

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:**

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

Every Raider, Every Day!

***What is Required:***

**Assurances: We will:**

[x]  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.

[x]  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.

[x]  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.

[x]  Involve parents in the planning, review, and improvement of the Title I program.

[x]  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.

[x]  Offer assistance to parents in understanding the education system and the state standards, and how to support their children’s achievement.

[x]  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.

[x]  Coordinate with other federal and state programs, including preschool programs.

[x]  Provide information in a format and language parents can understand and offer information in other languages as feasible.

Principal: *Lee-Anne Keith*  Date: 4/23/25

**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 and Title I Schoolwide plans with an adequate representation of parents**.

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| **Describe the method in which parents were involved** | 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 February SAC meeting, the PFEP plan, home-school compact and the parent friendly involvement plan were reviewed. Open discussion for each document occurred, gathering feedback and suggestions for the upcoming school year. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | February 4, 2025 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan**  | February 4, 2025 |

***\*Evidence of the input gathered and how it was/will be used should uploaded to Title I Crate.***

1. **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**.

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| **How were parents invited to develop or revise the compact?** | Schrader families were invited via an invitation on our social media page (Facebook) and the meeting flier was sent home with all SES students. The meeting was also advertised on our school’s marquee. During the SAC meeting, administration reviewed all documents with all the stakeholders present. 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. |
| **Date of parent meeting to develop or revise the compact** | February 4, 2025 |
| **What communication methods will be used between teachers & parents as well as school & parents?**  | Our Open House was on September 17, 2024. During the annual open house event, a general Title I meeting was held by administration in the Collaboration Center. Information 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, MyStudent messaging, SES Facebook, event fliers, parent conferences (Face to face and via Teams if preferred) My Student email and school-wide messages, and phone messages. After the teachers met with their parents, the parents had an opportunity to stay and watch the annual Superintendent’s message and then visit the Community Wellness Fair, which was located in the courtyard. |
| **Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?** | At our annual Open House (Back to School Night), each parent has the opportunity to sign up for a conference time before October (PMP deadlines). During the annual Fall Conference, the teacher and parents discuss and set goals on the student compact. Those compacts are housed within the classroom and a copy is given to the family and the parent involvement coordinator at the school. Those that did not sign up, the teachers will send home invitations for fall conferences, as well as spring conferences. Teachers complete a conference summary sheet that is given to the parent and a copy is kept in the student’s cumulative file folder. 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. |

***\*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.***

1. **Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.**

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| **What information is provided at the meeting?** **How are parents notified of the meeting?** | Our annual Title I meeting was held during the opening session of Open House (September 17, 2024). 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. The Assistant Principal demonstrated how to log into the student/parent portal and access the Parent Bill of Rights. Parents were given an opportunity to use computers in the lab to complete the PBOR acknowledgements. After our general session, parents were then invited to visit their child’s classroom teacher. During this classroom visit, they received specific information regarding curriculum and assessment plans from the teachers. Teachers also presented information on the FAST testing and the three progress monitoring windows during the school year. 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 MyStudent Connects message was sent to all families via their registered email. |
| **Tentative date and time(s)****of the Annual Title I Meeting and steps taken to plan the meeting** | Wednesday, September 10, 2025In 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. |
| **How do parents who are not able to attend receive information from the meeting?** | 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. Advertising Open House will be done via student fliers, Facebook post, marquee message and a banner on our school website. All of the classroom teachers strategically plan for students to have work on display or mini-plays/Reader’s Theatre performances so that parents have another reason to visit and enjoy their child’s work and/or performances. Parents are also very interested in our annual Wellness Fair that is in the courtyard each year. Free samples of products as well as many community resources are on display and available for the families. |
| **How are parents informed of their rights?** | Parents Right to Know is included in the Annual Title I Meeting Powtoon as well as the Annual Title I letter that is sent home at the beginning of the year with all students. Parents also complete the Parent Bill of Rights upon registration for the new school year. |

1. **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.**

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| **Title III-ESOL** |  ESOL IA, District ESOL Parent and Family Engagement Teacher  |
| **Title IX-Homeless** | Social Worker |
| **Preschool Programs** | VPK |
| **IDEA/ ESE** | FDLERS, ESE Support Facilitators, ESE IA’s, Behavior Interventionist, Behavior Assistant |
| **Migrant/Other** |  |

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

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| **Allocation**  | Title One District- $4,000Lorey Tinti (Parent Involvement Assistant): $39,364.00  |
| **Explain how these funds will be used this school year** | These funds include the position of one Parent Involvement Assistant, and supplies needed for parent workshops/resource fairs throughout the course of the year. The Parent Involvement assistant position is to help increase the success of programs such as Watch Dog Dads, volunteers, ABC committee, school-wide events, quarterly parent workshops and monthly Coffee Talks at the Parent Pick Up area of the school. |
| **How are parents involved in deciding this?** | Information was gathered at the February 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, especially with school-wide events and attending their child’s field trips and performances. |
| **How did you document parent input?** | A mid-Spring parent involvement survey was conducted in April. 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. |

1. **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.**

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| **Building Capacity of Families** |
| SIP 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 | Light Refreshments | Childcare | Translation |
| 1. **Schrader SMART Goal:** According to our School Based Observational Mach Form from the 2024-2025 school year, the following three areas were measured: Explicit Instruction: 64/86 74% Full Implementation 14/86 16% Partial Implementation 7/86 8% Minimal Implementation/Not Observed Task Aligned to the Benchmark: 71/86 83% Full Implementation 7/86 8% Partial Implementation 8/86 9% Minimal Implementation/Not Observed Questions to Deepen Understanding: 65/86 76% Full Implementation 18/86 21% Partial Implementation 3/86 3% Minimal Implementation/Not Observed.Our next steps will be to increase each area of full implementation to 90% by March of 2026. | Student/Parent Conference Nights: Assessment data, classroom data, progress monitoring plans, and 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.  | 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. Information on at home programs will also be sent home to support families.  | Student/ Parent  Conferences must take place by the end of October due to PMP status determination.  | X |  | X | X | 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.  |
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| 2**. ELA SMART Goal:** According to our 2024-2025 FAST PM 2 scores, 30% of our 3-5 students scored a Level 3 or higher (27% are currently Level 2. Therefore, if Level 2’s were factored in overall percentages, we would be at 57%). In K-2, 28% scored a level 3 or higher. 16% are currently level 2 and therefore if level 2's were factored in overall percentages, we would be at 44%. By FAST PM 3 of 2026, we will increase these overall proficiencies to 50% or higher in grades K-5**. Math SMART Goal:** According to our 2024-2025 FAST PM 2 scores, 24% of our 3-5 students scored a Level 3 or higher (32% are currently Level 2. Therefore, if Level 2’s were factored in overall percentages, we would be at 44%). In K-2, 18% scored a level 3 or higher. 25% are currently level 2 and therefore if level 2's were factored in overall percentages, we would be at 43%. By FAST PM 3 of 2026, we will increase these overall proficiencies to 50% or higher in grades K-5. Our accelerated math, which was 67% that were at a level 3 or higher for accelerated 5th grade math. By PM3, 80% of our accelerated math students will be level 3 or higher. **Science SMART Goal:** According to our 23-24 School Grade Science Achievement Score, 28% of our students scored proficient. By May of 2026, we will increase this overall proficiency to 35%. Grade 3 **English Language Arts Achievement SMART Goal:** According to our 23-24 School Report Card, our Grade 3 English Language Arts Achievement total percentage of points was 47%. By the end of the 25-26 school year, we will increase the total percentage of points to 50% or higher. **SWD Subgroup SMART Goal:** According to our 23-24 School Report Card, our ESE subgroup’s total percentage of points was 40%. By the end of the 25-26 school year, we will increase the total percentage of points to 45% or higher. Note: ELA learning gains of the lowest 25% was 63%. The following subgroups will increase their total percent of points: **Homeless Subgroup SMART Goal:** 18% in 23-24 to 25% in 25-26 **Multi-Racial Subgroup SMART Goal:** 38% in 23-24 to 45% in 25-26 **Black/African American Subgroup SMART Goal:** 33% in 23-24 to 42% in 25-26 **ELL Subgroup SMART Goal:** According to our 23-24 School Report Card, our ELL subgroup’s total percentage of points was 39%. By the end of the 25-26 school year, we will increase the total percentage of points to 45% or higher. |  |  |  |  |  |  |  |  |
| Math Night at Publix: Students and families will participate in a Publix family night that aligns with our new mathematics standards.  Family Literacy Night: Parents will learn literacy strategies through using Scholastic materials and how to support their grade 3 reader in comprehension of text. Lexia strategies and assistance will also be reviewed with families. One Book, One School Event: Every student will participate in a school-wide reading incentive through the program, One Book, One School. Students and families will engage in the enjoyment of reading together. Special comprehension activities are conducted in school as a follow up to the reading with the families. This year’s book will be Friendship According to Humphrey. Kindergarten Camp Parent Day  for Incoming Kindergarten students (Please note that we are offering a four day camp during the last week of July). This parent meeting is held on the last day of Kinder Camp, which is July 31, 2025.   | Continue to build relationships with families, while engaging in a curriculum event. 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. Information presented will include literacy strategies to engage at risk students with the skills needed for grade 3. (Learning Design Coach for ELA, along with support facilitators are the presenters). Connecting the school to home through a literature experience. Creating a love for a book shared with both the school family and each familyParents will learn the ins and outs of our school. Topics will include entry/dismissal, Kindergarten curriculum and assessments and the importance of a partnership. A question-and-answer session will also address new to SES concerns or questions.  | March 2026December 2025Fall 2025July 31st, 2025 |  | X | X | X | Students and families will receive math resources that will help support that home connection. Students and families will receive ELA resources that will help support that home connection. All students receive a book and we engage families in the experience. Parents will get resources to help student their child with transitioning into Kindergarten.  |

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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | 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 FAST assessments are also mailed home/emailed to parents for PM 1-3. |
| **How will workshops/events be evaluated?****How will the needs of parents be assessed to plan future events?**  | 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. |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.**  | 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 5 current staff members that speak Spanish. They are always willing to help our Spanish-Speaking families. If the staff members are not available, a call will be made to the translation line for assistance. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | 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. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | 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. |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?**  | 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. |

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

1. **Utilize strategies to ensure meaningful communication.**

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| **Describe the methods that will be used to ensure meaningful, ongoing communication between home and school** | 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 of MyStudent to communicate quick messages and event information. 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. |

1. **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.**

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| **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** |
| Parent Involvement Staff Training | Increase parental involvement to support student success | Presentation/video learning | All SES Staff | August-September 2025 |
| Scholastic Family Engagement Learning Labs | Staff members will explore strategies to consistently share data with families to help them know whether their child is performing at, above or below grade level. Ultimately, our staff will understand how to create opportunities to co-construct learning goals for students with families. | Parent conferences, after staff completes online workshops. | All SES Staff | August- December 2025 |
| One Book, One School | Building partnerships to support student success in Reading. | Training to instructional staff members/information sent home to families, along with chosen book. | All SES Staff | October 2025 |

1. **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.**

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| **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/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, and community resources (Soccer League, Little League, Library Card, Dance Classes, etc…) |

1. **Provide a summary of your Title I Schoolwide Plan in the box below.**

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| **Schrader Elementary School staff, community members, and families have jointly developed this written family and community engagement plan. This plan establishes the expectations for parent and community involvement with Schrader Elementary School, a Title I School.** **Schrader Elementary School holds a number of meetings for parents at flexible times for the parents' convenience. These include School Advisory Council (SAC) meetings, Watch Dog Dad meetings, Volunteers and parent conferences. SAC meetings have been conducted where parents are involved in an organized, ongoing, and timely way in the planning, review, and improvement of the programs for parent and community involvement. Schrader Elementary School will provide parents timely information about programs and services through the handbook, SES Facebook, classroom newsletters, Annual Title I meeting/Open House, our school website, phone communication, e-mail and events.****Schrader Elementary School provides parents a description and explanation of the curriculum in use at the school, forms of academic assessment used to measure progress, and proficiency levels students are expected to meet. This is done through parent conferences, work folders, quarterly newsletters, workshops, and other informational flyers. Schrader Elementary school will provide frequent student progress reports to parents. This will be done through midquarter progress reports, quarterly report cards, parent teacher conferences, and other personal or written communications. Teams will also provide a quarterly academic-based newsletter that showcases curriculum and units being taught.****Schrader Elementary School provides a regular time for parents to meet with teachers to formulate suggestions, to participate in decisions relating to the education of their children, and to respond to any suggestions as soon as possible. This is done through conferencing that includes all stakeholders. Schrader Elementary School staff, community members, and families have developed a school-parent compact. This is a written compact that outlines how parents, school staff, and students share the responsibility for improving student academic achievement. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's rigorous academic achievement standards. The school-parent compact describes the ways in which each parent will be responsible for supporting student learning and participating in decisions relating to the education of their student(s). The school parent compact addresses the importance of communication between the teachers and parents on an ongoing basis through parent-teacher conferences, electronic communication and quarterly reports to parents.****Schrader Elementary School gives parents reasonable access to staff and opportunities to volunteer and participate in school-wide events. Parents are encouraged to become actively involved in a variety of ways such as volunteering, serving on the SAC, and joining the Watch Dog Dad’s group.****The written Parent Involvement Plan shall be distributed to all the families of students at Schrader Elementary School in an understandable format and in a language parents can understand. The plan has been placed on the school website making it available to the local community. This plan has been periodically updated to meet the changing needs of parents and the school. If the plan is not satisfactory to parents, comments may be submitted in writing to the school, and staff at Schrader Elementary School will actively work to resolve these concerns. Schrader Elementary School’s principal and staff make themselves available to assist parents in understanding such topics as the state standards, state mandated and local assessments, how to monitor a child's progress, and how the families can work with the school staff to improve the achievement of each child.****Schrader Elementary School, with the assistance of parents, has educated teachers, counselors, administration, and other staff in the value of parent contributions. The staff has been trained in how to reach out to, communicate with, and work with parents as equal partners. The staff has been trained to implement and coordinate parent programs and build ties between parents and schools. Parents are also provided with surveys to give input as to instructional programs and opportunities they would like to have available at the school.****Schrader Elementary School strives to provide information, meetings, and events relating to school and parent programs in a language parents can understand, when possible. This Parent Involvement Plan is a document intended to describe the range of responsibilities and services Schrader Elementary School provides to the families and to the community. By agreeing on goals and strategies, and by sharing the rights and responsibilities of the educational process, together, we will create a learning environment in which all children can succeed.** |

Principal: *Lee-Anne Keith*  Date: 4/22/25

***Drafts of PFEP’s are due in Title I Crate by April 24th, 2025.***

***\*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]](#footnote-2)*

1. *(2/4/25)* [↑](#footnote-ref-2)