



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

Learning Lodge Academy

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: Kerrie L. Coffee

Date: April 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.	All parents were given the opportunity to review the 2025-2026 Parent and Family Engagement Plan using an electronic form sent in our monthly school newsletter beginning March 1, 2026. We also invited families to attend an in-person input meeting held on April 28th, 2026. Parents are giving input on what should continue, what should be revised and what should be added. Notes were documented by LLA staff. For those parents participating virtually, their feedback is being collected on a Google Form and reviewed by school staff. The draft PFEP will be revised and finalized as additional input is received and as applicable.
Date of meeting to gather parent input for Comprehensive Needs Assessment	March 1st, 2026 - April 28th, 2026
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	March 1st, 2026 - April 28th, 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?	All parents were given the opportunity to review the 2025-2026 Parent and Family Engagement Plan using an electronic form sent in our monthly school newsletter beginning March 1, 2026. We also invited families to attend an in-person input meeting held on April 28th, 2026. Parents are giving input on what should continue, what should be revised and what should be added. Notes were documented by LLA staff. For those parents participating virtually, their feedback is being collected on a Google Form and reviewed by school staff. The draft PFEP will be revised and finalized as additional input is received and as applicable.
Date of parent meeting to develop or revise the compact	March 1st, 2026 - April 28th, 2026.
What communication methods will be used between teachers & parents as well as school & parents?	Communication methods between teachers and parents will include but are not limited to: face-to-face conferences, phone conferences, MyStudent and student planners. Communication methods between the school and parents will include but are not limited to: monthly newsletter, social media (MyStudent, Facebook, school website), School Cues emails, face-to-face conferences, school events (PTO, events/meetings, GB meetings, school sponsored events), and phone calls.
Elementary schools are required to hold at least one face to face conference with parents where the compact is discussed. Explain your process?	A parent meeting will be held during Open House on September 10th, 2026.

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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?	Parents will be provided information about Title 1 eligibility & requirements, school compacts, improvement plans for the 2026-27 school year, and the proposed parent involvement activities/events. Parents will be notified of the meeting via the school newsletter, Campfire Chronicle (September Edition) in addition to an event invite and social media postings.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	A tentative date for the parent meeting is September, 10th, 2026 from 5:00 – 7:00 pm. To plan the meeting, staff will review requirements, check in with the District Program Coordinator, gather materials, prepare a presentation, and share the presentation and applicable resources.
How do parents who are not able to attend receive information from the meeting?	Staff will be asked to engage parents in conferences to share information and request signatures on Home-School Compacts throughout the remainder of the school year.
How are parents informed of their rights?	Parents Right to Know is included in the Annual Title I Meeting PowerPoint as well as the Annual Title I letter that 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	District ESOL Parent and Family Engagement Teacher
Title IX-Homeless	SIT Liaison, Social Workers
Preschool Programs	Little Lodge Academy Pre-School
IDEA/ ESE	FDLRS, ESE Support Facilitators
Migrant	N/A
Other	N/A

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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
Explain how these funds will be used this school year.	Funds will be used for PFE events such as STEM night, Literacy workshops, and Hot Cocoa Run. Funds will purchase materials, resources, and food as required by the activities and as reasonable, allowable, and acceptable. Funds will also be used to provide \$25/hr stipends to teachers to attend after hours parent engagement activities. Planners will be purchased for all students to enhance the home to school communication connection. The planner also keeps students on track with their assignments and activities as well as helps to build character, self-esteem and living a healthy life.
How are parents involved in deciding on this?	Parents provided input during the parent input meeting on April 28th, 2026 as well as through surveys that were sent to families to collect feedback on how Title 1 engagement funds should be spent.
How did you document parent input?	Parent input is available from the March - April 2026 surveys and meeting notes. Additional input will be collected when appropriate.

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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.

Building Capacity of Families								
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?
				T r a n s p o r t a t i o n	L i g h t R e f e r e n c e s	C h i l d c a r e	T r a n s l a t i o n	

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1. By Spring 2026, we will increase an average of 25% proficiency of 3rd - 8th grade students in ELA as measured by the statewide assessments in PM1 and PM3 (Goals will be adjusted based on results of Spring 2025 Assessments if needed)	One School One Book- – All students and staff will read a book (TBD) and engage in the One School One Book program.	Families will be reading along with their children to model good reading habits. Activities will be provided that will deepen the students' understanding of the story as they practice learned skills.	Tentative start date: March 2027.		X		X	This will improve the home to school connection as all families will read the same book and participate in activities tied to the story as a school community.
	Literacy at Home Workshop	Engaging and informative virtual event designed to help families better understand reading expectations and learn practical strategies to support students at home. During this session, parents will gain insight into grade-level reading standards, what students are expected to know and do, and how reading skills are assessed throughout the year.	Quarter 1- exact date TBD				X	This will give families a clear understanding of what their child is expected to learn in reading and how they can reinforce those skills in everyday situations

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	Book Fairs: Fall - Books and Breakfast Spring – Morning Muffins Literacy/ Kagan Night	Encourage the love of reading by learning how to select “Good Fit Books.” Parents and families will also be provided with materials and tips to support their children at home. Families will participate in activities that touch on reading and writing to deepen understanding of standards with hand-on activities. Parents will also experience and learn about Kagan Structures students’ and teachers use throughout the day to enhance their learning, build rapport, encourage team building and classbuilding.	Fall: Week of TBD Spring: Week of TBD Date: TBD		X	X		Families will help their children pick out books to read at home. Parents will better understand expectations & standards to reinforce concepts, strategies, and skills with students across content areas.
2. By Spring 2026, we will increase an average of 25% proficiency of 3rd - 8th grade students in Math as measured by the statewide assessments in PM1 and PM3 (Goals will be adjusted based on results of Spring 2025 Assessments if needed)	STEM Nights – All families will be invited to STEM nights where they will participate in science, technology, engineering, and math activities tied to a specific theme.	Families will participate in activities that touch on math, science, engineering, and technology to deepen understanding of standards with hand-on activities.	Date TBD		X	X		Parents will better understand expectations & standards to reinforce concepts, strategies, and skills with students across content areas.

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3. Both Goal 1 & 2	State Assessment Parent Information Night	Parents will learn about statewide testing schedules, retention requirements, and the test design. Students will be better prepared for testing and therefore perform at higher levels.	April 2027 – exact date TBD		X			
Other:	Fall Festival Family Fun/Spirit Night Family Game Night	These events will engage students’ and families in critical thinking and problem solving, strengthen home/school relations, foster positive classroom culture and climate.	October 2026- exact date TBD		X			Improve critical thinking and problem solving

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Explain how parents are provided with information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parents are provided information through monthly newsletters, grade specific assessment letters, report cards, progress reports, student planners, conferences, in-school staffings, parent information sessions, flyers/notices, and school sponsored events.
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?	Feedback will be requested as part of the annual parent survey. Attendance data will also be collected.
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.	A translator will be provided as needed and copies of materials will be provided in both english and spanish.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Time: Events will be offered at various times and virtually if needed.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Parent information sessions will be offered in the morning and afternoon/evening when staff is available.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Our school is ADA compliant. Teachers of ESE may also be available to provide additional support as needed.

**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	Communication methods between teachers and parents will include but are not limited to: face-to-face conferences, phone conferences, MyStudent and student planners. Communication methods between the school and parents will include but are not limited to: monthly newsletter, social media (Mystudent, Facebook, school website), School Cues emails, face-to-face conferences, school events (PTO, events/meetings, GB meetings, school sponsored events), and phone calls.
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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 Created Micro PD's Sessions	This PD will build the capacity of school staff on ways to work with and engage families effectively, as well as the importance of parent engagement in increasing student achievement.	Workshop	All staff	TBD

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>
School Office	Title 1 Compliance Coordinator: Ashley Demski Parent Involvement Coordinator: TBD	Governing Board Policies, Student Handbook, Home-School Compact, Florida Standards Curriculum/ Textbook Resources

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

LLA intends to increase student achievement and parent involvement by structuring and systemically adjusting plans to support students. First, LLA would like to employ a certified reading teacher who delivers high-quality interventions to students and coaches staff to implement interventions that are routinely adjusted based on students growth and progress. Additionally, this teacher will guide teachers to plan lessons based on data collected through the online digital assessments and instructional tools through Curriculum Associates IReady reading and math programs. Furthermore, parents will support students learning from home as LLA will provide Literacy from Home virtual workshops with monthly books and other resources sent home from Silver Ink and Treasure Bay Books (i.e: "We Both Read" series) to encourage student achievement. Data will be monitored using statewide progress monitoring measures in addition to resources from IReady and ongoing interventions with targets of 80% of students making learning gains by the end of the school year.

Principal: Kerrie L. Caffee

Date: April 21, 2026

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.*