



Pasco County Title 1 School Level
Parent and Family Engagement Plan 2025-2026

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 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:

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 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: Mr. Wolin

Date: 9/10/25

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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 plan with an adequate representation of parents.**

Describe the method in which parents were involved	We used our School Advisory Council, as well as designed a survey for all parents to complete as resources to gain parent input. We utilize social media, school messenger, as well as various other platforms to communicate with parents. Using the data collected, the members of the SAC worked with administration to discuss how Title I funds will be used to further school improvement.
Date of meeting to gather parent input for Comprehensive Needs Assessment	A Comprehensive Needs Assessment survey was distributed. Results were analyzed in order to determine trends and needs for further discussion.
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	

**Evidence of the input gathered and how it was/will be used should 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?	Members of the SAC committee, as well as other parent volunteers were invited to provide input.
Date of parent meeting to develop or revise the compact	
What communication methods will be used between teachers & parents as well as school & parents?	Tuesday folders, email, phone, myStudent communication, Face to Face Conferences, Open House, school website, Curriculum Events and conferences
Elementary schools are required to hold at least one face to face conference with parents. Explain your process?	All teachers invite families to come in for conferences through the quarterly progress/report cards, as well as during conferences.

**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?	Title I information is shared with families during the annual Open House. Parents are invited to the Open House via Facebook, parent/teacher communication, school website and posted at school site.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	Administration collaborated with teacher teams to present information to parents during Open House. Information was also shared during SAC.
How do parents who are not able to attend receive information from the meeting?	Videos will be posted on Facebook and the school website explaining Title I.
How are parents informed of their rights?	Parents are reminded of their rights during Open House, conferences, and in brochures in the Parent Resource Center.

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- 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	The district's ESOL Department as well as our ESOL Teacher/ IA assist with translation when necessary.
Title IX-Homeless	Students in Transition collaborate with School Social Worker, Counselor and SIT Teacher
Preschool Programs	Head Start Program- 2 units
IDEA/ ESE	Students with Disabilities are included throughout our campus, including IND-SC, Supports are provided by Support Facilitators, Speech Paths, and ESE teachers.
Migrant	Students of migrant families collaborate with School Social Worker and Counselor.
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	N/A
Explain how these funds will be used this school year	Classroom Teacher, Intervention Teacher, (2) Instructional Assistants, (2) Discipline Assistants, (2) Devices, \$12,000.00-in-house Field Trips, \$8065.00-Classroom Supplies, .5 Social Worker, Parent Involvement Coordinator, ½ day planning per teacher, 1x a quarter, (2) ITC Coaches, (2) Kagan Coaching Days, 15 additional hours with SSG
How are parents involved in deciding this?	Input was gathered via parent surveys throughout the 23-24 school year.
How did you document parent input?	Parent surveys

- 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.

Building Capacity of Families								
SuP 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	Meal	Childcare	Translation	
	Planning							

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1. High Impact Instruction: TOGETHER WE WILL CREATE RIGOROUS LEARNING EXPERIENCES IN LEARNER-DRIVEN CLASSROOMS THROUGH AN INQUIRY MODEL.	PLCs will develop Unit Planners that will align with the PYP Framework, integrating all subject areas, and ensuring that opportunities for inquiry are planned for. Teams will develop experiences that are intentionally planned for hands-on opportunities.	Students will have various opportunities to build background knowledge, learn through discovery, and become more globally minded when learning through an inquiry model.	Teachers will meet weekly to plan for units that will include daily opportunities for hands on learning.					Families will be included in communication and activities that promote hands-on learning. Clear communication regarding student progress will help parents know what supports are necessary for their child and how the school will work with the families to close those gaps.
2. Data Driven Decisions: TOGETHER WE WILL GATHER, ANALYZE, AND USE FORMATIVE AND SUMMATIVE DATA TO INCREASE LEARNERS' OVERALL ACHIEVEMENT.	Achievement Teachers collaboratively plan the Program of Inquiry as a scope and sequence for the Units of Inquiry designed to connect students to authentic learning. Student learning opportunities will be communicated via student planners so that parents are connected to	Students will have various opportunities to build background knowledge, learn through discovery, and become more globally minded when learning through an inquiry model. Parents will be connected to student learning which will allow for opportunities for conversation.	Teachers will meet weekly during PLCs to continue to intentionally plan for instruction and review data related to student progress. Tuesday folders will be sent home weekly to communicate.					Parent and teachers will have a direct line of communication via the planners and will feel more connected to the learning that's occurring.

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	students' learning.							
3. Collaborative Culture: TOGETHER, AS A SCHOOL FAMILY, WE WILL COLLABORATIVELY WORK TO ENSURE ALL LEARNERS GROW ACADEMICALLY AND SOCIALLY EMOTIONALLY.	Communication							
	Parent communication will be a priority to establish and promote positive relationships. Parent nights/activities will be provided in order to build connections with families. Staff will be engaged in PD that specifically focuses on relationship building and the Learner Profile Attributes of IB to promote engagement.	Students will begin to develop a global mindset that prioritizes collaboration with peers for authentic learning. When students are engaged and take ownership of their learning, students become more intrinsically motivated and overall student achievement will increase.	Daily					Families and students will be connected to the learning due to the constant communication occurring.
	Other:							

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

7. Utilize strategies to ensure meaningful Communication

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school	The Title I parent meeting will take place at the beginning of the school year. An explanation of the Title I Program will be provided at the Open House in September. School newsletters and brochures will be provided to communicate information to parents as well. Social media will be frequently updated to continue the open line of communication. Parent surveys, evaluations forms, SAC member input and parent suggestions will be utilized to determine current and future processes/initiatives. Individual student planners are utilized as well for teacher/parent communication. Emails, myStudent communication
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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.

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<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>
High Impact Instruction	Planning instruction to a high level will ensure that all students have access to rigorous content and will build teacher capacity to better communicate the expected outcomes with parents.	PLC Meetings, teacher planning times, and PD when necessary	Teachers	Weekly
Coaching Cycles	Regular feedback will be provided to teachers to empower and effectively communicate learning barriers and/or expected outcomes. These cycles will be differentiated based upon teacher need.	Individual feedback sessions	Teachers/Coaches	Weekly
Trauma Informed Care Awareness and Social Emotional Learning	Teachers and staff will be trained and provided resources to better understand symptoms and signs of trauma. By engaging in this learning, staff will be more confident when responding to parents/students.	Professional Development	Staff	Embedded
<u>Resiliency</u>	Teachers and staff will be trained and provided resources on implementing Resiliency Standards as a means to better respond to students in trauma and who present behavior challenges.	Professional development	Staff	Embedded
IB & Me	Coaches, teachers and staff will work with families to build a deeper understanding of IB components, as well as ways to facilitate discussions with learners at home around IB aspects.	Instructional coaches/IB coordinator, teachers, and trained staff	Parents and staff	Monthly

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	ITC Coach and Parent Involvement Coordinator	Title I Program Brochures, SAC Brochures, ESOL assistance, school newsletters, grade level standards information

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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.*