



Pasco County Title I School Level
Parent and Family Engagement Plan 2025-2026

Centennial Elementary School

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:

Through a STEAM centered approach, Centennial Elementary School will make connections between school, home, and community by building positive relationships to ensure all students succeed.

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: Valerie Hammen

Date: April 14, 2025

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

Describe the method in which parents were involved	-Parents were invited through email & social media (Facebook & Instagram) -Paper copies of the current year PFEP were shared -Feedback was given via surveys & saved through Forms
Date of meeting to gather parent input for Comprehensive Needs Assessment	March 26, 2025 @ 8:30 am-SAC Meeting
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	March 26, 2025 @ 8:30 am-SAC Meeting

**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.**

How were parents invited to develop or revise the compact?	-Parents were invited through email & social media (Facebook & Instagram) -Paper copies of the current year PFEP were shared -Feedback was given via surveys & saved through Forms
Date of parent meeting to develop or revise the compact	March 26, 2025 @ 8:30 am-SAC Meeting
What communication methods will be used between teachers & parents as well as school & parents?	Home notes, email, social media, Parent Portal, face-to-face and Teams virtual conferences, phone calls
Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?	Face-to-face conferences will be offered by the grade level teams each semester, as well as upon parent request.

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**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.

What information is provided at the meeting? How are parents notified of the meeting?	The school mission and vision will be shared with parents. They will also be informed of new staff members and allocation of the Title I funds. The rights of Title I parents will be shared; an overview of the curriculum will be presented, with a focus on our Authentic Learning Units, as well as ways parents can support learning at home. Parents will be notified of the meeting on Meet the Teacher Day, through a school flyer, on the website, and through the myStudent portal.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	August 21, 2025 @ 6pm-Back to School and Title I Information Night Admin and relevant office staff, as well as PLC facilitators, will plan the presentation and include appropriate documents and slides in the presentation. It will be shared with all teachers to present at Back to School & Title I Information Night.
How do parents who are not able to attend receive information from the meeting?	This will also be available to families by printing the slides as well as streaming a presentation live. Hard copies will be available in the front office or by request. Additionally, the compacted version will be sent home in First Day Folders.
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 should be sent home at the beginning of the year. Both can be found on SharePoint and in the Title I Crate.

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	District ESOL Parent and Family Engagement Teacher Support
Title IX-Homeless	School Social Worker, Counselor, Behavior Interventionist, Parent Involvement Coordinator
Preschool Programs	Head Start, VPK, PreK Varying Exceptionality, and Developmentally Delayed
IDEA/ ESE	ESE Support Facilitators (3)
Migrant	School Social Worker and Counselor
Other	Instructional Assistants

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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.

Allocation	\$4000.00
Explain how these funds will be used this school year	The funds will be used to encourage families to attend school events and increase their comfort level at school-based activities. We will also use funds to pay for staff to plan and attend events and for the materials and supplies necessary for the events.
How are parents involved in deciding this?	SAC and key stakeholders
How did you document parent input?	SAC and sign-in sheets at parent events

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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.

<u>Building Capacity of Families</u>								
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. We will increase the reading and math proficiency of students with disabilities by implementing	Conferences with families	Increase in FAST scores, Common Formative Assessments (CFAs), Star CBM assessments, and progress monitoring data by a minimum of 15%.	Ongoing					Parents will learn strategies to help them support their children with academic goals.

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evidence-based lessons in all tiers of benchmark-aligned instruction. We will service SWD according to IEP and specific goals, while exposing students to grade level instruction. We will provide evidence-based interventions targeted to specific needs.								
2. Teachers must engage in planning both for daily curriculum as well as Authentic Learning Units (ALUs). This planning requires a deep understanding of the standards, instructional best practices, and how to access rigorous materials.	Professional development for teachers to inform families of practices being used	Increase in FAST scores, Common Formative Assessments (CFAs), Star CBM assessments, and progress monitoring data by a minimum of 15%.	Ongoing					Teachers will learn strategies for instruction and how to inform families.
3. Increase the reading proficiency of 3 rd – 5 th grades by implementing evidence-based lessons in all tiers of benchmark aligned-instruction.	Literacy Night	Increase in FAST scores, Common Formative Assessments (CFAs), Star CBM assessments, and progress monitoring data by a minimum of 15%.	TBA					Parents can strategies to help their children connect to daily learning

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4. Increase the reading proficiency of 3 rd – 5 th grades by implementing evidence-based lessons in all tiers of benchmark aligned-instruction.	STEAM Night	Increase in FAST scores, Common Formative Assessments (CFAs), Star CBM assessments, and progress monitoring data by a minimum of 15%.	TBA					Parents can strategies to help their children connect to daily learning

Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	This information is shared as part of our Annual Title I Meeting. We also share this information through ongoing communication between teachers and families. The information will be posted on our school website and social media accounts. Teachers will send home information and hold quarterly parent teacher conference nights. Report cards and progress reports will be sent home every 9 weeks and 4.5 weeks. This information will allow parents to support our high impact instruction and better understand the data driven decisions teachers are making.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	We will evaluate the family events by monitoring attendance. We will also talk to key stakeholders to solicit their feedback.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	We are fortunate to have multiple staff members on campus who are bilingual. These staff will be the first that will be asked to participate. If they are unavailable, we will have our ELL IA support. If all members are off campus, we will use the district translation service. All materials will be translated prior to the events.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Time-offer events later so families can attend after work. Some of the barriers include transportation, negative school interactions, younger children at home. We will promote positive interactions with staff and families. We will also offer childcare at events when it is possible. We will work to create a community feeling and find ways to allow all families to feel comfortable on campus.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Evenings, surveys on times for meetings
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Offer an ESE information session for parents of students with disabilities

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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.

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school	We will encourage every class and grade level to use the myStudent portal and social media, as this appears to be a popular communication method with our demographics. We will provide phone calls, text messages, emails, website updates, posters, and marquee advertisements.
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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>
Micro PDs	Better understand how to communicate with families	Micro PD	Staff	Ongoing

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	Secretary & Bookkeeper	Title I Narratives, PFEP

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

The 2025-2026 Title I Narrative Plan for Centennial Elementary School focuses on improving student proficiency in English Language Arts (ELA) and Math, as well as enhancing overall student engagement and behavior. The plan sets specific goals to increase ELA proficiency to 45% and Math proficiency to 40% by the end of the academic year. To achieve these goals, the school will implement well-structured, rigorous lessons aligned with Florida B.E.S.T. standards. Additionally, the plan emphasizes the use of multi-tiered systems of support (MTSS) to address learning gaps within student subgroups, aiming for a 5% increase in proficiency for students with disabilities, English Language Learners (ELL), and Black/African American students. The school will also focus on reducing office discipline referrals (ODRs) by 10% through a consistent school-wide behavior system.

Funding will support various initiatives, including hiring additional teachers to lower class sizes, and retaining our behavior specialist and IA to improve student engagement and reduce ODRs. The plan also allocates resources for instructional materials such as subscriptions. Professional development for teachers will be provided to ensure effective implementation of instructional strategies and behavior management systems. Parent and family engagement activities, such as conference nights and data discussions, will be funded to strengthen the home-school connection and support student achievement. Overall, the plan aims to create a supportive and effective learning environment that addresses both academic and behavioral needs.

Principal: Valerie Hammen

Date: April 24, 2025

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.*

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