Taylor County School District Title I Parent and Family Engagement Plan

2026-2027

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: 11/3/2026

District Parent Advisory Council: 10/15/2026

APPROVED
NOV 0 3 2026
By the Taylor County School Board

Title I, Part A Parent and Family Engagement Plan 2026-2027
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 of 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: William R. Wentworth Jr. Date Signed: 11/3/2026

Involvement of Family

How does the school involve 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 does the school coordinate and integrate 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 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.
X	Title II	The purpose is 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 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.

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 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 withing 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 meetings in the morning or evening?

Check all that apply:

□ AM Sessions at different times

□ PM Sessions at different times

X□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, to enable parents to participate in school-related meetings and training sessions. Schools and LEAs should also arrange school meetings at various 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 their 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, 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	1-29-27	**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 focusing on strengthening and maintaining 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 2026	Sign-In Sheets
6	Title I Annual Meeting	Principals	Present Title I information to schools	September 2026	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 center1 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 2026	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	2026-2027 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 2026	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 around 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 will the school 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 relationships 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 provide 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.

2026 - 2027 Parent and Family Engagement Night Schedule

Family Engagement Dates	**Dates:**
Taylor County Primary School PreK-2	09/8/26 11/5/26 2/18/27 4/22/27
Taylor County Elementary	09/8/26 11/5/26 2/25 /27 4/22/27
Steinhatchee Elementary	9/17/2026 10/29/26 12/17/2026 2/18/2027
Taylor County Middle School	9/14/2026 11/16/2026 4/12/2027
Taylor County High School	9/14/2026 10/23/2026 1/26/2027 3/2/2027

Evaluation of this year's Parent and Family Engagement Plan

Building Capacity Summary

School: Taylor County School District 25-26

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	618	Parent Involvement will increase, and achievement scores will increase.
2	Student Conferences	287	2432	Parents will be more informed and knowledgeable. Achievement scores will increase.

3	Family Orientations at Title I Schools	5	1639	Parents will be more informed and knowledgeable. Achievement scores will increase.
4	Parent & Family Engagement Meetings	12	1232	Parents will be more informed and knowledgeable. Achievement scores will increase.
5	Professional Learning	63	433	Student achievement and grades will increase.
6	Annual ESSA update for schools and parents/ Annual meeting SAC meeting (LEA)	29	138	All stakeholders will be aware of our school's needs. Student achievement and grades will increase.
7	Preschool Concert VPK Concert 1st Grade Concert Kindergarten Concert 2nd Grade Concert	1 2 2 2	223 367 328 256	
8	VPK Graduation	1	506	
9	2nd grade send-off	1	259 parents	
10	Grade level transition events	1	282	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	13	128 Teachers & Staff	Parents will be more informed and knowledgeable. Achievement scores will increase.

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:

- Constant contact with parents is essential to increase success of events
- Create excitement for the events throughput the school day and ensure timely communication to increase participation
- Invite parents to volunteer more

TCES: Successes: The 2025-26 Family Engagement Events were a success for the year. There were a high number of participants during the Night of Transition event, followed by the Fall Festival and then the Data Chat Family Engagement Event. Each event averaged around 100-110 parents and students. The goal for the year was to bring engaging themes and activities for the students to get them excited and want to attend each event throughout the year. TCES partnered with TCPS for the annual Fall into Literacy event where the focus was on ELA and Math strategies.

SS: Successes: The most successful engagement event was the Fall Festival with 80% attendance. If students are motivated to attend or involved in the event, parents will show up. Having food is helpful!

TCMS: During the 2025–2026 school year, TCMS celebrated becoming a "B" school, alongside our district also earning a "B" rating. This accomplishment motivated us to set an even greater goal of achieving an "A." Throughout the year, we focused heavily on improving attendance, celebrating student successes through good grades and rising PM scores, and strengthening the connection between our parents, TCES, and TCHS. Our first Family Engagement Night was a Movie Night featuring *Out of My Mind*, a novel all students had read. We wanted to begin the year with a strong emphasis on reading and literacy. Before the movie, Mrs. Heartsfield shared valuable information about our PM1 data and explained strategies parents could use at home to support student learning. Throughout the year, we hosted two additional Family Engagement Nights, including Glow-in-the-Dark Bingo and our Annual Title I Meeting. We also invited parents to attend our 9th Grade Orientation during the school day, which was a great success. In addition, we held our 5th Grade Orientation in the evening and welcomed 64 incoming families

TCHS: Based on the Spring 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.

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:

- Change the time of the SAC meeting from 3:15 pm back to the morning to improve participation.
- There are too many outside school activities, such as sports, creating a barrier for involvement. Review and address these barriers more closely.
- Transportation continues to be a challenge. Continue to offer transportation services and improve communication with parents about arranging transportation through the parent liaison.
- Information about events was not received in a timely manner. Improve communication timelines so families receive event details earlier.

TCES: The barriers that were encountered during the 2025-26 school year were a slight decrease in parent involvement. We received a lot of interest from the parents in attending PTO, SAC, and DPAC meetings in August/September, but had a lack of participation as the school year progressed. Sports and outside activities interfered with scheduled after school Parent Family events. This is an ongoing problem each year. TCES plans to address this issue moving into the next year, and there will be scheduled meetings when parents are available, not just after school. We will also be focusing on having PTO and SAC meetings available via TEAMS so working parents can participate. We will continue to hold engaging events for our students and parents to keep them interested and informed of the happenings in the school and maintain communication through Facebook, FOCUS, and communication folders.

SS: Other youth sports competing with engagement events are the biggest barrier. SAC would like the Grinch play to be included as an engagement event since students are performing, and this can be tied to a school improvement initiative.

TCMS: One of the barriers we have identified at our school is the lack of parental support and involvement. Another challenge is the limited number of UA (Unified Arts/elective) classes available to students, which can make it more difficult to fully engage them in school. Because our county is so large geographically, many parents face challenges returning to school to participate in the Family Engagement Nights (FEN) we offer. As a result, we have noticed that many parents rely on their students to communicate important school information at home, since students are at an age where they are beginning to develop greater independence and personal responsibility. Students are often expected to keep track of assignments, relay important announcements, manage deadlines, and communicate school expectations with their families. While this responsibility can help students build maturity and accountability, it can also create communication gaps when important information is not consistently shared or fully understood between the school and home.

TCHS: At the high school level, sports impacts the number of student and family members participating in Family Engagement Nights. Steps to overcome barrier: Work with the athletic director and sports coaches to ensure that there are no conflicts in scheduling.