



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

Woodland 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:

Partnership with families to increase the student in all realms of education.

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: _____

4/22/25

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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	All parents were invited to the February and March School Advisory Committee (SAC) committee meeting on February 5 th , 2025 and March 5 th , 2025 Parents were invited through the parent call and email, paper invite sent home as well. Feedback was given in the form of conversation and feedback was then taken and corrected. Once feedback was received, edits were made and the SAC team approved the plan in the March SAC meeting. We also sent out a parent survey to elicit feedback as well.
Date of meeting to gather parent input for Comprehensive Needs Assessment	February 5 th , 2025 and March 5 th , 2025
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	February 5 th , 2025 and March 5 th , 2025

**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?	All parents were invited to the February and March School Advisory Committee (SAC) committee meeting on February 5 th , 2025 and March 5 th , 2025 Parents were invited through the parent call and email, paper invite sent home as well. Feedback was given in the form of conversation and feedback was then taken and corrected. Once feedback was received, edits were made and the SAC team approved the plan in the March SAC meeting. We also sent out a parent survey to elicit feedback as well.
Date of parent meeting to develop or revise the compact	February 5 th , 2025 and March 5 th , 2025
What communication methods will be used between teachers & parents as well as school & parents?	My Student Communication, phone calls, emails, school messenger weekly calls

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Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?	During our open house event, parents will be encouraged to sign up for a parent conference. If parents do not attend open house, teachers will reach out to parents to schedule conferences.
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**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 must include information on the school's participation in Title I, the requirements of Title I, parent's 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
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	September 16 th , 4:45- 6:00pm
How do parents who are not able to attend receive information from the meeting?	We will record the information and share it with families in a newsletter.
How are parents informed of their rights?	Parents Right to Know is included in the Annual Title I Meeting Powtoon as well as the Annual Title I letter that is 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 Teacher, ESOL IA, and district ESOL Coach
Title IX-Homeless	SIT Liaison, Social Workers

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Preschool Programs	This program is hosted at WZES.
IDEA/ ESE	FDLERS, ESE Support Facilitators, ESE IA's
Migrant	District 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	\$4000
Explain how these funds will be used this school year	These funds will be used to pay for our staff to develop and implement parent events quarterly on our campus. We will also use the funds to pay for supplies and food for our families on these evenings. Additionally, we will use some of the funds for printing materials, including flyers, compacts, and the PFEP pamphlet for our families.
How are parents involved in deciding this?	All parents were invited to the February and March School Advisory Committee (SAC) committee meeting on February 5 th , 2025 and March 5 th , 2025 Parents were invited through the parent call and email, paper invite sent home as well. Feedback was given in the form of conversation and feedback was then taken and corrected. Once feedback was received, edits were made and the SAC team approved the plan in the March SAC meeting. We also sent out a parent survey to elicit feedback as well.
How did you document parent input?	SAC minute notes as well as the Microsoft forms survey.

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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	

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1. By May 2026, Woodland Elementary School will increase proficiency from the 2023-2024 scores of: ELA: 32%, Math: 31%, Science 31% to 50% proficiency in ELA, Math, and Science through Benchmark Aligned Explicit Instruction.	Title 1 meeting/open House Winter Wonderland, SAC, Winter Concert, Veteran's Day Breakfast and Parade, Field Day K-S, Quarterly Curriculum Nights, Science/STEM Fair, NEHS Induction, Extended School Day, Parent Meetings, School Advisory Committee (SAC), Pasco Speaks.	Communication with parent about student academic progress in line with grade level expectations, will give the parents a chance to learn and apply how to support their child at home through resources, including time online with Lexia and Dreambox, academic programs, and through parent communication with MyStudent. When parents and school staff have a solid system for communication, the student may try to do their best, especially if receiving academic and behavior support from home. Allowing parents to monitor student progress over the course of the year with	Schoolwide educational events will be held each quarter. With opportunities for parent conferencing quarterly as well.		x		By offering family academic nights, we can immerse families in the benchmarks of learning and promote healthy school/ home connections. Additionally, by conferencing with families, we will keep families in the loop of how they are doing and how they can support their child at home as well.
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		the student means that goals are being set as students actively monitor their own progress. When completing tasks/project to be shared at parent events, students understand how important it is to do their very best to show their learning.						

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2. By May 2026, Woodland Elementary School will increase proficiency for the identified ESSA Subgroups from the 2023- 2024 school year of black: 31%, ELL 33%, ESE 22%, white 40%, Hispanic 35%, multiracial 32%, and economically disadvantaged 37% to 41% proficiency through Benchmark Aligned Explicit Instruction.	Title 1 meeting/open House Winter Wonderland, SAC, Winter Concert, Veteran's Day Breakfast and Parade, Field Day K-S, Quarterly Curriculum Nights, Science/STEM Fair, NEHS Induction, Extended School Day, Parent Meetings, School Advisory Committee (SAC), Pasco Speaks.	Communication with parent about student academic progress in line with grade level expectations, will give the parents a chance to learn and apply how to support their child at home through resources, including time online with Lexia and Dreambox, academic programs, and through parent communication with MyStudent. When parents and school staff have a solid system for communication, the student may try to do their best, especially if receiving academic and behavior support from home. Allowing parents to monitor student progress over the course of the year with	Schoolwide educational events will be held each quarter. With opportunities for parent conferencing quarterly as well.					By offering family academic nights, we can immerse families in the benchmarks of learning and promote healthy school/ home connections. Additionally, by conferencing with families, we will keep families in the loop of how they are doing and how they can support their child at home as well.
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<p>3. By May 2026, Woodland Elementary School will increase to 50% proficiency in literacy for our kindergarten, first, and second grade students from the 2023- 2024 school year data: kindergarten: 45%, first grade: 48%, second 33% through Benchmark Aligned Explicit Instruction specifically focusing on literacy.</p>	<p>Title 1 meeting/open House Winter Wonderland, SAC, Winter Concert, Veteran's Day Breakfast and Parade, Field Day K-S, Quarterly Curriculum Nights, Science/STEM Fair, NEHS Induction, Extended School Day, Parent Meetings, School Advisory Committee (SAC), Pasco Speaks.</p>	<p>Communication with parent about student academic progress in line with grade level expectations, will give the parents a chance to learn and apply how to support their child at home through resources, including time online with Lexia and Dreambox, academic programs, and through parent communication with MyStudent. When parents and school staff have a solid system for communication, the student may try to do their best, especially if receiving academic and behavior support from home. Allowing parents to monitor student progress over the course of the year with</p>	<p>Schoolwide educational events will be held each quarter. With opportunities for parent conferencing quarterly as well.</p>					<p>By offering family academic nights, we can immerse families in the benchmarks of learning and promote healthy school/ home connections.</p> <p>Additionally, by conferencing with families, we will keep families in the loop of how they are doing and how they can support their child at home as well.</p>
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Other:								

Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parents are provided with this information during our annual Title 1 meeting. They also receive this information in a brochure that we send home with all students.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	We will use parent surveys after workshops/ events to gain feedback and reflect on how we can improve.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	We will work to provide ESOL support to families during parent events. We will utilize phone translation services to support parent conferences.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Feedback from parents' state communication is a barrier, we are always working to increase communication and early communication as well.

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How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We offer our families different dates and times, especially for parent conferences to allow it to work for their schedule.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	We provide accommodations that are needed for parents to be able to access the content and attend the meetings.

**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	We will offer many modalities of communication: phone calls, texts, emails, monthly newsletters, school website, social media, communication folder, and parent conferences.
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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>
District provided virtual micro PD's	This professional development will increase staffs' knowledge and support them in building partnerships with parents.	Workshop/ Faculty Meeting	WES Staff	October 2025

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	Admin team, front office team, parent involvement	Title 1 compact, PFEP, parent event flyers

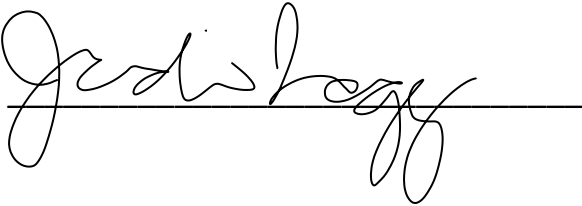
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10. Provide a summary of your Title I Schoolwide Plan in the box below.

We will spend a majority of our funding for people to impact student learning. We will have two reading interventionists, a STEM ITC coach, 3 basic instructional assistants, part-time parent involvement person, planning hours for teachers and coaches, Dreambox for math, basic supplies, and field trip funding.

Principal: _____



Date: _____

4/22/25

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.*