CCPS
Collier County Public Schools
Federal, State and Competitive Grants

2026-2027 School Parental & Family Engagement Plan (PFEP)

School: Golden Gate High School

Each participating Title I public school must develop jointly with families a written school-level Parent & Family Engagement Plan (PFEP) that describes how the school will build family capacity [ESEA Section1116]. Please complete this form and upload it in the **Title I Drive - Teams**.

Assurances

Please check all the boxes

√	The school will involve the parents of children served in Title I, Part A programs in decisions about how funds are spent.
√	The school will be governed by the statutory definition of parental involvement and will conduct programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA
√	Jointly develop/revise with families the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community. **SAC minutes need to be submitted documenting the discussion and detailed feedback provided by parents on this plan**
√	Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part. Including the planning, review, and improvement of the school parental involvement plan and the joint development of the Title I Schoolwide Plan. **SAC minutes need to be uploaded documenting the discussion and detailed feedback provided by parents on this plan**
√	Use the findings of the parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent Engagement Plan. **The school will analyze the Title I Stakeholder survey data to develop this plan.**
√	Provide each family with timely notice of their right to request information about the professional qualifications of their child's teachers and paraprofessionals.
√	Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field.
√	Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section1116]
√	Publish the complete PFEP on the School website and share it on social media. The school must upload proof of distribution with Title I required documentation.

Principal Name Geronimo Mulholland

Principal Signature



1. **Involvement of Parents**

Describe how your school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of **Title I programs, including involvement in decision-making of how funds for Title I will be used.**

Social media, phone messages, and/or flyers in three languages will be utilized to notify parents about SAC and Parent Meetings in which Title I Plans, policies, Use of Funds, etc. will be discussed. Meeting information will also be available on our school website and displayed on our marquee.
At SAC meetings and Parent Academy sessions, school administration will provide information on Title I programs (including how funds for Parent Involvement will be used), request for input, recruit volunteers to assist with Title I PFEP initiatives, and share the planning, implementing, and evaluating of the Title I PFEP.
All discussions and conversations regarding Title I parent input and decisions will be documented on SAC minutes.
The targeted audience will receive phone calls from various staff members. Phone texts will be used as often as possible. Parent survey results reflect that majority of our parents are requesting text messages versus other modes of communication.
All parents were asked to complete the Title I School Stakeholder Input Survey to provide input and suggestions on planning for use of Title I funds. This provided parents with the opportunity to review data to drive the decision-making process.

2. **Coordination and Integration with Other Federal Programs**

Describe how your school will **coordinate and integrate parent and family engagement programs and activities with Other Federal Programs such as Migrant, Head Start, ELL, etc.** Describe how your school will coordinate with other programs to integrate parent and family activities that teach parents how to help their children at home. [ESEA Section 1116]

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated.

ESE and ELL parents are notified by phone and in writing to attend required meetings with the students, teachers, and other school personnel who work as a team to support parents in helping their child.
ESE mandated progress reporting will be conducted as an event with ESE caseworkers and students presenting evidence of their progress and strategies to attain their IEP goals

Parents will be invited to participate in grade-level and school-wide academic celebrations and training related to academics, athletics, and fine arts.

Targeted parent academy sessions will be conducted for our ESE parents, ELL parents, and At Risk-Student parents.

3. **Annual Parent Meeting**

Describe the **specific steps your school will take to conduct an annual Title I meeting** designed to inform parents and families of participating children about the school's Title I program.

Parents will receive printed invitations in English, Spanish, and Creole. Students will take the invitations home. School will also send additional invitations via email, weekly newsletter, telephone, district calendar, and the school website. A document outlining the rights of parents will be sent home to parents the first week of school. These items will also be further explained by the Principal and Assistant Principals during the Annual Title I meeting.

Provide a description of the nature of the Title, I Program that will be shared with parents and families (schoolwide or targeted assistance). Provide a description of how the meeting will cover the rights of

parents at the annual meeting. **Schools should use the Annual Title I PPT template provided by FSCG during this meeting.**

All parents will be invited to participate in the Title I Annual Parent Meeting. Presentation will be conducted regarding the Title I status of the school. This includes the use of funding, Parent & Family Engagement Plan, CNA, parent meetings, and parent training.
Annual Title I PPT template provided by FSCG will be presented during this meeting.

4. **Flexible Parent Meetings**

Describe how the school will offer a **flexible number of meetings**, such as meetings in the morning or evening.

Golden Gate High School will provide many opportunities throughout the year to inform parents about individual school programs, scholarship opportunities, graduation requirements, etc. We will provide translations in Spanish and Haitian Creole. Fliers and phone messages will also be provided in three languages. While most general meetings will take place in the afternoon (after school) or evening, we will provide parent-training opportunities in the mornings on Saturdays. Parents requested more weekend parent training. We will be hosting events for parents to participate in and engage in school-day activities in regards to student achievement.

How will your school provide, with Title I funds, transportation, childcare or home visits, as services relating to parent and family engagement?

Translation and child-care support staff will be recruited for Parent University Sessions. The school will provide refreshments and/or meals during some of the parent training with Title I funds.

5. **Building Capacity**

Please describe all activities that will address the following questions.

- How will the school implement activities to build the capacity for meaningful parent/family involvement?
- How will the school implement activities to build community relationships to improve student achievement?
- How will the school provide materials and training to assist parents/families to work with their child(ren)?
- How will the school provide other reasonable support for parent/family engagement activities?
- **How the school will coordinate and provide activities that support student transition (Kindergarten, Middle school, High school & College).** ***List at least one activity to support the transition.***

Activity Name	Activity Description and Content	Timeline
Annual Title I Meeting	Parents will receive information on Title I Plan, Title I Budget, PFEP, and opportunities for parent/engagement activities planned for the school year.	**August**
Parent Academy	ELL Parent Training / ESE Parent Training in 3rd quarter / At-Risk Student Parent workshop monthly (Except January, March, and May)	**September, October, November, January, March, April**
Middle to High School Transition Night	Parents/Guardians of incoming freshmen class will receive information on Golden Gate High School schedule, discipline, attendance, and academic expectations.	**April**
High School to College / Career Transition Week	**Parents will be invited to participate in a week-long themed trainings and workshops related to post high school preparation for college, career, trade, and military**	**September**

Advanced Studies	Targeted parent group will be invited to learn about various advanced studies opportunities available	August

6. Staff Training

Describe the professional development activities the school will provide to educate the **teachers, specialized instructional support personnel, principals, other school leaders and other staff** with the assistance of parents/families on:

- How to reach out, communicate, and collaborate with parents/families as equal partners
- The value and utility of contributions of parents/families
- How to implement and coordinate parent and family programs and build strong ties between parents and schools

Administrative and Leadership Teams will provide training to the staff and faculty at the start of the school year regarding the following topics:

1. Effective and consistent communication with parents
2. Creating positive relationships with parents and students identified as At-Risk
3. Importance of engaging parent involvement at the classroom level

7. Communication

Describe how your school will provide timely information about the **Title I programs (PFEP Plan, SIP, and any programs funded with Title I)**

At our Annual Title I Meeting/Open House, the Assistant Principal will provide information (with translation provided in Spanish and Creole) about the Title I program.
Parents will receive a summary of the PFEP and Compact at the Annual Title I Meeting and when they register at the school for the first time. PFEP and Compact will be given to students to take home on the first day of school. Parents will be able to access the entire PFEP Plan and the SIP on the school website and at the Parent Resource Room.
Parent Trainings will be provided in August, October, November, and February to highlight specific topics related to federal guidelines, state and local policies, various student assessments, discipline and attendance, promotion and retention, and parent support.

How will your school **share with parents** the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain?

Parents will have the opportunity to participate in presentations with individual teachers during the Open House. Counselors, academic coaches, and the administrative staff will be conducting a series of parent meetings to discuss graduation requirements, testing obligations, and course completions. Student academic updates will be provided in weekly newsletters to parents.

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

If parents request to share suggestions and participate in decision making related to the education of their child, administrative team, leadership team, and guidance department will schedule meetings with those parents to discuss their child's needs.
If the topic items are general and relate to the entire school, monthly SAC meeting calendar will be provided, and parents will be encouraged to attend.

How will your parents/families submit comments if the Schoolwide/SIP and Parent and Family engagement plans are not satisfactory to them?

Parent input and suggestions from our Monday Newsletters will be collected and submitted to the SAC and the administrative team for review. Items will be added to the SAC meeting agenda as well as the minutes.

8. Accessibility

Describe how your school offers parent/family engagement activities **for all** parents/families. ***(Including parents with limited English proficiency, disabilities, and migratory children).***

Phone messages and pertinent documents are disseminated in English, Spanish, and Creole.
Parents with disabilities will be able to request one-on-one interpretation of all documents and explanations of parental involvement activities/services by contacting the school and scheduling an appointment.
Parents with disabilities can participate in parent involvement events with special attention given to alternative locations (ground level), elevator accessibility, and the use of communication notification such as TDD and alternative methods of delivery (webinars or videos).

Describe how your school will share information related to school and parent/family programs, meetings, school reports, and other activities in an **understandable, uniform format and in languages that the parents/families can understand.**

All parent and family programs, meetings, school reports, and other school related activities will be communicated with parents with printed copies of invitation/agenda in English, Creole, and Spanish. Our parent participation increases when personal phone calls are conducted regarding important meetings related to school and student reports. Title I Parent Liaison will be conducting phone calls to parents inviting them to attend important school events. Text and social media will be conducted in Spanish, Creole, and English.

9. Barriers

Describe the barriers that hindered participation by parents **during the previous school year**. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children)?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
79% Home Language Other Than English	There is 3% decrease for the school year 2025-2026 compared to last school year. We will continue to provide Spanish and Creole translations at all our parent trainings. Any time a parent attends a conference, Spanish or Creole speaking translator services will be offered. All important printed materials will be provided in English, Spanish, and Creole.
19% Limited English Proficiency	There is 3% decrease for the school year 2025-2026 compared to last school year. Small-group parent Training will be conducted to assist parents better understand federal, state, and local policies and procedures. Title I Parent Liaison and the Assistant Principal of Curriculum will be inviting targeted group of parents/guardians to assist them expand their knowledge of school grading procedures, graduation requirements, and academic support. These training courses will be conducted in the evenings.

10. Upload Evidence of Input from Parents on the development of the PFEP

Upload a copy of SAC minutes that include a statement that parents were given the opportunity to discuss and provide input on the **FY27 Parent & Family Engagement Plan (PFEP)** prior to approval. Be specific about the feedback provided by parents. Please upload the document in your school folder in the **Title I Drive - Teams.**

11. Upload FY27 Parent-School Compact

Upload an electronic version of the FY27 Parent-School Compact. Please upload document in your school folder in the **Title I Drive - Teams**.

12. Upload Evidence of Parent Involvement in Development of Parent-School Compact

Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY27 Parent –School Compact** prior to approval. Be specific with the feedback provided by parents. Please upload document in your school folder in the **Title I Drive - Teams**

Evaluation of the Previous Year's Parent and Family Engagement Plan

Review your FY26 School Parent and Family Engagement Plan (PFEP) and complete the sections below.

1. Building Capacity Summary

Provide a summary of activities provided during the **2025-2026** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below. Please make sure that the numbers match the Parent Event Tracking Sheet uploaded in your Title1Crate for FY26.**

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity build parent and family capacity to improve student achievement? If it was not completed, provide a rationale.
FY26 Annual Title I Meeting	1	437	All participants increased their knowledge of Federal Funded Programs, PIP, and Use of Funds. They were exposed to additional staff and program support to enhance and/or improve their child's academic achievement.
ELL Parent Training	**1**	**70**	Incoming freshmen parents were invited to learn of school policies and procedures regarding parent communication, academic expectations, behavior, and attendance policies, and graduation requirements.
ESE MC and Transition Parent Training	**1**	**132**	MC Transition parents increased their knowledge of the transition program and the community work-program.
FOCUS Parent Training	**1**	**17**	Attended parents increased their knowledge on how to utilize FOCUS to monitor their child's academic and attendance progress.
Targeted Small-Group Parent Training **Parents will receive an agreement for them, their child, and Principal to sign** which states their commitment to the student's success.	**8** **Throughout the school year**	**0** **All parents**	**This activity did not occur due to new roles/individuals assigned to the task.** Parents received the Compact for them to sign and agree to the terms of their responsibilities to support their child's achievement.

Parents will receive letters informing them of their rights to request information about the qualification of school staff and of those who are not considered Highly Qualified	2	**All Parents**	The letters were distributed twice during the school year for parents to better understand the HQ status of their child's teachers. Parents will be better informed to make requests for their child's academic achievement.
Parent will receive information on academic transition information from middle school to high school.	1	**All incoming 9th grade parents**	Attended parents received pertinent academic scheduling and program information. They also received information on graduation requirements.

2. Staff Training Summary

Provide a summary of the **professional development** activities provided by the school during the **2025-2026** school year to educate staff on the importance of Parent and family engagement. The value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity build parent and family capacity to improve student achievement? If it was not completed, provide a rationale.
Administrative and Leadership Teams will provide trainings to the staff and faculty at the start of the school year regarding the following topics: • Effective and consistent communication with parents • Creating positive relationships with parents and students identified as At-Risk • Importance of engaging parent involvement	1	110	The training provided the staff with specific methods and strategies to increase and improve communication with parents. Staff became actively involved in all required SEL and Handle with Care meetings in order to provide additional support in and outside of the school settings. As more parents and teachers work as partners positively impact student achievement

3. Review your FY26 School Parent and Family Engagement Plan (PFEP) Barriers Section.

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

Barrier (Including the Specific Subgroup)	Steps the School took to Overcome	Implementation (Full, Partial, Not Yet)
79% Home Language Other Than English	All communication pertinent to student achievement was communicated to parents in three primary languages spoken at home.	(Partial) We will continue to order and purchase toner and for written communication sent home in three languages.
19% Limited English Proficiency	Resource Teachers, General Assistant, and a Parent Liaison will be funded to support instruction in the classrooms	Full) Use of Funds reflects the allocation for these positions. We will

		continue to use funds to hire and retain supplemental staff to support our Limited English Proficient students.