



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

Richey Elementary School

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:

We exist to create a safe, empathetic, inclusive environment, where all participants can positively impact the global community through an inquiry process using strong instruction, deep engagement, and high expectations, to develop collaborative, compassionate, and confident learners.

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: Adam Wolin

Date: 4/21/2026

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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.	Through a digital meeting, families were invited to participate in a review of the current 25-26 Title I documents/school data and invited to share their thoughts and insights on how to update the document based upon their impressions of school needs. The families were able to provide the feedback through a digital note-taking application that the administration could monitor. Additionally, all families were provided with school surveys through a paper-based form. Those surveys were collected with results being compiled and analyzed by administration.
Date of meeting to gather parent input for Comprehensive Needs Assessment	The digital meeting took place on 3/6/2026.
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	The digital meeting took place on 3/6/2026.

**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?	Through a digital meeting, families were invited (through email, a phone communication, and school marquee) to participate in a review of the current 25-26 Title I documents/school data and invited to share their thoughts and insights on how to update the document based upon their impressions of school needs. The families were able to provide the feedback through a digital note-taking application that the administration could monitor. Additionally, all families were provided with school surveys through a paper-based form. Those surveys were collected with results being compiled and analyzed by administration.
Date of parent meeting to develop or revise the compact	The digital meeting took place on 3/6/2026.
What communication methods will be used between teachers & parents as well as school & parents?	The school and families communication is through the District tool of myPasco Connect, where emails, SMS text messages, and phone messages are utilized.

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	The school additionally shares information through school-wide planners and social media platforms.
Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?	At RES, a portion of the annual School-Family Open House is set-aside for a review of the PFEP. This takes place annually on the school campus.

**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?	Richey Elementary school shares the reason behind the school's participation in Title I, the requirements of Title I, parent's rights to be involved. Additionally, the curriculum being used, academic assessments being used to measure student progress and opportunities for parents to provide input on their child's education are all discussed at the meeting. Families are made aware of the meeting through paper flyers, social media posts, school to family emails, school to family text messages, and school to family phone messages.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	The tentative date for the Annual Title I Meeting is 9/10/2026. To plan for the meeting, the school will develop a presentation to share with all attendees that describes all of the information regarding being a Title I school. The school will promote the meeting through multiple communications, including marquee posting, website posting, social media posts, paper-based flyers, and school email and phone messaging.
How do parents who are not able to attend receive information from the meeting?	Following the event, a digital presentation of the information shared at the event will be emailed as an attachment to the entire school community for their reference.
How are parents informed of their rights?	Parents Right to Know is included in the Annual Title I Meeting presentation at the school, as well as the Annual Title I letter that should be sent home at the beginning of the year.

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	ESOL IA and ESOL Resource Teacher Liaison
Title IX-Homeless	Full Time Social Worker and Students in Transition Resource Teacher
Preschool Programs	Two Full Time HeadStart Pre-K Programs

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IDEA/ ESE	ESE Support Facilitators
Migrant	Bi-Lingual ESOL IA, Full Time 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	\$4,000- Planners & Printing \$42,000- Total Salary
Explain how these funds will be used this school year.	The school will fund a Parent Involvement Coordinator to support all family and community involvement. The return on investment for the position is a positive and assists in keeping families up to date and involved in school events and happenings. We additionally will fund school planners, as we will utilize the planners as a system to communicate academic and behavioral updates with families.
How are parents involved in deciding on this?	Through a digital meeting, families were invited to participate in a review of the current 25-26 Title I documents/school data and invited to share their thoughts and insights on how to update the document based upon their impressions of school needs. The families were able to provide the feedback through a digital note-taking application that the administration could monitor. Additionally, all families were provided with school surveys through a paper-based form. Those surveys were collected with results being compiled and analyzed by administration.
How did you document parent input?	Parent Input is documented through digital meeting note-taker, as well as survey results are compiled to determine trends for the school to act upon.

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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.				How will this support learning at home?
				Transportation	Light Refreshments	Childcare	Translation	
1. Student Engagement	Meet the Teacher Day	Build understanding of school and classroom expectations and set students up for a successful start to the year so they may work on the benchmark aligned tasks throughout the year in order to raise achievement data.	8/2026				X	Build understanding of school and classroom expectations and build relationship between school & home.

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	Open House/Title I Night	Through better understanding of the tools being utilized in the classroom, families can then support and reinforce the use of learning tools at home and support students in increasing their academic performance across all subject areas.	9/2026				x	Families will better understand what actions they can take to directly support their children on the tasks that are being assigned by the classroom teacher(s).
2. Learning Gains through Foundational Reading Focus	Foundational Reading Night	Students will gain more consistent support in learning and practicing foundational reading skills. As a result, STAR reading data in primary and FAST reading data in intermediate will increase in proficiency and reduce students in Red.	10/2026		x		x	Families will gain an understanding of the progression of foundational reading skills and will be able to assist their child in practicing foundational skills at home.
3. Proficiency in FAST ELA & Math	Math Strategies & Games	Students will engage in more consistent experiences that are aligned to and support grade level mathematical benchmarks. As a result, FAST math proficiency will increase.	11/2026		x		x	Families will be more equip to support their children at home in reinforcing mathematical concepts and practice opportunities.

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	Reading Strategies & Goal Setting	Students will better understand their own current learning status and their individualized path to academic improvements. This will result in higher performance in FAST reading proficiency results.	12/2026		x		x	Families will have a clearer understanding of the expectations of students at different grade levels and will be able to better understand where their child currently is performing. They will also better understand how to support their learning at home in regards to reading.
Other:								

Explain how parents are provided with information regarding the curriculum, achievement levels, progress monitoring and assessments.	This information is all included within the Annual Title I Meeting. Additionally, through different curriculum events, families are made aware of the curriculum, achievement levels, progress monitoring tools, and the multiple assessments.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	Attendance and surveys will be collected following events and will be analyzed to assist in making decisions on future events.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	The school will provide translation services through bi-lingual staff members.

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What are the barriers for parents to attend workshops/events and how do you overcome these?	Translation supports needed: The school will provide translators for the events. Meals: The school will provide light refreshments. Work Conflicts: The school will provide events in the evening when the majority of our families noted availability.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Workshop content is shared out digitally following the events so families who could not attend may watch to obtain the information.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	The school makes staff available to provide 1-on-1 assistance to support families with disabilities who may otherwise not be able to attend or engage in the event.

**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	The school utilizes various communication methods in order to keep families involved and engaged. The use of the school website and weekly social media postings are a key communication tool. Additionally, the school utilizes myStudent communications through emails, phone messages, and text messages. The school also utilizes the marquee and paper-flyers for key events. Finally, daily communication takes place through student planners.
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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>
Parent Partnerships	Build toolbox for staff on how to create strong school-home relationships.	Workshop	Instructional Staff	8/2026
Working with Trauma	Build understanding for staff on how to work with students and families who are dealing with trauma.	Book Study	Instructional & Non-Instructional Staff	10/2026

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 & Media Center	Cristiensen & Rusaw	iPad and laptop to support registration support, flyers and informational forms regarding school events, and pamphlets regarding community resources, supports, and events for families to connect with based on their needs.

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

Richey Elementary School's Title I Plan is strategically designed to prioritize academic achievement, increase student engagement, and strengthen resiliency and behavioral supports to ensure the success of all learners. A primary focus of this plan is to enhance high-quality core instruction and targeted interventions in the areas of reading and mathematics. To support this goal, Title I funding will be allocated for a Mathematics Instructional Teacher Coach (ITC) who will collaborate closely with classroom teachers to plan, model, and refine rigorous, standards-aligned mathematical lessons and learning tasks. This coaching support will ensure that instructional practices reflect best practices, promote higher-order thinking, and provide meaningful opportunities for students to actively engage in mathematical problem-solving and discourse.

In addition, Title I funds will support the employment of Intervention Teachers and Instructional Assistants to provide targeted small-group instruction for students needing additional support in reading and mathematics. These intervention services will be data-driven and aligned to student needs as identified through ongoing assessments and progress monitoring tools. A dedicated Resource Teacher for the Multi-Tiered System of Supports (MTSS), along with behavior support teams and Student Support Instructional Assistants, will further strengthen the school's capacity to address both academic and behavioral needs. These supports will focus on reducing behavioral incidences, increasing instructional time, improving student engagement, and explicitly teaching and reteaching resiliency and behavior standards across all grade levels.

Additionally, Title I funding will prioritize the support of a Social Worker to partner with families and connect them to community and school-based resources. This role will be essential in addressing social, emotional, and environmental barriers that may impact student learning and attendance. Collectively, these positions and initiatives are designed to support all student subgroups by delivering high-quality instruction, strengthening intervention systems, and fostering a positive and supportive learning environment. As a result, students will experience more engaging and rigorous benchmark-aligned instruction, receive consistent monitoring of their understanding, and benefit from timely and effective corrective feedback. Students will be encouraged to take greater ownership of their learning by setting goals, monitoring their progress, and reflecting on their growth. The anticipated outcomes of these efforts include measurable improvements in student achievement in reading and mathematics, as evidenced by gains in Module Data, STAR assessments, and FAST data.

Principal: Adam Wilkin

Date: 4/21/2026

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

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**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.*

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