



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

Gulf Middle 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 recognize that all families have hopes and dreams for their children. We honor parents as their child's first teacher. We believe having families engaged in their child's learning will lead to greater academic success. Together with our students' families and our community, we will provide an environment that empowers all students to be independent thinkers, become respectful citizens, and develop a lifelong love of learning. Our vision is that all our students will achieve success in middle school and beyond through this partnership.

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.

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Principal: Joel DiVincent Gulf Middle School

Date: 8/5/2020

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	Parents were invited through a MyStudent phone call as well as on our social media pages and website. An email went out to all families as well inviting them to the Input Meeting. The invitation was also posted on our front door. The 24/25 PFEP was projected on a screen for all to see and discuss. Feedback was given verbally by the group and documented in the meeting minutes.
Date of meeting to gather parent input for Comprehensive Needs Assessment	2.11.25, 3.11.25
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	2.11.25, 3.11.25

**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?	Parents were invited via our social media pages and a flyer hanging on our front office doors. Those parents who attended our first Parent Input meeting received both verbal and email invitations to attend the Compact meeting. A phone call went home inviting all the parents and an email was sent to all families as well. The 24-25 Compact was physically handed out to all participants. Feedback was given orally and documented in the meeting minutes.
Date of parent meeting to develop or revise the compact	3.11.25

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What communication methods will be used between teachers & parents as well as school & parents?	Weekly phone calls will go home to all families and monthly Smore newsletters will be sent home through MyStudent. Teachers will be available via email through MyStudent.
Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?	n/a

**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?	The meeting will include information on our participation in Title 1, the requirements of Title 1, parents' rights to be involved, curriculum being used, academic assessments being used to measure student progress and opportunities for parents to provide input on their child's education. Parents will be invited via our website, social media, a phone call home, and a flyer on our front office door. The invitation will be sent out via email through the MyStudent communication feature to all families.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	September 3, 2025 5:00-7:00 pm We will begin planning this meeting as soon as the 25-26 school year begins. We will take measures to ensure that we cover all the required information.
How do parents who are not able to attend receive information from the meeting?	Information will be sent home through MyStudent to families who did not attend. We will share this information with new families as they register.
How are parents informed of their rights?	The annual Title 1 Meeting Powtoon will be shown. This will explain the Parents' Right to Know. The annual Title 1 letter will 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's, District ESOL Parent and Family Engagement Teacher
Title IX-Homeless	Student in Transition Teachers, Social Worker

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Preschool Programs	n/a
IDEA/ ESE	FDLERS, ESE Support Facilitators, ESE IA's
Migrant	n/a
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	\$4000?
Explain how these funds will be used this school year	Parents liked what we had spent it on in the past and recommended we spend next year's funds in the same way (refreshments for parent meetings, mailing positive postcards home, office supplies, paying staff to attend evening parent workshops).
How are parents involved in deciding this?	Parents were invited through a MyStudent phone call as well as on our social media pages and website. An email went out to all families as well inviting them to the Input Meeting. The invitation was also posted on our front door. The 24/25 PFEP was projected on a screen for all to see and discuss. Feedback was given verbally by the group and documented in the meeting minutes.
How did you document parent input?	Minutes were taken during the Title 1 Parent Input meeting.

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6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum 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 to 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 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
1. By the end of June 2026, students will achieve the following proficiency levels on state/standardized assessments: Science 50%, Algebra 100%, Math 50%, Civics 60%, ELA 50%.	Title 1 Parent Meeting/Meet the Teacher	By sharing standards, curriculum, instructional strategies with parents/guardians, they can reinforce these at home, providing the students with additional exposure to what they are learning at school.	8.5.25				

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2. By the end of June 2026, students will achieve the following proficiency levels on state/standardized assessments: Science 50%, Algebra 100%, Math 50%, Civics 60%, ELA 50%.			September 3 2025	X	X	n/a	X	
	Hold a curriculum fair with the targeted subjects setting up stations in the cafeteria and families visit the stations and learn about standards, curriculum, and instructional strategies being used and teach parents/guardians strategies they can use at home to reinforce what is being taught at school.	By sharing standards, curriculum, instructional strategies with parents/guardians, they can reinforce these at home, providing the students with additional exposure to what they are learning at school.						
3. By the end of June 2026, we aim to raise student achievement proficiency for SWD, ELL, African American, and Economically Disadvantaged students to 50%.			October 2025	X	X	n/a	X	
	Hold a parent meeting to share tutoring/after school programming opportunities, attendance support, resiliency strategies at school and at home and the resiliency strategy reward system being implemented.	By becoming aware of the resources available to students and learning about resiliency strategies taught at school, parents/guardians will be equipped to support their child's learning and reinforce school practices at home.						

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4. By the end of June 2026, students will achieve the following proficiency levels on state/standardized assessments: Science 50%, Algebra 100%, Math 50%, Civics 60%, ELA 50%.	Participate in feeder pattern Trunk or Treat and set up academic stations for families to visit.	By sharing standards, curriculum, instructional strategies with parents/guardians, they can reinforce these at home, providing the students with additional exposure to what they are learning at school.	October 30,2025					
5. By the end of the school year, we will see a 10% increase in student engagement (attendance/participation) by teaching resiliency strategies.								
	Incorporate recognizing and rewarding students who demonstrate resiliency and engagement through Student of the Month Celebrations, awarding of PBIS points when engagement/resiliency are displayed, enter students into a "grand prize" drawing.	When students can self-regulate through emotional regulation, academic achievement is expected to rise.	Ongoing		x		x	
Other:								

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Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	This information will be shared at our Annual Title I meeting.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	Surveys will be conducted after each workshop. Future event planning will be based off survey responses. We will use that Data to plan future events.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	Translation services will be available upon request.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Barriers include transportation, childcare, time of day meetings are held, and parent/guardian work schedules. To address these barriers, meetings will be held at various times. We will also provide bus passes for transportation to educational events. We can provide childcare for parent events through a partnership with our feeder pattern high school.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Parent/Teacher conferences are scheduled throughout the day and are available via Teams (which can be easier to attend for some parents). Some events are held immediately after school (SAC) and others are held in the evening. We have tried to hold meetings before school, and they have been poorly attended.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Our campus is ADA compliant. Meeting/event set up considers possible ADA needs. We have two elevators on campus and various ramps.

**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	Teachers will share course syllabus and their email address. Parents are provided with instructions to join MyStudent parent portal. Parent-Teacher-Student conferences occur throughout the year. Student Services team will communicate Tier 3 groups for academic and social success. Administration uses weekly robo-calls, school websites and social media, and MyStudent to communicate with families.
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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. Indicate below if you are choosing to participate in the Scholastic provided PD, or the district micro-PD video option, or a combination of both. 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>
Family Engagement Canvas PD	We will 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.	Canvas course	All staff	October 13 February 25 March 25

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	Liz Kuhns	Title 1 Binder, Title 1 Brochures, District flyers, ABC forms, etc.

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

GMS will hire additional staff, including an AVID Elective Teacher, an AVID Coordinator, AVID Tutors, a Social Worker, an ITC for STEM, an ITC for Humanities, a Parent Involvement Assistant, and a Discipline Instructional Assistant. They also plan to fund field trips, digital subscriptions, basic classroom supplies, and stipends for professional development.

Principal: _____

Date: _____

Drafts of PFEP's are due in Title I Crate by April 24th, 2025.

**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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