



Pasco County Title 1 School Level
Parent and Family Engagement Plan 2019-2020

Moon Lake 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:

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: *Kristine Handahl*

Date: 6-1-19

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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.**

Describe the method in which parents were involved	Parent surveys were completed during the school year to collect input from parents on activities, trainings, and materials needed to help their children succeed. Results of parent surveys are reviewed by the SAC and SLT when developing the SIP and PIP. Using this data the members of the SAC committee work with the staff to decide how to use the Title I funds to improve school programs.
Date of meeting to gather parent input for Comprehensive Needs Assessment	CNA input through Parent survey: April 3, 2019; Parent Focus Group: February 6, 2019 SIP input: April 3, 2019
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	During our SAC meetings: March 6th 2019

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

How were parents invited to develop or revise the compact?	During a SAC meeting in the Spring, we discuss, review and revise our school compact.
Date of parent meeting to develop or revise the compact	School Compact Input: March 6, 2019 during SAC meeting
What communication methods will be used between teachers & parents as well as school & parents?	We will be utilizing Class DOJO school wide to communicate with our families. We also utilize our school website, Facebook page and School Messenger phone calls to communicate with our families.
Elementary schools are required to hold at least one face to face conference with parents. Explain your process?	As a school, we hold an Open House in the Fall and then a Student Showcase in the Spring where parents can meet with teachers and visit the classroom. Individual teachers schedule conferences (in person or on the phone) quarterly to discuss student progress.

**A parent signed copy of the compact should be uploaded to Title I Crate as evidence of implementation.*

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

<p>What information is provided at the meeting? How are parents notified of the meeting?</p>	<p>Our annual meeting is held in conjunction with our Open House. We provide families with general information regarding Title One as well as an electronic presentation of the Title One program at our school.</p> <p>Families are notified of this meeting through multiple means including our School Messenger phone calls, School DOJO account, our Facebook Page and it is posted on our marquee.</p>
<p>Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting</p>	<p>Our Open House/Annual Title One meeting is scheduled for Thursday, August 29 for our primary students at 6:00 p.m. and our intermediate students at 6:45 p.m.</p> <p>We provide brochures to the classroom teachers as well as prepare our electronic presentation for families to view.</p>
<p>How do parents who are not able to attend receive information from the meeting?</p>	<p>The brochures that are available the night of the meeting, can be sent home to any families who are not able to attend. We will also post the powerpoint presentation on our school website for families to view as well.</p>
<p>How are parents informed of their rights?</p>	<p>Every year we send home the Parents Right to Know letter to all our families about their rights.</p>

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.

Title III-ESOL	
Title IV-Homeless	
Preschool Programs	Our Pre-k headstart teacher and resource teacher will work with administration to provide information, activities and support to our headstart families. Some activities include; coordinated meetings with parents and pre-k teacher, transition activities to move students from pre-k to kindergarten, etc.
IDEA/ ESE	Our ESE teachers and Student Services team work with parents to develop student IEP's to meet the needs of their children. They also provide support in other areas as needed such as helping with transportation, medical needs, etc.
Migrant/Homeless	
Other	

5. 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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Minimum allocation	\$2500
Explain how these funds will be used this school year	These funds are used to support our Family events such as Camp Read-a-lot and STEM Family Night. We also purchase student books for parents to utilize at home that we give out at different family events.
How are parents involved in deciding this?	Parents provide input through our SAC, PTO and parent surveys throughout the year.
How will you document parent input?	Parent input is documented through minutes of meetings and through summary of parent surveys.

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.
- 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.

<u>Building Capacity of Parents</u>		<u>How will this impact Student Achievement?</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Check all that apply.</u>				<u>How will this support learning at home?</u>
<u>Title/Topic of Event</u>				<u>Transportation</u>	<u>Meal Refreshments</u>	<u>Childcare</u>	<u>Translation</u>	
Curriculum Areas	*Camp Read-a-Lot *Family STEM Night	Parents are given information regarding the math, science and ELA standards and engage in activities that address those standards with their children.	*October 10, 2019 from 5:30-7:00 *February 27, 2020 from 6:00-7:30		X			Parents are given books and activities that they can use at home as well as give them a better understanding on applying the standards.
Achievement Levels, Expectations and Assessments	* PreK Headstart Parent Sessions	* Information shared w/parents of our PreK Headstart students will help build partnerships and offer opportunities for parent engagement to increase student achievement.	Monthly		X			Parents build their understanding of ways to engage with their children. Parents will be able to understand the math curriculum better so that they can assist their children with homework and their learning.
Progress Monitoring	*Parent Conferences *STEM Research Night	*Teachers provide parents with their child's progress and ways to continue to assist them. *Provides parents with the opportunity to ask questions and begin working with their child on their STEM Project.	*Ongoing throughout the year					*Provides parents with an understanding of how their child is doing in their academics and ways to help them. *Provides parents with the tools to support their children with their STEM project
Other Activities	*Winter Wonderland *Family Fun Night and Student Showcase	Building positive home/school relationships results in the likelihood of student success.	*December 12, 2019 from 5:30-7:00		X			Building positive home/school relationships results in the likelihood of student success

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			*April 23, 2020 from 6:00 to 7:30				
Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.			Parents received information through the following: family events, parent conferences, work and assessments being sent home and through DOJO.				
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?			Families are asked to complete a survey at each event and then we look at the information and adjust future events as needed.				
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.			We have a small population of ELL, however, we have a few staff members who speak Spanish who will come to events and/or provide materials for them.				
What are the barriers for parents to attend workshops/events and how do you overcome these?			Timing; work schedules				
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)			We offer some morning breakfasts such as our Leader of the Month. However, most of our family events are in the evening due to family work schedules.				
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?			All our events are accessible to all our families and due to the set-up of our campus it's easy to get around for all. However, we are constantly looking for feedback to make it accessible for all.				

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

7. Utilize strategies to ensure meaningful Communication

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school	This year we are continuing to implement the electronic tool, DOJO, school-wide to increase consistent communication. We also utilize our school Facebook and Twitter accounts as well as our school website. We continue to utilize School Messenger to send reminders and important information.
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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>
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Parent Involvement Training	Provides information to our staff on all aspects of parent involvement as they begin the school year.	Powerpoint presentation	All Staff	August 2019

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	School Secretary and administration	Headstart information, Title One brochure; informational sheets and brochures from various community events and/or resources

10. Evaluation of the 2018-2019 Plan:

Data Collection Sheet for School Events submitted to Title I. Date of submission: May 2019

Compliance items submitted to the Title I office. Date of notice of completion: May 2019

N/A – not a Title I school in 2018-2019

Principal: *Felise Handahl*

Date: 6-1-19