



**Pasco County Title I School Level  
Parent and Family Engagement Plan 2025-2026**

**Gulf Trace Elementary**

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed on by parents periodically to meet the changing needs of parents and the school.

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

**What is Required:**

**Assurances: We will:**

- Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- Involve parents in the planning, review, and improvement of the Title I program.
- Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
- Coordinate with other federal and state programs, including preschool programs.
- Provide information in a format and language parents can understand, and offer information in other languages as feasible.

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

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

10/10/25

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**EVERY TITLE I SCHOOL IN PASCO COUNTY WILL:**

1. **Involve parents in the planning, review, and improvement of their Comprehensive Needs Assessment and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement and Title I Schoolwide plans with an adequate representation of parents.**

Describe the method in which parents were involved	<ul style="list-style-type: none"><li>• <b>Parent Invitations:</b> All parents were invited to the Annual Title I/SAC meeting through multiple channels, including email, social media posts, and printed invitations sent home with students.</li><li>• <b>PFEP Distribution:</b> The 2025–2026 Parent and Family Engagement Plan (PFEP) was shared with parents during the Annual Title I/SAC meeting for review and feedback.</li><li>• <b>Schoolwide Plan Distribution:</b> The 2025–2026 Schoolwide Plan was also presented at the meeting, with copies made available for parents to review and provide input.</li><li>• <b>Feedback Collection:</b> Parents provided feedback through written comment forms, verbal input during the meeting, and digital surveys.</li><li>• <b>Feedback Documentation:</b> All feedback was documented via meeting minutes, collected forms, and digital survey responses, and will be used to inform revisions and planning.</li></ul>
Date of meeting to gather parent input for Comprehensive Needs Assessment	March 27, 2025
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	March 27, 2025

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

2. **Develop a school-home compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents & teachers will communicate.**

How were parents invited to develop or revise the compact?	<ul style="list-style-type: none"><li>• <b>Parent Invitations:</b> All parents were invited to participate in the development and revision of the 2025–2026 School-Home Compact through email, social media announcements, and printed invitations sent home with students.</li></ul>
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	<ul style="list-style-type: none"> <li><b>Compact Distribution:</b> The draft version of the 2025–2026 Compact was shared with parents during the Annual Title I/SAC meeting for review and input.</li> <li><b>Feedback Collection:</b> Parents provided feedback through written comment forms, verbal input during the meeting, and online surveys.</li> <li><b>Feedback Documentation:</b> All feedback was documented through meeting minutes, collected forms, and digital survey responses to ensure transparency and guide revisions.</li> </ul>
Date of parent meeting to develop or revise the compact	March 27, 2025
What communication methods will be used between teachers & parents as well as school & parents?	<ul style="list-style-type: none"> <li><b>Student Success Binders:</b> These will be used to regularly share academic progress, behavior updates, and important notices between home and school.</li> <li><b>Email:</b> Teachers and school staff will use email to provide updates, share resources, and respond to parent inquiries in a timely manner.</li> <li><b>Phone Calls Home:</b> Teachers and staff will make phone calls to discuss student progress, address concerns, and celebrate successes.</li> <li><b>Parent Conferences:</b> Scheduled conferences will provide opportunities for in-depth discussions about student performance, goals, and support strategies.</li> </ul>
Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?	<p>To meet Title I requirements, all elementary teachers are asked to schedule a face-to-face parent conference following the end of Quarter 1. During this meeting, student progress is reviewed and the School-Home Compact is discussed in detail.</p> <p>To support ongoing communication and family engagement, teachers are encouraged to hold additional conferences as needed or upon parent request. To facilitate this, teachers were provided with an additional hours specifically designated for parent conferencing.</p>

*\*A parent signed copy of the compact should be uploaded to Title I Crate as evidence of implementation.*

*\*Evidence of the input should be uploaded to Title I Crate.*

3. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.

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<b>What information is provided at the meeting?</b>  <b>How are parents notified of the meeting?</b>	<p>Parents are notified of the Annual Title I Meeting through multiple communication channels, including email, social media, school website announcements, and printed flyers sent home with students to ensure all families are informed and invited.</p> <p>During the meeting, the following key information is presented:</p> <ul style="list-style-type: none"> <li>• The school's participation in the Title I program</li> <li>• Title I requirements and how the program supports student achievement</li> <li>• Parents' rights to be involved in their child's education</li> <li>• An overview of the curriculum being used at each grade level</li> <li>• The academic assessments used to measure student progress</li> <li>• Opportunities for parents to provide input on school programs, plans, and their child's learning experience</li> </ul> <p>This meeting serves as a foundational opportunity to build strong school-family partnerships and ensure transparency in our Title I implementation.</p>
<b>Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting</b>	September 16,2025
<b>How do parents who are not able to attend receive information from the meeting?</b>	A record of the meeting will be made available on the school's website and official social media platforms for parents who are unable to attend
<b>How are parents informed of their rights?</b>	Parents Right to Know is included in the Annual Title 1 Meeting, as well as the Annual Title 1 letter that should be sent home at the beginning of the year-both can be found on Share Point and Title 1 Crate.

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

Title III-ESOL	
Title IX-Homeless	SIT Liaison, Social Worker
Preschool Programs	VPK, FDLERS
IDEA/ ESE	FDLERS, ESE Support Facilitators
Migrant	
Other	

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**5. Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.**

<b>Allocation</b>	3,000
<b>Explain how these funds will be used this school year</b>	Planners will be provided for all students to support student organizational strategies and binder use. Additionally, supplies and refreshments will be available to enhance parent engagement
<b>How are parents involved in deciding this?</b>	Parent input was collected during meetings held on March 27, where families provided valuable feedback regarding school events, communication practices, and opportunities for involvement
<b>How did you document parent input?</b>	Parents are invited to participate in a collaborative activity by responding to open discussion. This is followed by an open dialogue to explore and reflect on the shared insights

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- Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
  - Best practice is to hold parent events that teach caregivers a new tip, tool, or strategy, that parents can use at home with their child to help reinforce what they are learning in the classroom.
  - Think of Family Engagement as a strategy to reach the goal of student achievement
  - Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

Building Capacity of Families					
SIP goals	Title/Description of Strategy	How will this impact student achievement?	When will this occur?	When applicable, indicate the services you will provide to families.	How will this support learning at home?
		Transportation	Light Refreshments	Childcare	Translation

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1. Collaborative Culture	Mornings with Mom	<p>By equipping parents and caregivers with strategies to engage positively and model strong character, students receive <b>consistent guidance, support, and reinforcement of positive behaviors</b> both at home and school. This <b>strengthens social-emotional skills, motivation, and responsibility</b>, which in turn can lead to <b>improved academic performance, higher engagement, and overall student achievement.</b></p>	4 times a year	x	x	<p>Greater insight into supporting students' growth and fostering strong character development through active engagement and positive role modeling.</p>
2. High Impact instruction/collaborative structure	All Pro Dad	<p>Sea star of the night. Changes each month to include ELA, STEM, Math and Cambridge. Will include learner of the month celebration.</p>	4 times a year	x	x	<p>Families will have an increased understanding of grade level expectations, strategies and resources to support at home learning.</p>

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	Night						
3. Collaborative instruction/high impact instruction	ELA and STEM content nights	Increased engagement in understanding curriculum and additional practices will lead to an increase in student achievement.	4 Times a year		x		Increased engagement in understanding curriculum and additional practices will lead to an increase in student achievement.
Other							

Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parents are provided information regarding the curriculum, achievement levels, progress monitoring, and assessments during the <b>Annual Title I Meeting</b> , where key academic programs and expectations are reviewed. This information is also shared and revisited throughout the year during <b>Curriculum Night</b> and <b>Parent-Teacher Conferences</b> , allowing families to engage in meaningful discussions about student learning and progress. Additionally, updates are reinforced during <b>Learner of the Month celebrations</b> , which highlight specific academic focuses and student growth.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	Workshops and events are evaluated through <b>parent surveys</b> completed at the conclusion of each Parent Night, allowing families to share feedback on the content and effectiveness of the sessions. In addition, the <b>annual CAN (Comprehensive Needs Assessment) process</b> is used to gather further input from families to identify priorities and plan future events that best meet parent needs and interests.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	To ensure all families can fully participate, <b>ilingual staff members</b> are available to provide translation during workshops and events. In addition, <b>written materials and communications</b> are translated into families' home languages as needed, ensuring information is accessible and inclusive for all participants.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Student Success binders are implemented across all grade levels and serve as a key tool for promoting organization, communication, and family engagement. They are highlighted and reinforced through various channels such as classroom phone calls, student celebrations, parent-teacher conferences,

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<b>Gulf Trace Elementary</b>	
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Tuesday News Day folders, Curriculum Nights, SAC meetings, social media updates, and messages sent through the school's communication platforms.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Events are scheduled at various times, including <b>both morning and evening sessions</b> , to provide flexible opportunities for families to attend based on their availability. By offering multiple time options, the school aims to <b>accommodate diverse family schedules</b> and encourage greater participation. Additionally, <b>advance communication, childcare options, and light refreshments</b> are often provided to make these events more accessible, welcoming, and convenient for all families.
	All information shared through the <b>school website, social media, and presentations</b> is created in accordance with <b>ADA guidelines</b> to ensure accessibility for all families. During events, staff are <b>attentive and responsive to the needs of parents with disabilities</b> , making every effort to provide appropriate accommodations and create an inclusive, welcoming environment for everyone.

*\*These events should be included on the Data Collection Sheet for School Events.*

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**7. Utilize strategies to ensure meaningful communication.**

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school	Student Success binders are implemented across all grade levels and serve as a key tool for promoting organization, communication, and family engagement. They are highlighted and reinforced through various channels such as classroom phone calls, student celebrations, parent-teacher conferences, Tuesday News Day folders, Curriculum Nights, SAC meetings, social media updates, and messages sent through the school's communication platforms.
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**8. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.**

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Student Success Binders	Effectively using Student Success Binders binder organization strategies enhances communication about student learning, important deadlines, upcoming events, and academic progress		All teachers K-5	This initiative is integrated throughout the academic year, beginning with the summer training

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**9. Provide an easily accessible resource area where parents and families can get information about the school facility, school policies, contacts, academic assistance, community resources and other materials.**

<u>Location of Resource Center/Area</u>	<u>Person responsible for monitoring and updating Resource Center/Area</u>	<u>List a sampling of materials made available in the Resource Center/Area</u>
Front Office	Tesesa Lynn Groff	The following resources will be shared with families: the Parent and Family Engagement Plan, the School-Parent Compact, flyers highlighting upcoming events, guidance on accessing digital tools and platforms, and detailed information about the Cambridge program.

**9. Provide a summary of your Title I Schoolwide Plan in the box below.**

This plan outlines how **GTES** will foster **meaningful and ongoing family engagement** to enhance student learning and success. It highlights the **strategies, programs, and initiatives** the school will implement to build strong partnerships between families, staff, and the community. The plan also explains how families can **actively participate in decision-making, planning, and supporting their child's academic growth**, ensuring that every student is provided with the tools and encouragement needed to reach their full potential. Additionally, the plan emphasizes **open communication, inclusive practices, and continuous collaboration** to create a supportive learning environment for all.

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



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

10/10/25

*\*Copies should be placed on the school website as well as in the Title I Family and Community Binder in the front office for parent and community access. Information regarding where the plan may be accessed should be communicated to parents and the community.*