions with parents (monthly events, emails, conversations) will also be documented. Suggestions from parents during the parent involvement SAC meeting was captured in the meeting minutes.

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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.

<b><u>Building Capacity of Families</u></b>								
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. <u>Collaborative Culture</u> : Parent engagement and positive communication/relationships with school-based personnel and stakeholders builds a strong community support for students.	<u>Kindergarten Camp</u> <u>Parent Day</u> <u>Registration Day</u> for Incoming Kindergarten students	Creating and Building a lasting partnership with new families.	July 28, 2022	x	x	x	x	Incoming kindergarten families need to be aware of the lasting partnership that a family and school have together. Meeting key members of the staff is instrumental in seeking assistance in the future.

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<p>2. <u>Collaborative Culture</u>: Parent engagement and positive communication/relationships with school-based personnel and families builds a strong community support for students.</p>	<p><u>Student/Parent Conference Nights</u>: Students will participate their own parent conferences, with teacher support, discussing all current data and graphs assessment data with the families. Learning goals will be showcased as well as specific student action plans.</p>	<p>Information provided to parents will improve home support, understanding of Florida B.E.S.T standards and secure the family to home partnership.</p>	<p>Student/Parent Conferences will take place by the end of October due to PMP status determination.</p>	x		x	x	<p>Parents will be provided guidance on types of question sets and practice assessments that can be used at home for students to gain understanding of question types. Teachers will share information about the Progress Monitoring Assessments, math module assessments, and unit ELA assessments.</p>
	<p><u>Quarterly Academic Newsletters</u></p>							

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<p>3. High Impact Instruction: According to our MTSS walkthrough report from February 2022, our next steps will be to focus on the quality indicators of entry/exit criteria, frequent progress monitoring, and intentional questioning. A new district walkthrough tool will be developed so that data from the above areas can be collected. By February 2023, we will increase the classrooms using entry/exit criteria, frequent progress monitoring, and intentional questioning to 50%.</p>	<p><u>Student/Parent Conference Nights:</u> Assessment data, classroom data, progress monitoring plans, student goals will all be discussed during the parent conference. Progress monitoring information is also shared in all Sbits and In School Staffings, which parents attend.</p>	<p>Information provided to parents will improve home support, understanding of Florida B.E.S.T standards, assessment tools and secure the school to family partnership.</p>	<p>Student/Parent Conferences must take place by the end of October due to PMP status determination.</p>	<p>x</p>		<p>x</p>	<p>x</p>	<p>Parents will learn the assessments that we are using, how progress monitoring works and the goals that we have for their child. Ideas to how they can support their child at home will also be shared.</p>
<p>4. High Impact Instruction: Ensures all students have access to grade level, rigorous, core instruction with a systematic level of support that meets the needs of all learners.</p>	<p><u>Math Night at Publix:</u> Students and families will participate in a Publix family night that aligns with our new mathematics standards.</p>	<p>Continue to build relationships with families, while engaging in a curriculum event.</p>	<p>Winter 2022</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>With new math standards rolling out, this will give parents a chance to engage in different standards-based areas to help their child at home with mathematics.</p>



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<p><b>Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b></p>	<p>Parents are provided information surrounding the curriculum through multiple ways including: electronic communication from classroom teachers, information surrounding B.E.S.T Standards on the school website and quarterly parent newsletters that are sent home via paper copy and available on the school website. Parent conferences occur (at least) every semester and progress is also communicated through progress reports and report cards. Teachers highly encourage parents to come in for parent conferences throughout the year. Parents that are invited to our in-school staffings and/or School Based Intervention Team Meetings are given a multitude of student learning and assessment information. Assessment data in the form of mini-assessments and formative assessments are sent home with students on an ongoing basis. Achievement level data as scored on the MAP assessments and FSA are also mailed home to parents.</p>
<p><b>How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?</b></p>	<p>Surveys will be distributed during parent academic events to gauge the effectiveness and participation of the event. This information will be reviewed by administration, instructional coaches as well as our parent involvement assistant to identify the structure and content of the events. Each SAC meeting, parents are always offered the opportunity to discuss programs/initiatives that they want to learn more about. Our SAC needs assessments drive the agendas for each meeting.</p>
<p><b>Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.</b></p>	<p>School office staff and newly hired instructional staff members will be trained by the ESOL/ESE compliance specialist regarding the legal rights of immigrant students. Training will also include the rights of a translator during a parent conference and the need to include our ELL instructional assistant or translator during school events. There are at least 4 current staff members that speak Spanish. They are always willing to help our Spanish-Speaking families.</p>
<p><b>What are the barriers for parents to attend workshops/events and how do you overcome these?</b></p>	<p>Offering both morning and evening sessions for parents will allow family members to work around their own schedules (work, daycare, etc.) Prior notice, well in advance, will give the families plenty of time to plan to attend. County bus passes are also given to families that need transportation to the school for events and conferences.</p>
<p><b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b></p>	<p>Information presented at parent training sessions can be offered by live feeds of the sessions as well as electronic formats of the documentation. Parents that still request the information and are unable to attend on a specific day, will be invited to meet with any of the instructional coaches and/or administrators for the desired information.</p>
<p><b>How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b></p>	<p>Assistance will be provided for any individual with disabilities. Elevators will be used to transport individuals to the second floor of the classroom building, if needed. Two wheelchair-accessible ramps are also located on the campus to assist those in need of visiting the downstairs classrooms.</p>

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*\*These events should be included on the Data Collection Sheet for School Events.*

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**7. Utilize strategies to ensure meaningful Communication**

<p><b>Describe the methods that will be used to ensure meaningful, ongoing communication between home and school</b></p>	<p>During the open house event, a general Title I meeting will be held before parents visit the classroom teacher. Information regarding Title I programs, behavioral expectations, School Improvement Plan and curriculum and academic assessments will be presented. Parents will also receive information regarding opportunities for involvement, decision-making for their child and home-school communication procedures. After the general meeting, parents will visit the classrooms and receive specific information regarding curriculum and assessment plans from the teachers. They will also review the school's SuP at a Glance and sign and discuss the Home and School Compact. Sign in sheets will be collected and a packet of the information presented will be sent home to parents unable to attend the meeting the following day. Parent compacts that were not signed at Open House will be reviewed during parent conferences throughout the school year. Many teachers use the electronic communication tool Remind and/or Class Dojo to send instant messages and reminders to the families. Email and face to face parent conferences are consistently occurring across all grade levels. Academic newsletters are sent home each quarter showcasing the curriculum for the 9 weeks as well as all curricular standards in PE, Art and Music.</p>
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**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.**

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Parent Involvement Staff Training	Increase parental involvement to support student success	Presentation/video learning	All Staff members	<u>August 2022</u>
Partnership with Metropolitan Ministries, One Community Now, Monthly PBIS Talks Conscious Discipline, and Pack A Sack	Understanding the need to help feed many of our students. Learning how our community directly links their assistance to our school children and how we as a school community can give back.	Presentation during Planning Week, introduction to our community partners	SES Staff, SAC	<u>August/September 2022</u>

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<u>One Book, One School</u>	Building partnerships to support student success in Reading	Training to instructional staff members/information sent home to families, along with chosen book	All staff members, all families	<u>October 2022</u>

**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.**

<u>Location of Resource Center/Area</u>	<u>Person responsible for monitoring and updating Resource Center/Area</u>	<u>List a sampling of materials made available in the Resource Center/Area</u>
Front office/Lobby of the Administration Building	Parent Involvement Assistant	Parent Portal reference sheet, lunch menus, Free/Reduced lunch application, school suppl lists, community partner information, grade level family resources, transportation /busing information, school calendars and event fliers, family engagement activity sheets, each grade level's academic newsletter, Watch Dog Dads , iMoms information, and community resources (Soccer League, Little League, Library Card, Dance Classes, etc...)

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Principal: Lee-Anne Keith

Date: April 8, 2022

**Drafts of PFEP's are due in Title I Crate by April 8th, 2022.**

*\*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.*

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