

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:**

Crews Lake Middle believes positive parental involvement is essential in guiding the social, emotional, and academic growth of students. Our mission is that Crews Lake will provide a safe, caring, supportive, and rigorous learning environment to ensure ALL students are engaged and successful learners.

***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: \_\_\_Paul Lipinski\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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 plan with an adequate representation of parents**.

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| **Describe the method in which parents were involved** | Parents are involved in reviewing the current Parent and Family Engagement plan through School Advisory Council meetings. The members provided feedback which was integrated into the plan.  Parents were invited through email, text messages, calendar and Smore’ to attend our School Advisory Council Meeting.  Copies are provided to parents for feedback and input. Feedback is given in person and noted on the document. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | The meeting date was 4-17-25 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | The meeting date was 4-17-25. |

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?** | Parents are involved in reviewing the current Compact through School Advisory Council meetings. The members and guests provide feedback that gets integrated into the plan.  Parents are invited through email, text messages, calendar and Smore’.  Copies of the plan were provided to parents for feedback and input. Feedback was given in person and noted on the document. |
| **Date of parent meeting to develop or revise the compact** | The meeting date was 4-17-25. |
| **What communication methods will be used between teachers & parents as well as school & parents?** | In Person meeting presentations, email and smore electronic communications.  School Compacts will be sent home with students with a signed copy to be returned to the school.  Our meeting will be held during our New Student Orientation which includes a Parent Session as well as our Meet the Teacher Day the dates are 7-31-25 and 8-5-25. |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | N/A |

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?** | Title 1 Funding, strategic use of funds to support school goals, requirements, parents’ rights, curriculum and standards update, assessments to monitor progress, parent input and involvement.  School compacts are sent home with students at orientation and at the beginning of the school year. All incoming students and families also receive a school compact. Students are monitored for return of the compact. Communication with families is also provided through School Messenger, Smore, Facebook Parent Conferences and our website |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | 7-31-25 and 8-5-25.  Review requirements with key stakeholders.  Communicate meeting date, time access and importance.  Plan for input and parent feedback. |
| **How do parents who are not able to attend receive information from the meeting?** | Online links to parent folders in our sharepoint, email and posted documents on the school website. |
| **How are parents informed of their rights?** | Parent Rights will be reviewed at the annual meeting using Powtoon and the Annual Title 1 Letter. |

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** | Our families of ESOL students are encouraged to attend family support events at the school. Translation features of presentations are used and saved for families to support language barriers. Our ESOL Instructional Assistant works very closely with students and families and supports communication and obtaining resources. |
| **Title IX-Homeless** | CLMS collaborates with the Students in Transition program to identify students in need of the services provided by this program. Additionally, our school counselors and social worker provide ongoing referrals to outside agencies to provide access to basic needs and meeting the learning needs of their child. |
| **Preschool Programs** | N/A |
| **IDEA/ ESE** | CLMS collaborates with the SSPS Department to address IDEA/ESE needs and to provide supports to our students with disabilities. Teachers meet with families to review IEP needs and to educate parents regarding their child’s educational progress. FDLRS will provide a parent development session to support them in their work with students. |
| **Migrant** | When a Migrant Student enrolls CLMS will collaborate with our Social Worker and the District contact to support the student and family. |
| **Other** | N/A |

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** | $4000.00 |
| **Explain how these funds will be used this school year** | Parent and Family Night- Curriculum Nights such as Projects Science Fair, History Day, Pasco Students Speak, High School Transition Information. Parent Engagement Coordinator planning and facilitating events. |
| **How are parents involved in deciding this?** | Invitations to Annual Meeting, SAC Meetings and survey input. |
| **How did you document parent input?** | Notes on presented documents as well periodic surveys prior to each parent event. |

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** | | | | | | | | |
| 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/Refreshments | Childcare | Translation |
| -By May of 2026 we will increase our Reading/English Language Arts achievement percentage from 36% to 50% and our Learning Gains from 47% to 52%. Our Lowest Quartile Learning Gains will increase from 47% to 52%. We will accomplish this through benchmark aligned student tasks and tier II interventions.  Civics 62% Proficiency, Math 55% Proficiency, Science 50% Proficiency. |  |  |  |  |  |  |  |  |
| -Middle School resources- Supporting Your Student-Academic strategies, organization of tasks and projects. Data reflection and goal setting. Practice reading and math by doing. Inform access to supplemental resources at school and home-DreamBox, Edmentum, Extended School Day. | -Students and families will learn and use organization tools like Mystudent, Dreambox, Lexia and online textbooks, Edmentum and Mylearning. Families will access these resources to support their students at home.  We will review timelines and requirements for subject area projects and show the connections of crossover topics. | September |  | X |  |  | Families will be aware of monitoring tools, goals and supportive resources to use in school and at home. |
| By May of 2026 we will increase our Reading/English Language Arts achievement percentage from 36% to 50% and our Learning Gains from 47% to 52%. Our Lowest Quartile Learning Gains will increase from 47% to 52%. We will accomplish this through benchmark aligned student tasks and tier II interventions.  Civics 62% Proficiency, Math 55% Proficiency, Science 50% Proficiency.  - SWD from 31% to 41%, ELL from 35% to 41%, African American from 37% to 41% and Economically Disadvantaged from 38% to 41%. |  |  |  |  |  |  |  |  |
| -Partner with FDLRS for parent support Presentations based on parent survey feedback | Student and family supports and resources shared will help students increase and maintain achievement and proficiencies. | October |  | X |  |  | Families will be supported with information, resources and connections via FDLRS support staff in a presentation as well as contact information for continued support. |
| 3. Students will decrease referral rates by 25% overall and specifically classroom disruptions |  |  |  |  |  |  |  |  |
| Transitioning to High School-  Review Program and Course Options at Zoned and Choice Schools. Make Connections to Core and Advanced Course work students have taken to opportunities offered in high school. This will be prior to the Pathways Choice Open Enrollment window closing. |  | January 2026 |  | X |  |  | Inform parents of options and opportunities at our high schools. Provide long term options for high school and beyond. |
| Other: |  |  |  |  |  |  |  |  |
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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | This will be included in the annual Title 1 Meeting. |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | Parent surveys for feedback and ideas for future events. |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | ESOL IA for Spanish Speaking, Translator Services Provided by the District Office, Live presentation on PowerPoint so that families can select their language to closed caption translation and to save the presentation for future review. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | Three in person meeting dates in September, October and January recording and Teams Online Video Call for parents to view if they missed the meetings. Documents will be available for parents in a SharePoint folder for later access and reference. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | The meetings and events during the school year are flexible with parent feedback and input, surveys will be provided for time and day preferences. |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | Accommodations needed will be provided. Parents have requested printouts of presentations. If access is needed, we will work with the parent to support their needs. |

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

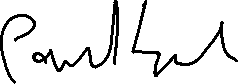
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| **Describe the methods that will be used to ensure meaningful, ongoing communication between home and school** | Weekly parent digital communication will continue with the ability to submit parent questions and feedback. Survey use is a simple way to gain parent perspective and input. Question and Answer sessions provided at each in person event. |

**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.**

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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** |
| Customer Service | Working together to support student growth. | Planning week training on school philosophy, communication tools available and building partnerships. | Teachers and staff | 8-4-25 |
| Scholastic PD For Teachers |  |  |  |  |
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**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.**

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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 Registration Station  Online SharePoint Folder with helpful documents for parents to access as needed. | Principal, Assistant Principal and office staff. | 1. How to create MyStudent account 2. Access to Mylearning 3. Early Release days 4. Insurance Forms 5. United Way 6. Title 1 Information 7. School Advisory Information 8. Title 1 Binder |



Principal: \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 4-23-25\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*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.*

*(7/21/22)*