



## **Parent and Family Engagement Plan 2025-2026 Compass Middle Charter**

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 upon by parents periodically to meet the changing needs of parents and the school.

### **School's vision for engaging families:**

To promote critical thinking and creativity, strong academic skills, and a commitment to creating lifelong learners. The school will empower students through high intellectual and conduct standards building on their promise as they prepare for high school, careers, and citizenship. To be innovative and build a relationship with the families through engaging and interactive parent involvement activities.

### **What is Required:**

#### **Assurances: We will:**

- X** 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.
- X** 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.
- X** 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.
- X** Involve parents in the planning, review, and improvement of the Title I program.
- X** 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.
- X** Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- X** Provide materials and training to help parents support their child's learning at home.
- X** Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
- X** Coordinate with other federal and state programs, including preschool programs.
- X** Provide information in a format and language parents can understand and offer information in other languages as feasible.
- X** Include the School and District Parent and Family Engagement Plans in the Parent

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

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## Parent and Family Engagement Plan 2025-2026

### EVERY TITLE I SCHOOL IN POLK COUNTY WILL:

1. Involve parents and families in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of parents.

|   | Date of meeting to gather parent input. | How were parents invited to give input? Select all that apply. |         |                                     |              | What evidence do you have to document parent/family participation? Select all that apply. |                          |                                     |                |
|---|---|--|---------|-------------------------------------|--------------|---|--------------------------|-------------------------------------|----------------|
| <b>School Improvement Plan (SIP)</b>            | 4/07/2025                               | <input type="checkbox"/>                                       | Marquee | <input checked="" type="checkbox"/> | Social Media | <input type="checkbox"/>  | Invite                   | <input type="checkbox"/>            | Screenshots    |
|   |   | <input type="checkbox"/>                                       | Website | <input type="checkbox"/>            | Remind/Dojo  | <input type="checkbox"/>  | Agenda                   | <input type="checkbox"/>            | Sign-in sheets |
|   |   | <input type="checkbox"/>                                       | Flyer   | <input type="checkbox"/>            | Newsletter   | <input type="checkbox"/>  | Minutes                  | <input checked="" type="checkbox"/> | Survey results |
|   |   | <input type="checkbox"/>                                       | Other:  |                                     |              |   | <input type="checkbox"/> | Other:                              |                |
| <b>Parent and Family Engagement Plan (PFEP)</b> | 03/31/2025                              | <input type="checkbox"/>                                       | Marquee | <input checked="" type="checkbox"/> | Social Media | <input type="checkbox"/>  | Invite                   | <input type="checkbox"/>            | Screenshots    |
|   |   | <input type="checkbox"/>                                       | Website | <input type="checkbox"/>            | Remind/Dojo  | <input type="checkbox"/>  | Agenda                   | <input type="checkbox"/>            | Sign-in sheets |
|   |   | <input type="checkbox"/>                                       | Flyer   | <input type="checkbox"/>            | Newsletter   | <input type="checkbox"/>  | Minutes                  | <input checked="" type="checkbox"/> | Survey results |
|   |   | <input type="checkbox"/>                                       | Other:  |                                     |              |   | <input type="checkbox"/> | Other:                              |                |
| <b>School-Home Compact</b>                      | 03/24/2025                              | <input type="checkbox"/>                                       | Marquee | <input checked="" type="checkbox"/> | Social Media | <input type="checkbox"/>  | Invite                   | <input type="checkbox"/>            | Screenshots    |
|   |   | <input type="checkbox"/>                                       | Website | <input type="checkbox"/>            | Remind/Dojo  | <input type="checkbox"/>  | Agenda                   | <input type="checkbox"/>            | Sign-in sheets |
|   |   | <input type="checkbox"/>                                       | Flyer   | <input type="checkbox"/>            | Newsletter   | <input type="checkbox"/>  | Minutes                  | <input checked="" type="checkbox"/> | Survey results |
|   |   | <input type="checkbox"/>                                       | Other:  |                                     |              |   | <input type="checkbox"/> | Other:                              |                |
| <b>Title I Budget</b>                           | 04/07/2025                              | <input type="checkbox"/>                                       | Marquee | <input checked="" type="checkbox"/> | Social Media | <input type="checkbox"/>  | Invite                   | <input type="checkbox"/>            | Screenshots    |
|   |   | <input type="checkbox"/>                                       | Website | <input type="checkbox"/>            | Remind/Dojo  | <input type="checkbox"/>  | Agenda                   | <input type="checkbox"/>            | Sign-in sheets |

|                                       |            |  |         |   |              |  |         |   |                |
|---------------------------------------|------------|--|---------|---|--------------|--|---------|---|----------------|
|                                       |            |  | Flyer   | X | Newsletter   |  | Minutes | X | Survey results |
|                                       |            |  | Other:  |   |              |  | Other:  |   |                |
| Parent & Family Engagement Allocation | 04/07/2025 |  | Marquee | X | Social Media |  | Invite  |   | Screenshots    |
|                                       |            |  | Website |   | Remind/Dojo  |  | Agenda  |   | Sign-in sheets |
|                                       |            |  | Flyer   |   | Newsletter   |  | Minutes | X | Survey results |
|                                       |            |  | Other:  |   |              |  | Other:  |   |                |

**\* Evidence of the input gathered and how it was/will be used should be available on Title I Crate.**

*\*Elementary schools are required to hold at least one conference in which the compact is discussed with parents. A conference agenda and evidence of discussion should be submitted to Title I Crate.*



## Parent and Family Engagement Plan 2025-2026

2. Hold an **Annual Meeting** for families to explain the Title I program and the rights of parents and families to be involved.

| Tentative date(s)             |  | Tentative time(s) |  | Method(s) of notification  |                |  |   |              |  |  |             |  |
|-------------------------------|--|-------------------|--|--|----------------|--|---|--------------|--|--|-------------|--|
| 09/18/2025                    |  | 5:30pm            |  |  | Flyer          |  | X | Social Media |  |  | Marquee     |  |
|                               |  |                   |  |  | Student Agenda |  | X | Website      |  |  | Remind/Dojo |  |
|                               |  |                   |  |  | Other:         |  |   |              |  |  |             |  |
| What information is provided? |  |                   |  | The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation and agenda that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved and Upcoming Parent Engagement Events. Schools may personalize the Power Point by elaborating on how their specific school addresses these topics. |                |  |   |              |  |  |             |  |

|  |  |  |                           |
|--|--|--|---------------------------|
| <b>How are parents and families informed of their rights?</b>                                    | Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file. |  |                           |
| <b>What are the barriers that prevent families from attending and how do you overcome these?</b> | X  | Transportation: Transportation is not provided, meeting will also be virtual |                           |
|  | X  | Mealtime: Refreshments will be served  |                           |
|  | X  | Childcare: Parents are welcome to bring younger/older siblings               |                           |
|  | X  | Translation: A translator will be available                                  |                           |
| <b>How will you get feedback from parents and families?</b>                                      | X  | Online Survey  | X Paper-based Evaluation  |
|  |  | Other:   |                           |
| <b>How do families who are not able to attend receive the information?</b>                       |  | Send home with student   | X Available online        |
|  |  | Available in front office  | Meet at a later date/time |
|  | X  | Other: email   |                           |

3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.

|                          |   |
|--------------------------|---|
| <b>Title IX-Homeless</b> | Working with the HEARTH program, we are dedicated to assisting students and families by eliminating the barriers related to homelessness and making sure they receive the same opportunities to have a successful academic career. The administration will conduct a staff meeting with the teachers that will be in contact with the child, and conference with parents regarding resources available.   |
| <b>Migrant</b>           | Migrant students will be assisted by the Migrant Education Program. Students will be prioritized by the MEP for supplemental services based upon need and migrant status. They provide support to students and families in locating services necessary to ensure academic success of these students whose education has been interrupted by moves. We provide transportation and have translators available if needed. Teachers and administrators will conduct a home visit and express important information regarding school or academics. |

|   |   |
|---|---|
| <b>Preschool Programs</b>                       | N/A   |
| <b>Title III-ESOL</b>                           | We will provide translation in their native language upon request.  |
| <b>SAC</b>                                      | All parents are invited based on their willingness and dedication to being involved in school. We communicate the information through our school website, emails, and notifications. Parents are encouraged to attend the meetings to take part in improving the quality of instruction, engagement, and achievement of our students. |
| <b>PTO/PTA</b>                                  | N/A   |
| <b>Community Agencies and Business Partners</b> | N/A   |

4. Utilize strategies to ensure meaningful communication and accessibility.

|  |   |                          |   |            |                      |                |
|--|---|--------------------------|---|------------|----------------------|----------------|
| What methods will be used to ensure meaningful, ongoing communication between home and school?   | X   | Social Media             | X | Website    |                      | Remind/Dojo    |
|  | X   | Conferences              |   | Newsletter | X                    | Student Agenda |
|  |   | Other:                   |   |            |                      |                |
| How are families notified in a timely manner when their child has been assigned or taught for four or more consecutive weeks by a teacher who is out of field? | Students receive a letter if they have been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. |                          |   |            |                      |                |
| How are parents and families provided information regarding the curriculum, achievement levels, progress monitoring and assessments?                           | X   | Annual Meeting           |   | X          | Conferences          |                |
|  | X   | Report Card              |   | X          | Interim Report       |                |
|  | X   | Building Capacity Events |   |            | Newsletters          |                |
|  |   | Other:                   |   |            |                      |                |
| Describe how your school provides information in families' native languages.   | X   | Translators for events   |   | X          | Translated documents |                |
|  |   | Other:                   |   |            |                      |                |
| What languages do you provide?   | X   | English                  | X | Spanish    | X                    | Haitian Creole |

|  |   |                  |   |                       |   |               |
|--|---|------------------|---|-----------------------|---|---------------|
|  |   | Other:           |   |                       |   |               |
| How are the needs of families with disabilities accommodated to ensure they have access to meetings and/or events? | X | Online Platforms | X | Large Print Materials |   |               |
|  | X | ADA Compliance   | X | Staff Assistance      |   |               |
|  |   | Other:           |   |                       |   |               |
| Describe the opportunities families have to participate in their child's education.                                | X | Volunteer        | X | Conference            | X | Family Events |
|  | X | PTO/PTA/SAC      |   | Other:                |   |               |

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### Parent and Family Engagement Plan 2025-2026

5. 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 and family engagement in increasing student achievement. Explain your plan for this school year.

| Building Capacity of School Staff   |   |            |   |                   |  |                     |
|---|---|------------|---|-------------------|--|---------------------|
| Title & Topic (REQUIRED)  |   |            |   | Tentative Date(s) |  | Audience            |
| Building Relationships between School and Home                              |   |            |   | 09/26/2025        |  | Instructional Staff |
|   |   |            |   |                   |  | x All Staff         |
| Format for Implementation   |   | Book Study | X | PLC               |  | Other:              |
| How does this help staff to work with and engage families more effectively? | Provides information on the importance of working with the families, regardless of the difficulties. It also provides strategies for the teachers to utilize in difficult situations. |            |   |                   |  |                     |
|   |   |            |   |                   |  |                     |
| Title & Topic (OPTIONAL)  |   |            |   | Tentative Date(s) |  | Audience            |
|   |   |            |   |                   |  | Instructional Staff |
|   |   |            |   |                   |  | All Staff           |
| Format for Implementation   |   | Book Study |   | PLC               |  | Other:              |

|   |  |
|---|--|
| How does this help staff to work with and engage families more effectively? |  |
|---|--|

6. Provide assistance, training, workshops, events, and/or meetings for parents and families to help them understand the education system, curriculum, standards, state assessments and achievement levels 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 Parents and Families                               |  |  |                         |
|---|--|--|-------------------------|
| How will events be evaluated?   | X  | Online Survey  | Paper-based Evaluation  |
|   |  | Other:   |                         |
| What are the barriers and how do you overcome these?                    | X  | Transportation: Meeting will be held virtually                 |                         |
|   | X  | Mealtime: light refreshments will be served                    |                         |
|   | X  | Childcare: Parents are welcome to bring older/younger siblings |                         |
|   | X  | Translation: Translator will be provided                       |                         |
| Describe how flexible dates and times are offered.                      | There will be a virtual option for any parent involvement event as well as an alternative date as parents request. |  |                         |
| How do families who are unable to attend receive the event information? |  | Send home with student   | Available online        |
|   |  | Available in office  | Meet at later date/time |
|   | X  | Other: email   |                         |



### Parent and Family Engagement Plan 2025-2026

| Building Capacity of Parents and Families - Minimum Requirement of 2 Events |  |  |                |  |
|---|--|--|----------------|--|
| <u>Title &amp; Topic(s)</u>   | <u>Tentative Date(s) &amp; Time(s)</u> | <u>Barriers Addressed</u><br>Select all that apply |                | <u>What will you be modeling? What will the families be practicing to better support learning at home?</u> |
| New Student Orientation   | 7/29/2025                              | X  | Transportation | New parents will learn about Compass,  |

|                            |            |   |                |  |
|----------------------------|------------|---|----------------|--|
|                            | 7/31/2025  |   |                | review the contract, Compact, and success plan. Parents will also receive a copy of PFEP.  |
|                            |            | X | Refreshments   |  |
|                            |            | X | Childcare      |  |
|                            |            | X | Translation    |  |
| Transition to High School  | 02/05/2026 | X | Transportation | Parents will learn the options available with the Career Academies, enrollment deadlines and requirements, and courses/electives offered.  |
|                            |            | X | Refreshments   |  |
|                            |            | X | Childcare      |  |
|                            |            | X | Translation    |  |
| Curriculum and Data        | 11/13/2025 | X | Transportation | Parents will be given the assessment schedule, test taking strategies, and their student's mid-year data. The parents will be given websites that provide practice tests they can use at home to support their students. |
|                            |            | X | Refreshments   |  |
|                            |            | X | Childcare      |  |
|                            |            | X | Translation    |  |
| Parent/Teacher Conferences | 10/13/2025 | X | Transportation | Parents will be given the opportunity to schedule a conference with the teacher to discuss the academic progress and data regarding their student. The parents may schedule a conference face to face or virtual.        |
|                            | 01/16/2026 | X | Refreshments   |  |
|                            |            | X | Childcare      |  |
|                            |            | X | Translation    |  |
|                            |            |   | Transportation |  |
|                            |            |   | Refreshments   |  |
|                            |            |   | Childcare      |  |
|                            |            |   | Translation    |  |
|                            |            |   | Transportation |  |
|                            |            |   | Refreshments   |  |
|                            |            |   | Childcare      |  |
|                            |            |   | Translation    |  |
|                            |            |   | Transportation |  |
|                            |            |   | Refreshments   |  |



|  |  |  |             |  |
|--|--|--|-------------|--|
|  |  |  | Childcare   |  |
|  |  |  | Translation |  |

*\*Documentation of these events should be uploaded to Title I Crate for Building Capacity Activities and also included on the Evaluation of Parent Engagement Activities to Build Capacity.*