

**Title I, Part A Parent and Family Engagement Plan  
Prine Elementary School  
2024-2025**

Each school served under Title I, Part A shall **jointly develop with, and distribute to**, parents and family members of participating children a written parent and family engagement plan.

### Review and Reflection of 2023-2024 Parent and Family Engagement Plan

Describe which parts of your 2023-2024 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2024-2025 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

**RESPONSE:**

The most effective part of our PFEP for the 23-24 school year was our teachers' consistent contact with parents. Keeping an open-door policy for parent concerns, questions, and perspectives allowed our students to soar. To maintain positive family engagement and student learning, we utilized several communication tools and programs. These included ClassDojo, SOAR in 4, Connect Ed, our Prine school website, Facebook, Teams for meetings, and surveys for feedback and input. We worked to connect even more parents this year to DOJO as the number of teachers utilizing this app increased as well. We hope to be able to have more parent events next year on campus, return to having parent/teacher conferences in the building, and increase family engagement overall. Holding 3 events geared toward family involvement also allowed our families to engage with teachers and staff to create authentic partnerships. One of the barriers we found was our lack of resources when communicating with Haitian Creole families. We will be working with district resources and staff—such as the language line—to enhance our community engagement with those families. One idea we plan to implement is a monthly parent gathering. We hope that the regular engagement will increase the attendance at themed evening events. We will begin by holding a parent meet and greet at dismissal pickup for the first two months and then grow our monthly event from there. We are looking into ways to cure low attendance for the upcoming school year. Another barrier we discovered was parent-schedule conflicts regarding in-person conferences and meetings. We will hold open-sessions next year for important meetings to be held in both the morning and afternoon to allow more parents to participate in discourse about their child's progress as well as updates on the state of our school.

### Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

- Reflect the beliefs or values the school holds regarding the importance of family engagement;
- Explain the purpose of the parent and family engagement program;
- Be written in parent friendly language;
- Inspire stakeholders to be engaged and supportive of the program; and
- Be different from your school mission statement.

**RESPONSE:**

Prine Elementary provides a balanced, enriched curriculum designed to successfully guide children through the 21st century. Our students prepare for life and academic success by participating in a strong, traditional program which incorporates the arts, enrichment, and intervention programs. It is

through this effort, and with the support and input from the Prine Family Foundation, that we can achieve a high standard of excellence.

## 2024-2025 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

**RESPONSE:**

We believe in the meaningful involvement of parents and family at a school-wide level to enhance family engagement. This occurs by forming authentic relationships among stakeholders to improve student achievement and overall experience. We will continue to utilize Facebook and ClassDojo to connect with families by offering information about events in the community that they could benefit from, school events, parenting tips, homework guidance, standards education, and test prep. The plan and compact identify what steps will be taken, who will be involved, what materials will be needed, when it will be done, and how we will measure success. Parent meetings are held at various times to provide opportunities for meaningful two-way communication to share information and to discuss and carefully deliberate changes that are needed to the PFEP. Meetings will continue to be offered via teams and in-person as permitted. This year we established a parent-volunteer committee that we will continue to grow in the 24-25 school year. We will have parents volunteer during each month as well as during uniquely-recurring events like Kona Ice, School Picture Day, Green Party Celebrations, etc. We will have one meeting with the committee each quarter (two sessions per meeting) to update families and receive feedback on the progress of our decisions. Parents will be able to give their thoughts through the meetings and surveys. We will educate our teachers on Title I Funds so that through parent-teacher conferences, teachers can also have discussions and share with us insight on family thoughts and ideas. We will meet as a Title I team, regularly, to evaluate ongoing fund usage and pivot as needed to meet the needs of our school. All parents are given the opportunity to review the plan and offer input prior to approval. The plan and compact detail the specific parent activities and strategies that we will offer throughout the year.

## Coordination and Integration

Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

*(Tip: Start with your answer in the CNA and use this space to elaborate more on the work you do with each program/organization)*

Count (add or remove rows as needed)	Program	Coordination
1	Title 1	We will collaborate with our TI resource staff to maintain compliance and exemplary practices.

2	Homeless	We will work together with Project Heart to provide resources, school supplies and uniforms for homeless students to remain in school.
3	ESOL/Migrant	We will work with our ESOL/Migrant HSL to assist with communication, increase communication and accessibility for non-English speaking families.
4	IDEA	We collaborate with our ESE department and ESE teachers to provide and offer supplemental instructional support for parents during the development of the student's IEP.
5	FELT	FELT provides weekly meal packs for students in need of food at home. The parent fills out a questionnaire to be deemed eligible.

### Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Count	Activities and Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agendas, handouts, and presentation materials that address the required components (should be multiple meetings to reach as many families as possible)	Principal or designee	July/August 2024	Copies of documents uploaded to the online crate
2	Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.)	Principal or designee	August 2024	Copies of invitations, call logs, and sign-in sheets uploaded to the online crate
3	Hold the Meeting(s)	Principal or designee	August/September 2024	Agenda/Sign-in Sheet uploaded to the online crate
4	Evaluate the Meeting(s)	Principal or designee	August/September 2024	Aggregated Evaluation Form/Notes uploaded to the online crate

<p>Title I Annual Parent Meeting Description: Include date(s), time(s), events it might be partnered with such as open house. Describe the format of the meeting (how information is shared.)</p>	<p>Meeting will be held at two separate sessions, and we will have an additional table at Open House to pass out information and have families fill out surveys. We will have a morning and afternoon session—one from 8-9:00AM and another from 5-6:00PM. This will allow families with differing schedules the opportunity to attend.</p>
<p>How the school will ensure information is shared with parents who cannot attend the Title I Annual Parent Meeting(s) (i.e. flexible/multiple meeting dates, video recording, social media sharing, etc.)</p>	<p>We will also share the presentation with a voiceover to all families in our school to disseminate information. We will send reminders about meeting times via ClassDojo, ConnectEd, and our school Facebook. In addition, we will also send flyers home in the students' home language.</p>

## Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

- the parent's right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals
- how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
- how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field? [ESEA Section 1116]

### RESPONSE:

The school follows the timelines set forth by Title I to distribute letters required to families regarding their teacher's professional qualifications. Educating families on these letters will be an important part of the annual meeting and monthly meetings with the parent committee. We will have an Information Hub set up at each of our events where families can get handouts, ask questions, and fill out surveys regarding the above topics. Parents will be notified in writing during September when teachers are assigned classes out of their certification field or working on additional certification requirements. The school sends a letter home with all students listing all teachers with out-of-field assignments when that information is provided to the school. The letters will be sent in October and February. It will be posted as a link to the information on our school website. Additionally, if a student has been temporarily assigned an out-of-field teacher for four or more consecutive weeks outside of the semi-annual notification, a letter will also be sent home. This is translated in English and Spanish. Individual Student FAST data is shared with parents via a printout sent home and through the FOCUS Parent Portal. The calendar on the Prine website has testing dates for parents to reference. The letters will be sent home with students, a ClassDojo message sent, as well as a ConnectEd message to families when needed to communicate

the above items. We will also educate our teachers on the importance of each of those topics, so they are the first communication between school and family.

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [ESEA Section 1116]

### RESPONSE:

When holding meetings related to Title I, we will hold a morning and afternoon session. We will record the presentation with a voiceover and disseminate it to families. If they were unable to make it, they could replay the meeting. Our Graduation Enhancement Technician will contact families to share relevant information as it applies to their household and their student’s progress. We will have a Spanish/English Translator available during the meetings as well as utilizing the language line to help with various language translations that aren’t as common or those, we don’t have a physical translator for. ELL parents will be invited to a meeting to discuss test scores and the ESOL Program. We will tap into our valuable population of parents from various cultural backgrounds to create a safe space for all parents to attend meetings and gather information. We try to make information available to parents unable to attend the events, through ClassDojo, Connect Ed phone calls and emails, the school website, and the school Facebook page.

## Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

Description of Activity	Person Responsible	SIP goal with which this activity is aligned	Timeline	Specific Anticipated Outcomes for this Activity
(Example) Literacy Night with modeled shared reading and activities to practice at home	Reading Coach and Literacy Team	Increase percent of students reading on grade level	September	Parents will read and discuss reading with their children. Reading achievement increases
Open House	Whole Staff	Establish family-school relationships.	August	Initiate family engagement and create authentic relationships between school and home. Parents will have the opportunity to visit a technology booth where they can learn about the many opportunities

				available online to support their students. This includes learning-focused and school-based websites such as FOCUS, Class Dojo, and Lexia.
Literacy Night	PFE & Title I Team, Literacy Coach	Increase percentage of students reading on grade level.	September	Utilize community partners to create an excitement for reading and literacy at home and at school.
Parent Conference Night & Book Fair	PFE & Title I Team, Administration, Librarian	Involve and educate families in ongoing progress monitoring of student achievement.	Winter	Increase family engagement and knowledge of standards and test results and areas needed for improvement. Parents will have the opportunity to visit a technology booth where they can learn about the many opportunities available online to support their students. This includes learning-focused and school-based websites such as FOCUS, Class Dojo, and Lexia.
STEM Night	PFE & Title I Team, STEM Teacher	Expand knowledge about science and math standards to real world problems.	Spring	Enhance family engagement using science and math standards as well as community partnerships.
English Communication Classes for Parents	PFE & Title I Team, ESOL Team	Allow for families to learn a second language that will help them in advocating for their student and seeking out resources.	Quarterly	Increase communication between families and school. Spanish speaking parents have voiced how valuable English classes would be.

**Additional Response (Optional):**

We are looking to start with a small cohort of teachers to workshop and create a structure for student-led conferences at Prine. We hope that teaching students to learn about their goals and requirements for grade-level success will provide a pathway to better involve families in their child's academic progress. Parents will engage with students during student-led conferences and will be able to help their student track performance while also giving them ownership of their success. As the year progresses, we

hope to increase the number of teachers and classrooms that participate in student-led conferences. Not only will this increase parental capacity of understanding of student standards, but it will allow us to teach parents about the plethora of resources available online to increase the use of technology.

## Staff Development

Describe the professional development activities the school will provide, with the assistance of parents/families, to educate the teachers, specialized instructional support personnel, school leaders, and other staff in the following:

- the value and utility of contributions of parents/families
- how to reach out to, communicate with, and work with parents/families as equal partners, and
- implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Description of PL Activity	Person Responsible	Specific Anticipated Outcomes for this Activity	Timeline
<b>(Example) Conference Prep: Steps &amp; Strategies for planning, conducting, and following up.</b>	Principal, AP, Coach and Guidance Counselor	Teachers and parents will develop positive relationships to improve student academic and life skills	Prior to Fall and Spring conferences during common planning
Science of Reading	Principal, AP, Literacy Coach	Teachers will be trained in how to implement explicit instruction and plan for students of varying grade level abilities to enhance instruction at the core of literacy. We will focus on how to teach parents how they can reinforce this method at home. We will create documents teachers can post through their class dojo page that provide simple but effective activities parents can do at home with their students to increase literacy involvement in daily activities.	Summer/Fall
Professional development for Parent Involvement *ClassDojo training, importance of home/school communication	Principal or designees	Higher levels of staff understanding of parent involvement correlates to higher student achievement. Conversation modeling and workshop where teachers will role-play as parents and teachers to	August

		discuss common questions and concerns brought up by parents and family members. Teachers will be provided with tips and training on how to ignite parent and family engagement through relationship building and communication.	
Staff training on explaining and disseminating the PFEP and school parent compact	Principal or designees	Higher levels of staff understanding of parent involvement correlates to higher student achievement. See above. We will employ similar training on how to explain the compact and why it is so crucial to sharing with families.	October
Kagan Training	Principal or designees	Higher levels of staff's understanding of how to use Kagan to promote positive classroom management and student engagement. As students become more confident in their conversational skills with each other, it will allow us to grow competency with student-led parent conferences. Students will be able to use skills and strategies practiced with Kagan to successfully communicate their progress with their families.	Monthly

**Additional Response (Optional):**

**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:**

We hope that through growing our parent volunteer committee, we will be able to strengthen the relationship between families and allow for connections of all members of our school community to recognize the resources we have within our school as well as within the families that make us up. We will have a continuously growing list of community partners, resources, and preferred vendors that can assist our families with anything from counseling, home repairs, to tutoring. Opening meetings to



multiple sessions and various formats will allow more families to partake and feel ownership of our school's responsibilities to support not only their students, but their entire family.

## Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

- Timely information about the Title I programs
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
- If the schoolwide program plan under is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency.

### RESPONSE:

We will share minutes from all meetings and events with families as well as other formats in which all participants can receive the same information. We will keep a running record of surveys and evaluations in a document which will capture percentages and anecdotal data regarding the state of the school and family input. We will invite parents to a Standardized Test Information Session which will serve to share information about how students are scored, how parents can help students prepare mentally, and what role each of us plays in their success. We will teach families about how to interpret scores and reports to understand areas of need. Teachers will communicate regularly and keep a log of communication with parents. We hold a general meeting where information will be presented about the Title I program, the grade level standards, and academic assessments. Written communication will be available in English and Spanish. Interpreters will be available to all parents, if possible, to ensure that parents can fully participate in their child's education. This includes translation services for deaf and blind parents. Curriculum and assessments are described in depth at parent conferences held twice a year. Teachers review the assessment results and the next steps. Parents are now encouraged to view students' progress on FOCUS where report cards and progress reports are posted.

Parents may request a meeting with a teacher at any time. It is the expectation that the teacher schedules the meeting at a time that works for both the teacher and parent(s) and translation services are provided if needed for the meeting. Parents may also request a meeting to review an existing IEP or request evaluations. This is communicated to parents multiple times via ConnectEd phone calls and emails, ClassDojo, and parent welcome letters and information packets.

If the schoolwide program plan is not satisfactory to the parents of participating children, unsatisfactory comments about the schoolwide program will be submitted to the LEA with the schoolwide plan.

## Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [ESEA Section 1116]:

**RESPONSE:**

The school will provide opportunities for full participation in the parent involvement activities including parents with limited English proficiency, disabilities, and migratory children. Written communication will be provided for parents in English and Spanish. Interpreters will be provided, when possible. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. LEA and school personnel will run the Language Survey report to determine any changes based on fluctuations in student populations. Class Dojo allows the parent to instantly translate any message or post immediately. We utilize ConnectEd and FOCUS to get messages to parents and keep them informed about student progress or grades.

We will conduct conferences with parents at least once a year, with follow-up as needed. Conference times will accommodate the varied schedules of parents, and language barriers. We will distribute student work for parental comment and review regularly. We will communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure. We will be reaching out to all families, not just those who attend parent meetings, by posting information on our website and/or ClassDojo. Interpreters will be available to all parents, if possible, to ensure that parents can fully participate in their child's education. This includes translation services for deaf and blind parents. Parents unable to attend in person may attend via a TEAMS meeting or on the phone.

### Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:**

1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other available sources of funding for that training [Section 1118(e)(7)]; and	Family nights – Open house night, Literacy, STEAM, conference nights	Principal or designee	Improve parent and their child's education to increase student achievement	August, November, December, March
2	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Collaboration with local groups to meet the needs of our students/families.	Principal or designee	Improve parent and their child's education to increase student achievement	On-going

### Title I Crate Uploads

- Refer to your Beginning of the Year Timeline and Title I Crate for deadlines, resources, and sample documents to support your PFEP implementation.
- Be sure to capture your minutes, stakeholder input, and evidence of joint development into this plan.