

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:**

Fivay High School will support and encourage active parent involvement in the home and at school in many ways. To meet the needs of our families Fivay High School will provide the following:

· Parent workshops will be offered at convenient times to assist parents with providing a supportive home environment.

· Opportunities for volunteering.

· A variety of school events that families are invited to and encouraged to attend.

· Opportunities for families to share their feedback about school events.

· Parent / teacher conferences.

· An annual survey for parents to complete to help the school meet the needs of Fivay families.

***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.

[ ]  Aid 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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**.

|  |  |
| --- | --- |
| **Describe the method in which parents were involved** | -How ALL parents were invited?- Through website, myStudent communication, and monthly parent newsletter-How the 24-25 PFEP was distributed to parents to give feedback on?Posted on website and at meeting.-How the 24-25 Schoolwide Plan was distributed to parents to give feedback on. Posted on the school’s website and at meetings.-How was feedback given? Verbally discussed the document and during SAC meeting.-How feedback was documented from discussion and added while having the discussion. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | February 19, 2025 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan**  | February 19, 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**.

|  |  |
| --- | --- |
| **How were parents invited to develop or revise the compact?** | Parents were invited via school messenger and posting on school calendar. The 2024-2025 compact was posted on the school website. Paper copies at open house, games, etc. with responses from parents saved. |
| **Date of parent meeting to develop or revise the compact** | February 19, 2025 |
| **What communication methods will be used between teachers & parents as well as school & parents?**  | The school will utilize various methods of communication with parents, this will include school messenger (voice, text, and email), posting on social media, posting in front office and on marque. |
| **Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?** |  |

***\*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.**

|  |  |
| --- | --- |
| **What information is provided at the meeting?** **How are parents notified of the meeting?** | Fivay High School is identified as a Title 1 school as part of Every Student Succeeds Act (ESSA). Title 1 is designated to support State and local reform efforts tied to the challenging State academic standards to improve teaching and learning for Students. Title 1 programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title 1 schools must jointly develop with parents and family members a written parent and family engagement policy. Students’ success in Math, ELA, Science (Biology), and US History will be monitored through different assessments. These assessments include the FAST for Math and ELA, the EOC for science and US History. There will also be progress monitoring of student progress throughout the year through FAST assessment, and quarterly checks. Parents will have the opportunities to provide input throughout the year. You have the right to know the professional qualifications of the educators who instruct your child. Federal law allows you to obtain certain information in a timely manner about your child’s classroom teachers and instructional assistants/paraprofessionals. You have the right to ask for the following information about each of our child’s teachers and instructional assistants/paraprofessionals:1. The teacher’s Florida certification area(s) and, if the teacher is teaching infield, or if the teacher is qualified infield according to Pasco County Schools.
2. The teacher’s college degree(s) and areas of study.
3. The teacher’s advanced college degree(s) and areas of study.
4. The qualifications of any instructional assistant/paraprofessionals who provide services to your child.
 |
| **Tentative date/time(s)****of the Annual Title I Meeting and steps taken to plan the meeting** |  August 2025 |
| **How do parents who are not able to attend receive information from the meeting?** | The information from the parent meeting will have the information sent home via school messenger (text, email and voice) and through the postal service. |
| **How are parents informed of their rights?** | Parents will be notified of their rights during the annual meeting and sent home via school messenger (email, text, and voice), additionally the information will be added to the school website.  |

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.**

|  |  |
| --- | --- |
| **Title III-ESOL** | FHS has an ELL Coach and IS that work with teachers and students to provide support for students that are enrolled in the ELL program. |
| **Title IX-Homeless** | We currently have 2 social workers which work with SIT students |
| **Preschool Programs** | N/A |
| **IDEA/ ESE** | FHS has 7 ESE Support Facilitators which work with students with disabilities, ESE IA’s |
| **Migrant** | N/A |
| **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.**

|  |  |
| --- | --- |
| **Allocation**  | $4,000 |
| **Explain how these funds will be used this school year** | These funds will be used to cover parent involvement coordinator’s salary, printing for parent notification. Additional funding will be used to purchase the Parent Involvement program for parents to access on-line. |
| **How are parents involved in deciding this?** | Through the SAC meeting and parent survey. |
| **How did you document parent input?** | Minutes from meeting. |

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.**

|  |
| --- |
| **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. By the end of the 25-26 academic school year, FAST ELA/Reading proficiency scores will be 55% by implementing Fivay’s close reading protocol and strategies in all classrooms to improve students' reading stamina, comprehension, critical thinking, and analytical skills with fidelity. Additionally, teachers will practice providing timely, focused feedback to students to support their learning and improvement. |  |  |  |  |  |  |  |  |
| * Parent Workshops with regards to Literacy.
* Teacher home visits
 | There will be an increase the the percentage of students showing proficiency on the FAST assessment. | Throughout the 2025-2026 school year. |  |  | X | X | Through our partnership with parents and community, FHS will provide learning opportunities for parents to gain a deeper understanding of literacy. This will allow for parents to read and understand with their student. These opportunities will take place in the evenings so parents can attend. |
| 2. By the end of the 2025-2026 academic school year, the percentage of students scoring proficient or higher on the end-of-course Algebra and Geometry exams will be 50%. This will be achieved by improving Tier 1 instruction through Professional Learning Teams (PLTs) intentionally working together to plan engaging lessons incorporating differentiated instruction, IXL, Renaissance (Star assessments), and Kagan Strategies. Additionally, teachers will practice providing timely, focused feedback to students to support their learning and improvement. |  |  |  |  |  |  |  |  |
| * Parent Workshops with regards to Literacy.
* Teacher home visits
 | There will be an increase the the percentage of students showing proficiency on the BEST assessment. | Throughout the 2025-2026 school year. |  |  | X | X | Through our partnership with parents and community, FHS will provide learning opportunities for parents to gain a deeper understanding of literacy. This will allow for parents to read and understand with their student. These opportunities will take place in the evenings so parents can attend. |
| 3. By the end of the 2025-2026 academic school year, the proficiency levels of students with disabilities to 45% on ELA and Math state required assessments. To achieve this goal, we will focus on improving tier 1 instruction that includes differentiation strategies to meet the needs of all students. | * Parent Workshops with regards to Literacy.
* Teacher home visits
 | There will be an increase the the percentage of students showing proficiency on the BEST and FAST assessments. | Throughout the 2025-2026 school year. |  |  | X | X | Through our partnership with parents and community, FHS will provide learning opportunities for parents to gain a deeper understanding of literacy. This will allow for parents to read and understand with their student. These opportunities will take place in the evenings so parents can attend. |
| Other: |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | During the parent meeting there will be a PowerPoint presentation. Additionally, the material will be sent home through school messenger (email, text, and voice), posted on website and hard copy in the Title 1 book. |
| **How will workshops/events be evaluated?****How will the needs of parents be assessed to plan future events?**  | The events will have a parent survey at the end of each to provide feedback on event and input on future events. |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.**  | PowerPoint presentations will have close captioning and hard copy translations will be provided. Additionally, once the meeting is completed, the information will be placed on school website and placed in binder. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | Time of events and childcare tend to be a barrier to our parent meetings. To overcome the barriers, we will provide food for parents, childcare and taking the input from parents as to what times work best for them. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** |  |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?**  | During the parent meeting there will be a PowerPoint presentation. Additionally, the material will be sent home through school messenger (email, text, and voice), posted on website and hard copy in the Title 1 book. |

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

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

|  |  |
| --- | --- |
| **Describe the methods that will be used to ensure meaningful, ongoing communication between home and school** | School Messenger (email, text, and voice), school website, social media, postal service. |

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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
|  District Title I Micro PDs | These Micro PDs will provide the staff the tools to build lasting relationships with parents, students, and community members. | The PD will be conducted through PLT meetings to ensure that all teachers and staff have the important information from the PD. | FHS Staff | The PD will take place monthly during one of the PLT meeting during the day. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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.**

|  |  |  |
| --- | --- | --- |
| **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** |
| Title 1 coordinator, Parent Involvement IA, and Principal | Title 1 binder, Parent Resources, website with parent resources | Title 1 binder, Parent Resources, website with parent resources |
|  |  |  |

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

|  |
| --- |
| Fivay High School will support and encourage active parent involvement in the home and at school in many ways. To meet the needs of our families Fivay High School will provide the following:· Parent workshops will be offered at convenient times to assist parents with providing a supportive home environment.· Opportunities for volunteering.· A variety of school events that families are invited to and encouraged to attend.· Opportunities for families to share their feedback about school events.· Parent / teacher conferences both at school and in home.· An annual survey for parents to complete to help the school meet the needs of Fivay families. |

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***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)