



Pasco County Title 1 School Level  
**Parent and Family Engagement Plan 2022-2023**

**Cypress 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:**

**Cypress Elementary is a 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.
- 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: \_\_\_\_\_

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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 plan with an adequate representation of parents.**

<p><b>Describe the method in which parents were involved</b></p>	<p>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.</p> <p>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 21-22 PFEP was available to view by meeting attendees.</p> <p>LEA Meeting and Staff Professional Development also viewed the 21-22 PFEP during meetings.</p> <p>Feedback was documented as verbally discussed; appropriate changes made during the meetings for all to approve.</p>
<p><b>Date of meeting to gather parent input for Comprehensive Needs Assessment</b></p>	<p>Parent Input Meeting 3/4/2022          LEA Meeting 3/7/2022          Professional Development 3/9/2022</p>
<p><b>Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan</b></p>	<p>Parent Input Meeting 3/4/2022</p>

*\*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.**

<p><b>How were parents invited to develop or revise the compact?</b></p>	<p>Invitation to the Parent Feedback Input Meeting was extended to our families in our weekly parent Cub Connection phone message, as well as in our February Newsletter and social media.</p> <p>The 2021-2022 Parent Compact was available to view by meeting attendees</p>
<p><b>Date of parent meeting to develop or revise the compact</b></p>	<p>Parent Input Meeting 3/4/2022</p>

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<b>What communication methods will be used between teachers &amp; parents as well as school &amp; parents?</b>	Communication between teachers & parents will 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 school website and social media.
<b>Elementary schools are required to hold at least one face to face conference with parents. Explain your process?</b>	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.*

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

<b>What information is provided at the meeting? How are parents notified of the meeting?</b>	Parents will be provided with a general understanding of Title One and how it benefits our school. Parents will be notified through a School Connects phone call, social media, school marquee and student fliers.
<b>Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting</b>	9/8/2022 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.
<b>How do parents who are not able to attend receive information from the meeting?</b>	Information will be available in the front office and on our school website.
<b>How are parents informed of their rights?</b>	Parents Right to Know information is printed in our newsletter and will be made available on our website.

**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.**

<b>Title III-ESOL</b>	District ESOL Parent and Family Engagement Teacher
<b>Title IX-Homeless</b>	SIT Liaison, Social Worker, School Counselor. Pack a Sack program is supported by community organizations that supports our homeless population and families in need.
<b>Preschool Programs</b>	NA
<b>IDEA/ ESE</b>	FDLERS, ESE Support Facilitators. Our ESE students are supported in an inclusive learning setting with support from ESE teachers.
<b>Migrant</b>	Social Worker, School Counselor.

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<b>Other</b>	
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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.**

<b>Allocation</b>	
<b>Explain how these funds will be used this school year</b>	Using district Title 1 funds for the Read to Them school wide program. Feeding families when they come for academic learning information.
<b>How are parents involved in deciding this?</b>	SAC meetings and parent surveys.
<b>How did you document parent input?</b>	Parent input is documented within SAC Agenda/Minutes and surveys.

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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.

<b>Building Capacity of Families</b>								
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	
1. Provide parents with information to support their child with Social Emotional Learning.	Family Resource Night: Speakers from Baycare, Safe at Home, Students in Transition, Lifespan Counseling, Phoenix Counseling, and Chrysalis Health.	As families learn to work through behavioral issues, anxiety, emotional regulation, and other mental health issues in the home setting, the student will be able to increase academic learning.	11/4/22	no	yes	yes	yes	It will provide parents with the information to support the child with social/emotional well-being and connections for future services and support.
2. Provide parents with information on reading engagement.	Read to Them is a school-wide reading initiative with the book <i>Because of Winn Dixie</i> .	It will impact the achievement of students by increasing reading time at home with families and at school with staff.	Kick Off Fall 2022	No	No	No	no	Parents will engage student at home with literacy activities.

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3. Parents will better understand their child's learning needs. Parents will be provided with supports to help their child at home.	Curriculum Night	Providing parents with information about the curriculum being provided to their child at school. Parents will also learn how they can help at home, and what to expect	Spring 2023	No	Yes	Yes	yes	Parents will better understand curriculum expectations. Parents will be provided with supports to help their child at home.
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<b>Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>	Parents are provided information through parent nights, parent/teacher conferences, PMP conferences, progress reports, student planners, class dojo, emails, and phone calls.
<b>How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?</b>	Parent workshops will be evaluated with parent surveys of each event. These surveys will also ask for parent input for future events.
<b>Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.</b>	Bilingual staff will be in attendance to support families at parent workshops.
<b>What are the barriers for parents to attend workshops/events and how do you overcome these?</b>	Working parents struggle to attend workshops. Workshops will be held at a time to meet the needs of our families.
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	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 will be shared with families.
<b>How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	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.*

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

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home and school</b>	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.
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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>
Open House Class meeting	This provides an opportunity for each individual teacher to share class requirements and communication plan with parents.	Informational workshop	families	<u>9/8/22</u>
Continue our work around Growth Mindset	Teachers learning more about student goal setting and sharing goals with families.	Workshop	Staff members	Fall 2022
Social Emotional Learning	Teachers will learn about integrating social emotional skills into their teaching.	Workshop	Staff members	<u>Multiple Early Release Days</u>

**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 Lobby	Secretary	Parent Support Brochures

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

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

**Drafts of PFEP's are due in Title I Crate by April 8th, 2022.**

*\*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.*