

APPROVED

DEC 09 2025

By Taylor County
School Board

Taylor County School District Title I Parent and Family Engagement Plan 2025-2026

TCSD aims to lead with **ambition**, foster positive **attitudes**, obtain optimal **attendance**, and provide rigorous academics in order to improve student **achievement**.

**ATTENDANCE,
ACHIEVEMENT,
AMBITION &
ATTITUDE**

Approved: 12/9/2025

District Parent Advisory Council: 11/13/2025

Title I, Part A Parent and Family Engagement Plan 2025-2026

Taylor County School District

I, William Reggie Wentworth, Jr., do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The schools within this district will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)] ;
- Provide each parent and family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent and family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].


Signature of Superintendent


Date Signed

Involvement of Family

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

The Taylor County School District will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan:

- The District will provide opportunities for parental input at School Advisory Council meetings. SACs are comprised of parents from Title I schools, representative of the school's demographics, district and Title I school administrators and staff, and will be involved in the development, implementation, support, and/or review of the LEA Parent Involvement Plan, the schools' Parent Involvement Plans, the School Compact. District level strategic plans and funding related to these plans. Parents are notified, encouraged, and provided opportunities to participate in district and school planning.
- The District will ensure that families are notified of opportunities to participate in planning and decision-making activities by utilizing the FOCUS messenger and communication system, the LEA's Calendar/Parent Guide, home/school newsletters, school and district websites, PTA and SAC memberships, backpack communications, and invitations from administrators.
- The District will ensure all Title I principals place the Title I Parent and Family Engagement Plan on the schools' School Advisory Council agendas for parental review.
- The District will use public service announcements through local media and school level "Back-to-School Orientation" and Title I Annual Meeting events to provide family engagement information.
- The District will provide Title I Information in Title I School newsletters.
- The District will use the FOCUS messenger and communication system to provide information to families in the district.
- The District will provide information to parents using the district website by providing information to assist student success in the educational program.
- The District's parent involvement set-aside funds are used to support the Parent Resource Rooms located at each Title I school, to purchase a variety of resources, including materials that promote literacy, math, parent training, and supplies for parent communication.

Coordination and Integration with Other Programs

How the school coordinates and integrates Parent and Family Engagement Programs and activities with other Programs?

Choose all that apply	Program	Coordination
X	IDEA (Students with Disabilities)	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
X	VPK	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school- aged children adjust to their new parenting roles.
n/a	Title I, Part D	The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready. Title I also seeks to furnish families with strategies for a safe environment.
X	Title IX, Part A	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
X	Supplemental Academic Instruction (SAI)	This "super categorical" is a fund created to assist districts in providing supplemental instruction to students in kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
X	Violence Prevention Programs	Primary Youth Violence Prevention Programs focus on utilizing a positive youth development approach, targeting youth at high risk for violence but who are not necessarily engaging in violence yet and would include programming considered "primary prevention". Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
	Title II	The purpose to provide grants to State agencies for higher education, and eligible partnerships to increase student academic achievement. This is done by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in

X		schools. Title I seeks to provide the tools and education necessary to families so that they can work together with the highly qualified school staff to help their children be successful academically and behaviorally in school.
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How the school coordinates and integrates parent and family activities that teach parents how to help their child(ren) at home? [ESEA Section 1116]

The LEA strives to coordinate family engagement opportunities with various service providers and federal grants within our district.

Annually, the Taylor County School District partners with the early learning coalition, Child Find, social services, and the Title I Schools to host an annual professional development and articulation meeting for all pre-school four-year-old providers. The purpose of the pre-K provider network session is to assist in the provision of curriculum and instruction aimed at readying students for kindergarten. Resources are also provided to pre-Kindergarten providers to be used with families to assist families with transition from Pre-K to the K-12 school system.

District personnel, the Taylor County Health Department, Taylor County Pre-K and Taylor County High School will partner to provide academic and social services to parents enrolled in the Teen-Age Parent Program.

The LEA will also assist with the facilitation of articulation of educational opportunities for families of students as they progress from school to school within the district. Activities designed to assist with transition include family information nights, school/program orientations, conferencing, and more.

ANNUAL FAMILY MEETING

A brief description of the specific steps your school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program.

Each Title I school within the LEA will advertise and host an annual meeting within the first month of school. The purpose of the Title I Annual Parent Meeting is to provide information to parents of participating children about the Title I Program and their right to be involved in their child's education.

A description of the nature of the Title I program that is shared with parents (school wide or targeted assistance)?

The Title I Annual Parent Meeting will be used to explain the Title I requirements, the school's participation in the Schoolwide Program, and the rights for parents to be involved. In addition, you may use this opportunity to:

- Explain what participation in Title I programs means, including:
- A description and explanation of the school's curriculum;
- Information on the forms of academic assessment used to measure student progress; and
- Information on the proficiency levels students are expected to meet.
- Explain the district parent and family engagement policy, school parent and family engagement policy, and school-parent compact;
- Explain the right of parents to become involved in the school's programs and ways to do so;

Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible [Section 1116(4)(C), ESSA].

A description of how the meeting will cover annual progress, school choice, and the rights of parents are covered at the annual meeting?

The annual meeting will be held within the first 30 days of school. A presentation will be given pertaining to the FAST assessment and results, parent rights, school choice and the benefits of a Title I schoolwide program.

In addition to the description above, parents will learn about the following:

- school level progress monitoring, timeline, assessments used, and reports that will be sent home
- school schedules
- parent and family engagement resources and will have an opportunity to meet the Title I Parent Liaison

Flexible Family Meetings

How will the school offer a flexible number of meetings, such as meeting in the morning or evening?

Check all that apply:

☐ AM Sessions at different times

☐ PM Sessions at different times

☒ AM & PM Sessions (Meetings offered at different times on the same day, same content)

How will the school provide, with Title I funds, transportation, childcare, or home visits as services relate to parent and family engagement?

District schools will pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation costs, in order to enable parents to participate in school-related meetings and training sessions. Schools and LEAs should also arrange school meetings at a variety of times. LEAs and schools should consider the following options to ensure maximum participation:

- Provide transportation to and from the meeting;
- Hosting the Title I Annual Parent Meeting at various times such as evenings;
- Send information presented at the Title I Annual Parent Meeting home with students of the parents that did not attend;
- Ensure that teachers discuss the Title I Program with parents during conferences or home visits; and
- Posting on LEA or school websites video or webcasts of the Title I Annual Parent Meeting;

Building Capacity

How will the school implement activities that will build the capacity for meaningful parent and family engagement? (Reflect on the planning process.)

Each School Shall Provide –

1. Program Information for Parents - Each LEA and school shall provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.
2. Educate Educators - Each LEA and school shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.
3. Preschool Coordination - Each LEA and school shall, "to the extent feasible and appropriate," coordinate and integrate parental involvement programs with Head Start, Even Start, and other preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
4. Understandable Communication - Each LEA and school shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

How will the school implement activities that will build relationships with the community to improve student achievement?

The Taylor County School District hosts an active Faith-Based and Community Outreach Program. The Superintendent provides updates at churches and other local community meetings.

How will the school provide materials and training to assist parents or families to work with their children?

Each school within the LEA shall provide materials and training, such as literacy training and training on how to use technology, to help parents work with their children to improve achievement. Parent and Family Engagement sessions may be offered face-to-face or virtually.

How will the school provide other reasonable support for parent and family engagement activities? (opportunities for volunteering, data chats, etc.) [ESEA Section 1116]

Each school within the LEA shall provide other reasonable support for parental involvement activities as parents may request such as transportation, supplemental academic materials, additional copies of curriculum materials, child-care, and translation services.

Parent and Family Engagements Events:					
Count	Name of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Annual ESSA Update for Schools and Parents	Director of Instruction	Parents will be provided with a PowerPoint outlining FSA Data, student achievement and other data	1-31-26	Parent surveys, notices in newspapers, documentation
2	Title I Parent and Family Engagement Nights Read With Me Nights.	Principals & Teachers	Teachers will meet a minimum of 3 times/year to discuss a child's assessments results, expectations, & goals for school year.	Throughout the school year	Sign-In Sheets
3	Professional Learning for Parents	School Leadership/ Principals	PFEP School Level Planning	Throughout the school year.	Sign-In Sheet, Participant Surveys
4	Professional Learning for Teachers and Staff	Director of Instruction/ Principals	Small group, content specific sessions for teachers and staff concentrating on strengthening and maintaining a positive teacher/ parent relationships.	Throughout the school year	Attendance Rosters, Staff Climate Surveys
5	Back to School Orientations	Principals	Sharing information about the school	August, 2025	Sign-In Sheets
6	Title I Annual Meeting	Principals	Present Title I information to schools	September, 2025	Sign-In Sheets
7	SAC Meetings	Principals	Monthly input from parents on decision-making.	Monthly- various schools use different dates	Sign-In Sheets

Other School-wide Activities:

Describe other activities such as the family resource center, the school will encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

Count	Name of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Data Chats	Principals	Days set aside for parents/caregivers to be involved in their child's education	Throughout the school year.	Information regarding student progress monitoring data will be shared with parents/caregivers.
2	Grandparent's Day	Principals	Special days set aside for grandparents to share how they can help their grandchildren in school	September, 2025	Information will be shared with grandparents on how to support the learning of their grandchildren.
3	Title I Parent Liaison	District / Principals	Parent liaison will serve as a bridge between school and home to support the education of students	2025-2026 school year	9 months/7 hour per day to support families
4	Educational Mail-out FOCUS	Principal/Teachers	Sharing data and information with families in a timely manner	As needed	Increased communication

Staff Development:

Describe the professional development activities the school will provide to educate teachers 1 Specialized instructional Support Personnel, other school leaders, and other staff on the assistance of Parents and families and in the value of their contributions.

Count	Name of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Professional Development on Strengthening Parent	Director of Instruction/ Principals	Content specific sessions for teachers to use with parents, including ways they strengthen their involvement in their child's education	First 9 weeks	Sign-In Sheets, teacher surveys, IPDP's parent
2	Professional Learning Communities	School Principal/ Parent Liaisons	School Level Parent Involvement Committee book study activities	Ongoing throughout the school year	Sign-in sheets, teacher surveys, IPDPs
3	Professional Development for Teachers and Staff on Parent and Family Engagement	Director of Instruction/ Principals	Small group, content specific sessions for teachers and staff	Throughout the year	Attendance Rosters, Staff Climate Surveys
4	Parent and Family Engagement Compacts and Conferencing	Principals at TCES, TCPS, Steinhatchee	Training for new hires and updates for returning staff	August, 2025	PD follow-up

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, school leaders and other staff on how to reach out to and communicate with, and work with Parents and families as equal Partners.

The Taylor County School District will take the following actions to ensure technical assistance and other support to assist Title I schools in planning and implementing effective parent and family engagement programs designed to improve student achievement and school performance:

- District personnel will provide ESSA Title I technical assistance updated annually to the SAC of each Title I school, which will include requirements of Title I, reporting on student assessment data, school grade targets, and best practices of family engagement.

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, school leaders and other staff on how to reach out to and communicate with, and work with Parents and families as equal Partners.

The Taylor County School District will take the following actions to ensure technical assistance and other support to assist Title I schools in planning and implementing effective parent and family engagement programs designed to improve student achievement and school performance:

- District personnel will provide ESSA Title I technical assistance updated annually to the SAC of each Title I school, which will include requirements of Title I, reporting on student assessment data, school grade targets, and best practices of family engagement.
- The District will hold technical assistance meetings with Title I principals to discuss and review TI-related matters, including family engagement strategies and activities.
- The District will provide professional development for parent liaisons to build their capacity in the area of family engagement.
- At the end of each school year, District personnel will meet with administrators and staff of the Title I
- Schools review assessment data, parent evaluations, and climate surveys and use this information in developing plans for the upcoming year designed to improve student achievement, school performance, and meaningful parent and family engagement.
- The District will provide a minimum of one (1) Peer Review event for Title I schools and district personnel to review, discuss, and revise (if necessary) the parent and family engagement policies.
- The District will provide annual technical assistance for Title I administrators and staff, including strategies for engaging families in their child's education.
- The District ensures that each Title I school provides its families with a district web-site link which describes Title I parent and family engagement activities and opportunities.
- The District will ensure that each Title I School provides families with access to a copy of the school's Parent and Family Engagement Policy.

- The District will provide on-going information to parents using FOCUS messenger and communication system, the school website, and the district website.
- The District will include information related to parental involvement to improve student achievement and school performance in student planners, handbooks, and separate mailings.
- Each school, to the extent possible, will send notifications to parents in other languages and in a format that parents can understand.
- The District will provide on-going information to parents using FOCUS

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on implementing and coordinating parent and family programs and building ties between parents and families and the school. (ESEA Section 1116)

Title I schools will provide professional development for teachers and staff on the topic of parent and family outreach concentrated on strengthening and maintaining teacher/parent relationships. Professional development will be held during the first nine weeks of school. The anticipated impact on student achievement will be an increased number of successful parent conferences and family engagement events. Evidence will include the quantity of parent attendance at PFEP activities.

According to the USED Dual Capacity-Building Framework for Family-School Partnerships, "the increase in policies promoting family engagement is a sign of progress toward improving educational opportunities for all children. Yet these mandates are often predicated on a fundamental assumption: that the educators and families charged with developing effective partnerships between home and school already possess the requisite skills, knowledge, confidence, and belief systems-in other words, the collective capacity-to successfully implement and sustain these important home-school relationships. Unfortunately, this assumption is deeply flawed. Principals and teachers receive little training for engaging families and report feeling under-prepared, despite valuing relationships with families."

Communication

How will the school provide timely information about the Title I program and activities?

The District will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Child Development Center, Head Start, the Early Learning Coalition of the Big Bend, and private preschool programs; and will conduct other activities such as operating parent resource centers and parents' night-out programs, which encourage and support parents in participating in the education of their children. All school facilities and meeting locations meet ADA regulations and will be wheelchair accessible. These activities will include participation opportunities for ALL parents- ELL, Disabled, Disadvantaged, and Migratory - by:

- Participating and collaborating with the Early Learning Coalition of the Big Bend,
- Participating and collaborating with the Shared Services Network,
- Collaborative Targeted outreach to ELL, Disabled, Disadvantaged, and Migratory families through Title I Parent Liaisons, and the District Child Find Parent Specialist,
- Providing links on the district website announcing family engagement opportunities and other educational web-based links such as Study Island, CPALMS, FOCUS and Class link.
- Providing each Title I school with Parent Liaisons to work with parents to increase meaningful family engagement.
- Providing notifications on the district calendar, FOCUS, and through local media notifying families and the community of parent and family engagement activities.
- Providing childcare and transportation for PFEP activities,
- Provide, as feasible, translations of the following:
 - Title I parent and family engagement plans, both school and district,
 - ESSA Parent Right to Know notices, and FOCUS.

How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain?

Families will be offered access and opportunities to participate in person, in print, virtually, via Facebook, FOCUS Parent Portal, and CANVAS.

Part of each school's Title I Annual Meeting includes an overview of the progress monitoring tools used and the reports related to their child's progress that they can expect to receive. Student data chats with teachers and parents are also included at three points in the year, after baseline assessments are completed, mid-year, and at the end of the third nine weeks.

A description of how the school will share information related to school and parent and family programs, meeting, school reports and other activities in an understandable, uniform format and in languages that the parents and families can understand?

The District will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities:

1. Title I parent and family engagement plans,
2. ESSA Parent Right to Know notices, and
3. Facebook and other communications.

A description of the barriers that hindered participation by parents during the previous school year.

Some of the barriers noted in our LEA are:

1. **Scheduling:** We struggle to reach working families and some of our families of struggling students. The Title I school will work to schedule events in a flexible manner. Title I parent liaisons and other resource positions will be used to reach out to the families of struggling students. Our aim is to build a relationship with our families.
2. **Resources to Use at Home:** The school's ability to provide differentiated activities to enhance learning for all students, from low to high, has proven to be a challenge for Title I schools. Title I schools will research and plan efficient ways to equip the families of all students with appropriately leveled learning materials and activities for use by families at home.

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents and families of migratory children)? [ESEA Section 1116]

Schools within the LEA are trying to promote parent and family engagement through a wide range of activities using varied means of advertisement, information, and educational updates.

How, if requested by parents, does the school provides opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decision relating to the education of their child(ren)?

Parent and family participation in school advisory, parent advisory, and parent teacher activities is solicited via each school's communication network.

How will the school submit parents' and families' comments to the LEA if the school-wide plan is not satisfactory to them? [ESEA Section 1116]

Parents are provided with multiple opportunities for face-to-face or virtual interaction with the school and input; as well as online anonymous survey opportunities.

Accessibility:

A description of how the school will provide full opportunities for participating in parent and family engagement activities for all parents and families.

2025-2026 Parent and Family Engagement Night Schedule

Family Engagement Dates	Dates:
Taylor County Primary School PreK-2	9/16/2025 11/6/2025 2/24/2026 4/21/2026
Taylor County Elementary	9/9/2025 11/6/2025 1/15/2026 4/21/2026
Steinhatchee Elementary	9/18/2025 10/30/2025 2/19/2026 5/21/2026
Taylor County Middle School	9/8/2025 11/17/2025 4/13/2026 5/5/2026

Taylor County High School	9/15/2025 1/27/2026 3/3/2026
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Evaluation of this year's Parent and Family Engagement Plan

Building Capacity Summary

School: Taylor County School District 24-25

Provide a summary of the activities offered to help build the capacity of parents to improve their children's academic achievement.

count	Content & type of activity	# of activities	# of participants	Anticipated Impact on Student Achievement
1	Title I Annual Meeting	5	817	Parent Involvement will increase, and achievement scores will increase
2	Student Conferences	252	1794	Parents will be more informed and knowledgeable. Achievement scores will increase.
3	Family Orientations at Title I Schools	4	1399	Parents will be more informed and knowledgeable. Achievement scores will increase.
4	Parent & Family Engagement Meetings	18	1724	Parents will be more informed and knowledgeable. Achievement scores will increase.
5	Professional Learning	58	213	Student achievement and grades will increase.
6	Annual ESSA update for schools and parents/ Annual meeting SAC meeting (LEA)	26	130	All stakeholders will be aware of our school's needs. Student achievement and grades will increase.
7	Preschool Concert VPK Concert 1 st Grade Concert Kindergarten Concert 2 nd Grade Concert	1 2 2 2	215 348 389 286	
8	VPK Graduation	2	289	
9	2 nd grade send-off	1	216 parents	

10	Grade level transition events	1	43	Provide parents with information and resources

Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value of utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

count	Content & type of activity	# of activities	# of participants	Anticipated Impact on Student Achievement
1	Parent and Family Engagement Training	12	174 Teachers & Staff	Parents will be more informed and knowledgeable. Achievement scores will increase.
2	Parent and Family Training at Each Title I School	3	133 Parents & Guardians	Parents will be more informed and knowledgeable. Achievement scores will increase.
3				
4				
5				

EVALUATION OF EFFECTIVENESS

Successful Initiatives

Describe successful parent and family engagement initiatives during the previous school year. Include the steps the LEA can take to increase successes of these initiatives in the upcoming school year.

TCPS: Families have actively supported our events both during and outside school hours. Our Parent Liaison successfully recruited volunteers to assist with school rewards and family engagement activities. Communication regarding events was effectively disseminated through the monthly parents' newsletter, flyers sent home in Wednesday folders, emails, phone calls, text messages via FOCUS, and social media posts, all done in a timely manner. The introduction of new events, such as Grandparents Day/Family Literacy Day and Lunch with an Adult, generated significant interest, with over 400 parents signing up for these gatherings. Additionally, we witnessed an increase in parental attendance at concerts and graduations. The PBS incentives also drew parents in, as they enjoyed participating in rewarding the students.

TCES: Fall into Literacy was, again, one of our most successful Family Engagement nights. Teachers and staff had stations set up to test student's math and reading skills in a fun and interactive way. Also, the Student Led Conferences were a success. This allowed the students to take the lead in explaining and showing their parents what they had accomplished so far in the school year. We feel that providing meaningful and engaging activities that generate interest within our families will help to keep us on the right track with our parent involvement.

SS: Several initiatives have made a significant difference in enhancing parent family engagement events. These include providing food such as pizza, hamburgers that were donated, and giveaways, which encouraged participation. Additionally, organizing a carnival where parents competed against students in games fostered a fun and interactive atmosphere. Lastly, utilizing FOCUS messages has effectively communicated the importance of these gatherings. They would like to add events such as an art auction, FWC presentation, Fall Festival, or an event where students vs. parents.

TCMS: During the 2024-2025 school year, TCMS achieved two significant milestones with our Family Engagement and Community Engagement initiatives. First, we organized a career fair featuring businesses from our local community and surrounding areas. Each business set up a booth detailing their offerings, the qualifications needed for the jobs they represent, and the importance of ELA in those careers. Prior to the Career Fair, students were introduced to various job opportunities during their ELA classes and were able to select five careers that piqued their interest. Every eight minutes, they transitioned to a new career booth.

Our second event was Glow in the Dark Bingo, which attracted a full library of students, teachers, and guardians. We welcomed four guest speakers: Rockey from our mental health team, our principal Mrs. Roberts, Mrs. Heartfield, and our superintendent Mr. Wentworth. The topics discussed were; testing anxiety, coping strategies, the importance of student attendance, data, truancy, and the importance of state progress monitoring in the school district. In between the learning activities, each guest speaker had time to present and engage in a Q&A session. Additionally, we hired a new Parent Liaison in May 2024, who has been a positive force within our school community.

TCHS: Parent Family Engagement Night – “Career, College, and Scholarship Night!” March 3, 2025

The success of this event was due to sending postcards home to families a week before the occasion. During morning announcements, students were prompted to check their mail daily. Additionally, students were encouraged to bring their laptops and postcards to the PFEN for an extra entry into the drawing. Representatives from local colleges attended to provide information on scholarships, school applications, and financial aid. Effective communication with both families and students was the key factor in our success

Barriers - Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parental involvement policies.

TCPS: Transportation and participation in outside school sports create challenges for parental involvement in activities throughout the school year. Additionally, families recovering from several storms have affected attendance at these events. In the year ahead, we will make efforts to schedule parental activities in consideration of sports commitments and will continue to provide transportation options for parents.

TCES: Activities conflict with parent/guardian work schedules and seasonal sports. Transportation is also another issue we have encountered with families this year. We also had a very hard year with hurricanes and severe weather that closed our school down for multiple days causing a rescheduling of activities. We have noticed a lack of interest in some parents/guardians when it comes to school activities/events. Lastly, our communication as a school and with our parents needs to be improved. We feel that the scheduling of events, early announcements,

and distribution for all events across multiple platforms such as Facebook, Focus, and Wednesday folders will help overcome the barriers parents may have with attending. Creating engaging and fun activities is a priority to ensure that the students will want to come and will communicate with their parents. Finally, working together as a school to make sure that we are all on the same page in terms of news, events, and procedures. A new Parent Liaison was hired in May, and her office is now at the entrance of the school to help engage with parents and make sure that information is up to date.

SS: Barriers that hinder parents from participating in family engagement events often include students' sports schedules.

TCMS: The challenges we encounter are consistent across our district. Our engagement times often clash with work schedules, making participation difficult. Additionally, transportation poses a significant issue for many of our guardians. This year, we also faced setbacks due to two hurricanes at the start of the school year, which affected numerous coastal families.

Moreover, a lack of knowledge among our guardians and their willingness to learn significantly contribute to these barriers. Our priority is to create engaging and enjoyable activities to encourage student attendance and facilitate communication with their parents. Lastly, it is crucial for our school community to collaborate and ensure that everyone is aligned regarding news, events, and procedures.

TCHS:

1. From the Spring 2025 Parent Survey, parents and students indicated that better communication from the school would help parents participate more in parent meetings and school activities. Steps to overcome barriers: Ensure that social media, FOCUS Messages to guardians and students, FOCUS Announcements, and School website all have the same information for parents.
2. At high school sports impacts the number of student and family members participating in Family Engagement Nights. Steps to take to overcome barrier: Work with athletic director and sports coaches to ensure that there are no conflicts in scheduling.