

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:**

**Cypress Elementary is learning community dedicated to developing resilient, lifelong**

**learners who will work towards reaching their highest potential.**

***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.

X

X

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.

X

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.

X

Involve parents in the planning, review, and improvement of the Title I program.

X

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.

X

Offer assistance to parents in understanding the education system and the state standards, and how to support their children’s achievement.

X

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.

X

Coordinate with other federal and state programs, including preschool programs.

X

Provide information in a format and language parents can understand, and offer information in other languages as feasible.

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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**.

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| **Describe the method in which parents were involved** | Response should include:  -How ALL parents were invited  -How the 20-21 PFEP was distributed to parents to give feedback on  -How feedback was given  -How feedback was documented  Parents were involved with the development of the Comprehensive Needs Assessment and School Success Plan through our SAC Committee, LEA meetings, and School wide professional development.  Invitation to the Parent Feedback Input Meeting was extended to our families in our weekly parent Cub Connection phone message, as well as posted on our website and our Social Media. The 20-21 PFEP was available to view by meeting attendees.  LEA Meeting and Staff Professional Development also viewed the 20-21 PFEP during meetings.  Feedback was documented as verbally discussed, appropriate changes made during the meetings for all to approve. |
| **Date of meeting to gather parent input for Comprehensive Needs Assessment** | (this date would have occurred in the 2020-2021 school year)  Parent Input Meeting 3/26/2021  LEA Meeting 3/8/2021  Professional Development 3/3/2021 |
| **Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan** | (this date should most likely be the same as above)  Parent Input Meeting 3/26/2021 |

***\*Evidence of the input gathered and how it was/will be used should uploaded to Title I Crate.***

1. **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**.

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| **How were parents invited to develop or revise the compact?** | Response should include:  -How ALL parents were invited  -How the 20-21 Compact was distributed to parents to give feedback on  -How feedback was given  -how Feedback was documented  Invitation to the Parent Feedback Input Meeting was extended to our families in our weekly parent Cub Connection phone message, as well as posted on our website and our Social Media. The 20-21 Parent Compact was available to view by meeting attendees |
| **Date of parent meeting to develop or revise the compact** | (This date should most likely be the same as the date in question #1)  Parent Input Meeting 3/26/2021 |
| **What communication methods will be used between teachers & parents as well as school & parents?** | Communication between teachers & parents wil be planners (K, Grade 1 and 4), Class Dojo, and Remind.  Communication between school & parents will be weekly fliers, weekly school-wide phone messages, the school marquee, as well as a current website and social media. |
| **Elementary schools are required to hold at least one face to face conference with parents. Explain your process?** | Teachers will meet each student’s family during the first semester of the school year to build relationships and develop communication plan. |

***\*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.***

1. **Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.**

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| **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  Parents will be provided with a general understanding of Title One and how it benefits our school. Parents will be notified through School Connects phone call, social media, school marquee and student fliers. |
| **Tentative date and time(s)**  **of the Annual Title I Meeting and steps taken to plan the meeting** | This date should be in the 21-22 school year  September 8, 2021 6:30PM  The Annual Title 1 Parent Meeting will be planned by the Principal and Assistant Principal, working under the directives of the Title 1 Office. |
| **How do parents who are not able to attend receive information from the meeting?** | Information will be available in the front office and on our school website. |
| **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 should be sent home at the beginning of the year- Both can be found on SharePoint and Title I Crate  Parents Right to Know information is printed in our newsletter ad will be made available on our website. |

1. **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.**

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| **Title III-ESOL** | EX;ESOL IA’s, District ESOL Parent and Family Engagement Teacher  Our  Our ESOL students are su Our ESOL students are supported in an inclusive setting by our ESOL Instructional Asst. |
| **Title IX-Homeless** | EX; Student in Transition Teachers, SIT Liaison, Social Workers  Pack a Sack program is supported by community organizations that supports our homeless population and families in need. |
| **Preschool Programs** | Ex; Head Start, Early Head Start, VPK,FDLERS  N/A |
| **IDEA/ ESE** | Ex; FDLERS, ESE Support Facilitators, ESE IA’s  Our ESE students are supported in an inclusive learning setting with support from ESE teachers. |
| **Migrant** | Ex: Migrant Social Worker, Migrant IA’S, Migrant Resource Teacher |
| **Other** |  |

1. **Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.**

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| **Allocation** | $this amount will be the amount that the district determines as your set aside (in your 3136 line) as well as whatever (if any) additional money you’ve set aside out of your budget. |
| **Explain how these funds will be used this school year** | Our ESE students are supported in an inclusive learning setting with support from ESE teachers. |
| **How are parents involved in deciding this?** | Answer will likely be similar to process described in question #1  SAC meetings and parent surveys |
| **How did you document parent input?** | Will be documented within SAC Agenda/Minutes and surveys. |

1. **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.**

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| **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 |
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| Other: |  |  |  |  |  |  |  |  |
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| **Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | This information should be part of the Annual Title I Meeting  Parents are provided information through parent nights, parent/teacher conferences , PMP conferences, progress reports, student planners and class dojo. |
| **How will workshops/events be evaluated?**  **How will the needs of parents be assessed to plan future events?** | Parent workshops will be evaluated with parent surveys of each event. These surveys will also ask for parent input for future events. |
| **Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.** | Bilingual staff will be in attendance to support families at parent workshops. |
| **What are the barriers for parents to attend workshops/events and how do you overcome these?** | Working parents struggle to attend workshops. Workshops will be held at a time to meet the needs of our families. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | Our workshops are offered later in the evening to meet the needs of families. If parents cannot attend, conferences may be scheduled with teachers to meet with parents. At conferences workshop materials and information is shared with families. |
| **How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | All parents are invited to workshops and events. All parents are accommodated to ensure that they attain needed information to support their child. |

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

1. **Utilize strategies to ensure meaningful Communication**

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| **Describe the methods that will be used to ensure meaningful, ongoing communication between home and school** | Communication between home and school will be meaningful throughout the school year through the use of student planners, parent conferences parent phone calls, class dojo and email. Teachers will communicate with parents at the beginning of the school year to determine which method of communication works best. |

**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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| **Topic/Title** | **How does this help staff build school/parent relationships?** | **Format for Implementation: workshop, book study, presenter, etc.** | **Who is the audience?** | **Tentative Date/Time** |
| Open House Class meeting | This provides an opportunity for each individual teacher to share class requirements and communication plan with parents. | Informational workshop | famiies | September 8 2021 |
| Continue our work around Growth Mindset | Teachers learning more about student goal setting and sharing goals with families. | Workshop | Staff members | Fall 2021 |
| Social Emotional Learning | Teachers will learn about integrating social emotional skills into their teaching. | Workshop | Staff members | Monthly Early Release Days |

**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.**

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| **Location of Resource Center/Area** | **Person responsible for monitoring and updating Resource Center/Area** | **List a sampling of materials made available in the Resource Center/Area** |
| Front Office Lobby | Secretary | Parent Support Brochures |

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Drafts of PFEP’s are due to Title I Crate by April 14th, 2021.***

***\*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.***

*[[1]](#footnote-1)*

1. *(4/8/20)* [↑](#footnote-ref-1)