



Pasco County Title I School Level
Parent and Family Engagement Plan 2026-2027

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 indicated 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 to 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 conduct 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: 10/5/26

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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.	All families received a paper invitation to attend the SAC meeting, where parents were invited to review the current Parent and Family Engagement Plan (PFEP) and provide feedback and suggestions for revisions.
Date of meeting to gather parent input for Comprehensive Needs Assessment	March 19
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	March 19

**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?	All parents were invited to participate in the development and revision of the School-Parent Compact through a paper invitation sent home with students inviting families to attend the SAC meeting. A copy of the 2026-2027 School-Parent Compact was provided to parents for review and feedback. During the meeting, parents discussed the compact in small groups and identified items they felt should be added, revised, clarified, or removed. Each group then shared its feedback with the larger group for discussion. Parent feedback and suggested revisions were documented through meeting notes and used when updating the final School-Parent Compact.
Date of parent meeting to develop or revise the compact	March 19

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What communication methods will be used between teachers & parents as well as school & parents?	Communication between teachers and parents will occur through parent contact, student binders/folders, phone calls, emails, parent-teacher conferences, and school communication platforms. School-wide communication with families will also be shared through newsletters, the school website, social media, ConnectEd messages, calendars, and information sent home with students.
Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?	Teachers are asked to schedule at least one face-to-face conference with parents following the first quarter to discuss student progress, academic goals, and the School-Parent Compact. During the conference, teachers review the compact with families and discuss the shared responsibilities of the school, parent, and student in supporting academic success. Additional conferences are scheduled as needed or at the request of parents or teachers. Teachers are also provided additional conference time in January to meet with families and continue discussing student progress and support.

**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.

What information is provided at the meeting? How are parents notified of the meeting?	Parents will be invited to attend the Annual Title I/Open House meeting through flyers sent home with students, school communication platforms, social media, and phone/ConnectEd messages. During the meeting, families will receive information about Gulf Trace Elementary School's participation in Title I, Title I requirements, parents' rights to be involved in their child's education, the curriculum used at the school, and the academic assessments used to measure student progress. Parents will also be informed of opportunities to provide input, ask questions, and participate in decisions related to their child's education and the school's Title I program.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	September 18 th

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How do parents who are not able to attend receive information from the meeting?	Parents who are unable to attend the Annual Title I meeting will have access to the information presented through a recorded video posted on the school website and social media. Meeting materials and important Title I information will also be made available to families upon request.
How are parents informed of their rights?	Parents are informed of their rights through the Annual Title I Meeting presentation and the Annual Title I Parent Right to Know letter sent home at the beginning of the school year. These resources explain parents' rights under Title I and are also available through the school's Title I resources, including SharePoint and the Title I 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	SOL IA's, District ESOL Parent and Family Engagement Teacher
Title IX-Homeless	Student in Transition Teachers, SIT Liaison, Social Workers
Preschool Programs	Head Start, Early Head Start, VPK, FDLERS
IDEA/ ESE	ESE Support Facilitators
Migrant	Social Worker
Other	

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

Allocation	922
Explain how these funds will be used this school year.	Funds will be used to support parent and family engagement as well as student organization and academic success. This will include planners for all students to support organization strategies and binder use, along with supplies, materials, and

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	refreshments for parent and family engagement events held throughout the school year.
How are parents involved in deciding on this?	Parent input was gathered during the March 19 meeting. Families were given the opportunity to provide feedback on how parent and family engagement funds should be used, including ideas related to family events, communication practices, student supports, and opportunities for parent involvement. Parent feedback was documented and considered when determining how funds would be allocated for the school year.
How did you document parent input?	Parent input was documented through meeting notes, sign-in sheets, and recorded feedback collected during discussions. Suggestions and recommendations shared by families were reviewed and used to guide decisions related to parent and family engagement activities and the use of funds.

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6. 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.

<u>Building Capacity of Families</u>					
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.	
				Transportation	Light Refreshments Childcare Translation
					How will this support learning at home?

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Family Curriculum and Learning Night Families will participate in an interactive event focused on grade-level learning expectations in ELA, Mathematics, and Science. Teachers and staff will model strategies and activities that families can use at home to reinforce classroom learning, including vocabulary development, retrieval practice, problem-solving, reading comprehension, and standards-based science activities.	This strategy will strengthen the connection between school and home by helping families better understand grade-level expectations and the instructional strategies being used in the classroom. Families will be better equipped to reinforce key academic skills at home, which will support student engagement, retention of learning, academic confidence, and progress toward proficiency in ELA, Mathematics, and Science.	During the 2026–2027 school year. The event may be offered during the first or second semester based on the school calendar and family needs.				Families will leave with practical strategies, and resources that can be used at home to reinforce reading, mathematics, science vocabulary, problem-solving, and review of previously learned skills. These resources will help families support consistent practice and strengthen the connection between classroom instruction and home learning.

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2. Support the schoolwide goal of increasing student proficiency and learning gains in English Language Arts, Mathematics, and Science through strong Tier 1 instruction and increased family support of learning at home.	Family Learning at Home Support Families will be provided with practical strategies, activities, and resources that can be used at home to reinforce reading, mathematics, science vocabulary, problem-solving, and previously learned skills.	Providing families with strategies and resources to reinforce classroom learning at home will give students additional opportunities to practice important academic skills. This will help strengthen understanding, retention, confidence, and overall academic growth in ELA, Mathematics, and Science.	Throughout the 2026–2027 school year during family engagement events, parent conferences, curriculum events, and other schoolwide opportunities.				Families will leave with practical strategies, and resources that can be used at home to reinforce reading, mathematics, science vocabulary, problem-solving, and review of previously learned skills. These resources will help families support consistent practice and strengthen the connection between classroom instruction and home learning.

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3. By the end of the 2026–2027 school year, Gulf Trace Elementary will increase English Language Arts and Mathematics learning gains by at least 5 percentage points through six-week data cycles, consistent progress monitoring, and timely instructional adjustments. Students with Disabilities will also increase proficiency and learning gains by at least 5 percentage points through strengthened collaboration between general education and ESE teachers,	Understanding Student Progress and Supporting Learning at Home Families will receive information about student progress, assessment results, learning goals, and strategies they can use at home to support growth in reading and mathematics. Staff will help families understand how progress-monitoring data is used to identify student needs and adjust instruction.	Helping families understand student progress and academic needs will allow them to reinforce targeted skills at home. Increased communication between school and home will support consistent practice, earlier intervention, and stronger progress toward individual learning goals in ELA and Mathematics.	Throughout the 2026–2027 school year, including during parent-teacher conferences, family engagement events, progress-report periods, and following six-week data review cycles.			Families will be provided with specific strategies and activities connected to their child’s identified learning needs. These resources will help families reinforce skills in reading and mathematics, monitor progress, and provide additional practice between school-based instructional cycles.
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access to high-quality Tier 1 instruction, and targeted interventions based on student data.										
Other:										

Explain how parents are provided with information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parents are provided information regarding the school's curriculum, student achievement levels, progress monitoring, and assessments during the Annual Title I Meeting. This information is also shared throughout the school year through parent-teacher conferences, school communication, progress reports, and family event such as Data nights.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	Families will be asked to complete a survey at the conclusion of parent workshops and family engagement events to provide feedback on the effectiveness of the event and suggest topics or supports they would like in the future. Parent needs will also be assessed through annual feedback collected during the Comprehensive Needs Assessment (CNA) process. Survey results and parent feedback will be reviewed and used to help plan future family engagement activities and workshops.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	The needs of parents and families who speak a language other than English will be supported by providing translated materials and interpretation services when needed. The school will work with available district and school resources to ensure families can access important information,

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	participate in workshops and events, ask questions, and provide feedback in their preferred language.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Barriers that may prevent parents and families from attending workshops and school events include work schedules, transportation, childcare needs, language barriers, and conflicting family responsibilities. To help overcome these barriers, the school offers events at a variety of times when possible, provides information in advance through multiple communication methods, and shares important information through the school website, social media, ConnectEd messages, and student folders. The school also works to provide translation or interpretation support when needed and strives to create welcoming, family-friendly events that encourage participation from all families.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Flexible dates and times are offered to help accommodate the varying schedules of our families. Meetings, events, and workshops are scheduled at different times throughout the school year, including during the school day and in the evening when appropriate. For example, parent-teacher conferences are offered during designated conference times with additional scheduling options available as needed, while events such as Curriculum Night, the Annual Title I Meeting, SAC meetings, Morning with Mom, and All Pro Dad are scheduled at times intended to provide families with multiple opportunities to participate. Families who are unable to attend may also receive information through school communication platforms, the school website, social media, ConnectEd messages, and student folders.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	The school works to ensure that parents and families with disabilities have equal access to meetings, workshops, and school events. Accommodations are provided based on individual needs and may include accessible meeting locations, assistance with mobility or seating, alternative formats for materials, and additional support upon request. Families are encouraged to communicate any needed accommodations in advance so the school can make appropriate arrangements and ensure all parents have the opportunity to participate fully in school activities and their child's education.

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**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 an important tool for supporting student organization, communication, goal setting, and family engagement. The binders are reinforced throughout the school year through classroom communication, parent-teacher conferences, student celebrations, Tuesday News Day folders, Curriculum Nights, SAC meetings, social media, and messages shared through the school's communication platforms. These opportunities help ensure families are informed about student progress and remain actively involved in their child's academic success.
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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.	Presenter	All teacher 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 lobby	Front office staff, Social Worker and Nicole Demetriou	Materials available in the Parent Resource Center/Area include information on Title I programs and services, the Parent and Family Engagement Plan, School-Parent Compact, academic standards and assessments, grade-level curriculum resources, student success and organizational tools, community resource information, and materials to support learning at home. Families may also access information related to attendance, behavior supports, school events, parent workshops, and ways to become involved in their child's education.

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

A significant portion of Title I funding is dedicated to providing additional instructional staff to support student achievement. Approximately \$180,000 is allocated for three instructional staff members/teachers who will help reduce class sizes and provide additional support for Tier 1 instruction, as well as Tier 2 and Tier 3 interventions across grades K–5. These staff members will participate in collaborative planning, PLCs, MTSS processes, small-group instruction, and 4–6 week progress-monitoring cycles using FAST, STAR, Standards Mastery, and classroom assessment data.

Title I funds also support efforts to improve student engagement, behavior, safety, and instructional time. Approximately \$14,000 is allocated for an additional .5 Instructional Assistant position. When combined with an existing .5 allocation, this creates a full instructional unit and allows the school to secure a full-time Physical Education teacher. This investment will help reduce PE class sizes, improve supervision and transitions, increase structured student participation, protect core instructional time, and reinforce schoolwide PBIS expectations.

An additional \$28,000 is allocated for a Behavior Instructional Assistant who will provide daily support with behavior management, de-escalation, supervision, PBIS implementation, positive reinforcement, and student incentives. This position will provide additional support during both classroom instruction and less-structured settings, including arrival, dismissal, lunch, and transitions.

These Title I investments are based on identified school needs and student data. Prior-year data show ELA proficiency at approximately 47%, math proficiency below 50%, and ELA learning gains at approximately 63%. Achievement gaps are also present among students with disabilities, English learners, and Black/African American students. In addition, the school recorded 496 Office Discipline Referrals, demonstrating the need for continued support in PBIS implementation, student engagement, behavior, and the protection of instructional time.

Through these Title I investments, Gulf Trace aims to increase ELA and math proficiency to 55% or higher, improve subgroup proficiency by at least 10%, increase learning gains to 70% or higher, and reduce Office Discipline Referrals by 10%. The overall goal is to ensure that all students have consistent access to rigorous grade-level instruction, timely interventions, positive learning environments, and the academic and behavioral supports needed for success.

Family engagement continues to be an important component of the schoolwide Title I program and works alongside investments in staffing, instruction, intervention, professional learning, student support, and school climate. Together, these initiatives are designed to strengthen the overall instructional system and ensure that Title I resources have a meaningful and measurable impact on student achievement.

Principal: _____

Date: _____

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Drafts of PFEP's are due in Title I Crate by April 23rd, 2026.

**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.*

**A "Family Friendly" version of this plan should be distributed to families and uploaded to Title I Crate.*