



2025-2026 Title I Parent and Family Engagement Plan

School Name: Dunedin Elementary School

Please use the Comprehensive Needs Assessment Data and any other family engagement data to complete the following:

School's Mission Statement: **The mission of Dunedin Elementary is to be responsive to the academic, emotional, and social needs of each child. We will work to close the opportunity gap by preparing all students for college and career readiness and success in a global society.**

Measurable Outcomes: **An increase in reading and math scores as measured by Reading and Math STAR and FAST assessments from Progress Monitoring 1 to Progress Monitoring 3 as a result of an increase of usage of academic online programs: Istation, Dreambox, and Myon, at home and at school and as a result of families attending after school family events to learn how to support their children's learning at home.**

Building Capacity of Families

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, the community to improve student academic achievement [Section 1118(e)]. **Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement** [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Reports will be sent home to families with student results on standards-based STAR and FAST assessments, ensuring parents understand the task(s) that students are expected to complete to demonstrate grade level expectations. This will happen during Open House, conferences and during family events, after PM1 (Sept) and PM 2 (Dec). Family conferences will be scheduled in October 2025 and January 2026.

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)]

Meet and Greet- Friday, August 8, 2025;

Prior to the first day of school; The times will be staggered to consider families who may have more than one teacher to meet. This event will begin communication with families and teachers/staff for the new school year. It will also allow parents to meet the teacher and help the student find their classroom to help put all at ease before the first day of school.

*PTA will order/schedule carnival games for Meet and Greet to be set up in the cafeteria.

Title I Annual Meeting: Wednesday, August 20, 2025; 5:30-6:00 pm

Open House – Wednesday, August 20, 2025; 6:00-7:30 pm

Staff and Teachers will communicate with families the expectations for behavior and academics to help students understand the criteria for success. The times will be staggered for the grade levels to allow families an opportunity to visit more than one classroom. We will also include presentations for students in grades Pre-K-5 for grade level expectations and how students demonstrate mastery through FAST/STAR and/or Portfolio assessments.

SAC Meetings – To be held every other month beginning the 2nd Monday of September 2025 (1st SAC Meeting September 8th, 2025)

Technology, Testing, and Tacos Night – Wednesday, September 10, 2025; 6:00-7:30 pm – Training for families and students on the expectations for use of PCS Connects laptops (3-5) at home (Example: 10 lessons on DreamBox, 30-40 minutes on iStation, FAST portal for practice assessments)

K-2 families trained on accessing Clever (iStation, Dreambox, Myon, etc.) at home on personal devices. (Example: Dreambox 5 lessons per week, iStation 30 or 40 minutes minimum, etc.)

Family conferences will be scheduled in October 2025 to discuss PM1 results.

ESOL Coffee Talk (November 2025) One per Semester; This event will provide support for families in which English is not their first language. ESOL teachers co-present with the Literacy Council. This event will provide various resources for families to support their students' learning.

Reading Under the Stars Event – (Partner with Music performance and Technology in Art Showcase) Thursday, December 18, 2025; 5:30-6:00 pm (Reading Pledge for families). 6:00-7:30 pm: Families will be invited to participate in selecting and reading books “under the stars,” visit guests and student readers reading aloud, and eat a meal provided by Title I. Materials will be given on the topic of reading strategies – how to select just right books, reading for fluency and having conversations with children about what they read.

Family conferences will be scheduled in January 2026 to discuss PM results.

Math, Science Family Event – Thursday, January 29th; 6:00-7:30 pm. This event will be expanded from the event held the previous school year. Communicating to families about programs that students may use to support learning at home using handouts and electronic communication.

Transition to Kindergarten – February 3, 2026, 6:00-7:00 pm; Families will be given materials to support their child's readiness for kindergarten.

ESOL Coffee Talk (March 2026) One per Semester; One per Semester; This event will provide support for families in which English is not their first language. ESOL teachers co-present with the Literacy Council. This event will provide various resources for families to support their students' learning.

3rd, 4th, 5th Grade Chorus FAST Bingo Event – April 22, 2026, 6:00-7:30 pm: Families of 3rd grade students will be invited to learn about the expectations for promotion to 4th grade based on reading on grade level. Families will learn how to support their child's reading at home. Teachers will use the 3rd Grade Portfolio checklist to inform parents of their child's progress throughout the school year. Families surveyed have requested more information to help their children with math and science.

5th Grade visit to St Petersburg College for a tour and information about degrees and programs offered. (TBD)

Transition to 6th Grade – Spring 2026; The middle school guidance counselor will provide information to 5th grade students about course selection in middle school.

Staff Professional Development related to Family Engagement

How will school leadership actively build teacher and staff capacity related to ongoing family engagement that is connected to academic goals?

Ongoing monthly PD at staff meetings will guide our work to support family engagement at Dunedin Elementary. We will focus on the topics of academics, attendance, and behavior, and how family connections and support can influence those areas. We will use information gained at the Model Schools Conference, our Behavior and Climate Conference, and planning to guide our work in engaging students and families in learning. Staff members attending these conferences will share information gained on ways to support family engagement. Our leadership team will continue to develop systematic communication for families to encourage their input and feedback in response to academic and behavior support at home.

Title I Annual Parent Meeting Experience

Each school will convene an annual meeting designed to inform parents of participating children about the schools Title I program, the nature of the Title I program (schoolwide or targeted assistance), school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].

How will you get recorded feedback from parents about the meeting? How will the recorded feedback be used to inform future events?

We will request feedback from parents at the meeting using a survey link. Using their feedback, we will plan improvements or adjustments to upcoming family engagement events (ex: day, time, presentation method, usefulness of information, barriers)

How will you address barriers to increase attendance and academic support at home?

We have found that incentives for students and families help to increase attendance at events as well as with academic support at home.

How will you get the information home to parents using various modalities who do not attend?

We use our school (electronic) newsletter, our school website, social media, FOCUS communication tool, text messages, our marquee, and handouts/flyers to get information to parents.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)] • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • 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 meet [Section 1118(c)(4)(B)]; • 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[Section 1118(c)(4)(C)]; and • If the schoolwide program plan under Section 1114 (b)(2) 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 [Section 1118(c)(5)].

Dunedin Elementary will provide information to parents about Title I programs in a timely manner using various methods to communicate, such as the student planner, flyers, newsletters, the FOCUS communication tool – phone, text, and or email, social media, as well as the Dunedin Elementary website. Information will be shared about Title I programs at our Open House and our stand-alone Title I Annual meeting, as well as other meetings as requested by parents. Teachers will maintain sign-in sheets and provide a copy to the Title I Liaison, who will maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided the opportunity to give input or to ask questions throughout the year with surveys subsequent to our events. The principal will respond by email to all questions. If a parent is unsatisfied with the school-wide program plan, they will be asked to provide their comments to the principal who will then provide the comments to the Title I office. Up-to-date information will also be kept on our school website for parent convenience.

Flexible Parent Meeting

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 relate to parental involvement [Section 1118(c)(2)].

Parent survey results show the preferred time was evenings for family events. Dunedin Elementary will offer a flexible number of meetings and/or family events in the evenings to allow working families opportunities to attend these gatherings. We will also offer food, such as pizza and drinks, for evening events to allow flexibility for families to attend evening meetings that may interrupt the evening dinner schedule.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (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 [Section 1118(e)(5) and 1118(f)].

When planning parent and family engagement activities, we collaborate with our ESE and ESOL teachers and bilingual associates to make sure information is provided to families in an understandable format. We use multiple means to share information related to school and parent programs, meetings, reports, and other activities in an understandable format. This includes translation of handouts and flyers in the parents' native language and offering bilingual support during presentations and conferences when available. We have several staff members who are bilingual and support our families to provide every opportunity possible for understanding.