



Cedar Grove Elementary School
25-26 Parent and Family Engagement Plan



Date Revised with Parent Input: 15 April 2025

District Approved:

School Name:	Cedar Grove Elementary	School # 0091
Principal's Name:	Crystal Boyette	<i>Crystal Boyette</i>

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall be described 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 upon by parents periodically to meet the changing needs of parents and the school.

Mission Statement

Mission Statement: Cedar Grove gets students excited about learning so that all make at least a year's growth in a year while filling in gaps because we exist to teach children how to learn and believe in themselves.

I, Crystal Boyette, do hereby certify that all facts, figures, and representations made in this plan are *(Principal's name here)* true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

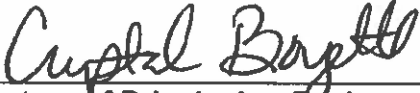
What is required:

ASSURANCES: We Will:

- The school will be governed by the statutory definition of parent involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in section 9101(32), ESEA
- Involve the parents of children served in Title I Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent (Section 1118(b)(1));
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community (Section 1118(b)(1));
- Involve parents, 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 parent and family engagement plan and the joint development of the school-wide program plan under (Section 1114 (b)(2) (Section 1118 ©(3));
- Use the findings of the parent and family engagement plan to review the strategies for more effective

parent involvement, and to revise, if necessary, the school's parent and family engagement plan (Section 1118(a) (E));

- If the plan for the Title I Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency (Section 1118 (b)(4));
- Provide to each parent and individual student report about the performance of their **child** on the state assessment in at least mathematics, language arts, and reading (Section 1111 (h)(6)(B)(i));
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 (Section 1111(h)(6)(B)(ii)); and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals (Section (h)(6)(A)).



Signature of Principal or Designee

4-15-25

Date Signed

1. INVOLVEMENT OF PARENTS

(A) By what means will the school involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the PFEP Section 1116(c)(3)?

The school will involve parents in an organized, ongoing, and timely way in the planning, reviewing, and improving the PFEP through Parent-Teacher Conferences, the Open House, and Parent Workshops. Family Nights, Individual Education Plan (IEP) meetings, 504 meetings, School Advisory Council (SAC) meetings, award ceremonies, and Child Study Team (CST) meetings offer a Google Virtual link through TFITT.

(B) By what means will the school provide parents opportunities, if requested, for regular meetings to formulate suggestions and to participate, as appropriate, in making decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (Section 1116 (c) (4) (C))?

The school will provide parent opportunities, if requested, for regular meetings to formulate suggestions and to participate, as appropriate, in the making of educational decisions for their children through Parent-Teacher Conferences, Open House, Parent Workshops, Individual Education Plan (IEP)/504 meetings, the School Advisory Council meetings (SAC), the Child Study Team (CST) meetings, and through (TFITT). The school will respond to any suggestions as soon as practicably possible by calling the parents, emailing through Parent Portal, and, if needed, sending a letter home via the student or by mail and offering a Google Virtual link.

(C) By what means will the school involve parents in the joint development of the School Improvement Plan (Section 1116(A)(2)?	<i>Parents will be involved with the joint development of the School Improvement Plan (SIP) during the School Advisory Council (SAC) meeting. The current SIP will be reviewed, and any necessary revisions to the plan will be made based on the identified needs, barriers, and parental input. We will use the SIP Review/Input form to record parent input.</i>
(D) If the School Improvement Plan is not satisfactory to the parents, by what means will the school provide parents an opportunity to submit comments with the plan when it is submitted to the district (Section 1116 (c) (5)?	<i>If the School Improvement Plan (SIP) is not satisfactory to the parents, the school will provide the SIP Review/Input form to the parent and, once completed, submit the form along with the plan to the district.</i>
(E) By what means will the school provide other reasonable support for parental involvement activities as parents may request (Section 1116 (e)(13)? (Based on the Title I Parent Survey results, what activities did the parents request that are included in this plan?)	<i>Based on the Spring Title 1 Survey, the most requested items were to give advance notice of events. The school will send home flyers with the students, offering a Google Virtual link and posting events/activities on the school's Facebook site, School DOJO Story, and Parent Portal, two or three weeks in advance. In addition, requests by parents were made for the days and times of events/activities; the school will have those days and times on hand to ensure maximum participation.</i>

2. ACCESSIBILITY	
A. By what means will the school offer a flexible number of meetings, such as meetings in morning or evening to accommodate parents' schedules (Section 1116(c)(2)?	<i>The school will offer a flexible schedule of meetings, including morning and evening sessions, to accommodate parents' schedules when possible. Additionally, Google Virtual meetings and telephone calls will be available.</i>
B. By what means will the school provide parents with <u>timely information</u> about meetings, activities, and events (Section 1116(c)(4)(A)?	<i>The school will provide parents with timely information about meetings, activities, and events through the Parent Portal, School DOJO Story, flyers, Facebook, and a list of events and dates two to three weeks in advance.</i>
C. By what means will the school provide opportunities for informed participation of parents and family members (including parents and family members with limited English proficiency, with disabilities, and parents of migratory children) (Section 1116(f)?	<i>Based on the Title 1 Spring Survey, work schedules are a significant barrier for our parents. With this data, we will offer varying times for parents and a Google Virtual link. For our parents and family members with limited English proficiency, with disabilities, and parents of migratory children, we will seek translators, provide a translated copy of the events, and offer a Google Virtual link.</i>

D. By what means will the school ensure that information related to school and parent programs, school reports, meetings, and other activities is sent to the parents in a format and a language the parents can understand (Section 1116(e)(5) and (f))?

The school will ensure that information related to school and parent programs, school reports, meetings, and other activities is translated into and posted in the native languages and that flyers are sent home in the parents' native language.

3. ANNUAL PARENT MEETING

The Annual Parent Meeting on the Title I Schoolwide Program is a crucial component of our efforts to foster strong, collaborative relationships within our school community. By providing detailed information and answering questions, we aim to empower parents and families with the knowledge needed to support their children's academic success and fully engage in the educational process. We encourage all parents to attend and participate in this informative session to learn more about how the Title I Schoolwide Program benefits their children and contributes to the overall quality of education in our school district.

Additionally, the school will document all communication that has been provided to stakeholders as follows:

By what means will the school conduct a Title I Annual Meeting (convened at a convenient time, to which all parents are invited and encouraged to attend) to inform parents of their school's participation in Title I, the requirements of Title I, and the right of parents to be involved (Section 1116(c)(1))?

Our school will conduct a face-to-face Annual Title I Meeting before the Open House. This meeting will provide comprehensive information about the Title I program, including its benefits, academic assessments, school performance data, and parental rights. To ensure that all parents have access to the provided information, regardless of their language preference, materials will be available in both English and Spanish; we aim to foster a well-informed and engaged parent community. This approach ensures that all parents can understand and participate in the Title I Schoolwide Program, supporting their children's educational success and enhancing our school's collaborative efforts.

4. BUILDING PARENT CAPACITY (Address topics F-J)

(F) Assist parents in understanding:

- State academic standards;
- State and local academic assessments;
- Requirements of Title I;
- Monitoring a child's progress; and
- Work with educators to improve the achievement of their children (Section 1116 (e) (1).

(G) Description and explanation of:

- Curriculum used at the school (Section 1116(4) (B)

(H) Description and explanation of:

- Academic assessments used to measure student progress. (Section 1116 (4) (B)

(I) Description and explanation of:

- Achievement levels of State academic standards that students are expected to obtain (Section 1116 (4) (B)

(J) Provide materials and training to:

- Help parents work with their child to improve their children's achievement, such as literacy training and using technology (including the harms of copyright piracy), to foster parental involvement (Section 1116 (e) (2) (LEA note: This includes Parent Portal Training))
- Schools must provide a description, explanation, or understanding of academic requirements that fall under the Federal Guidelines for Title I.

Table A
PARENT TRAINING OPPORTUNITIES

List all activities for requirements F through J and transition activities that involve parents.

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student achievement?	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended
Sept. 11 2025	Annual Title 1 Meeting And Open House	The curriculum used in the school, Florida Standards/Benchmarks, how to assist students at home, activities, and Title 1.	F, G, H, I, J	Sign-in sheets and upload of the materials shared with parents	
Aug. 8, 2025	Parent Portal	How to access student information and change information in the system.	F	Sign-in Sheets	21
Mar. 5 2026	Reading Night	The curriculum used in the school, Florida Standards/Benchmarks, how to assist students at home and activities.	F, G, H, I, J	Sign-in sheets and an upload of materials shared with parents	
Feb. 10 2026	Math Night	The curriculum used in the school, Florida Standards/Benchmarks, and how to assist students at home and activities.	F, G, H, I, J	Sign-in sheets and an upload of various grade-level materials is provided to the parents.	
TBD	TBD	Preparing the state assessment, activities, and relevant information about the assessment requirements.	F, G, H, I, J	Sign-in sheets and an upload of various grade-level materials are provided to the parents.	
Apr-May	Kindergarten Signing Day	Introducing the parents to kindergarten, seeing a kindergarten room, learning about the curriculum, seeing a timeline of the year in kindergarten, and meeting the principal.	F, G, H	Sign-in sheets, and upload any information provided to the parents if possible.	
Apr-May	Transition to Middle School	TBA	F, G, H	When possible, a permission slip to the school.	

Table B-1
OTHER EVENTS/ACTIVITIES

Other activities or events, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (Section 1116 (e) (4)).

Timeline	Title of Training/Event	What will parents learn that will have a measurable, anticipated impact on student achievement?	Requirements Addressed	Evidence/ Documentation for Effectiveness	# Of Parents Attended
Aug-May	School Advisory Council (SAC)	Plan/review/improve the PFEP to give the parents and the community a voice.	F, G, H, J, I	Sign-in sheets and upload any review/input forms used.	
Aug-May	Parent EmPOWERment Workshops	TBA	F, G, J	Sign-in sheets and, if possible, an upload of any information provided to the parents.	
May	Kindergarten Recognition Day	TBA			
May	Fifth-Grade Recognition Day	TBA			
May	Awards Ceremony	TBA			

Table B-2
Parent Communication/Disseminating Information
Communication/Information shared with parents (Section 1116 (e) (4)).

Communication/ Information Shared	Date(s) Sent	Method of Dissemination (How did you share it?)	Languages	Who did you send it to? "All" parents or a specific group
Parent Portal	Parent Liaison	Aug-May	ALL	N/A

5. PARENT/SCHOOL COMPACT

As a component of the school-level Parent and Family Engagement Plan, each school (ALL) shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

The school will ensure that parents and families are involved in the compact process through School Advisory Council (SAC) meetings and by providing opportunities for them to provide input.

How will the school ensure parents'/families' involvement in this process?

ELEMENTARY

How will the school ensure that the teachers conduct a parent-teacher conference for individual students at least annually, during which the compact is discussed and signed (Section 1116 (d) (2) (A)?

The school will ensure that teachers conduct a parent-teacher conference for individual students at least annually, during which the compact is discussed and signed. To facilitate this, the Parent Liaison will provide teachers with a class roster at the beginning of each quarter, and teachers will be required to submit their compacts quarterly, checking off the names of the students listed on their roster at each quarterly submission.

In addition, the teacher will encourage parents to schedule conferences through flyers, phone calls, emails, and the Parent Portal. If feasible, time will be given at family events for conferences.

MIDDLE & HIGH SCHOOL

How will the school distribute the school-parent-student compact (Section 1116 (d) (2)(A)?

N/A

6. BUILDING STAFF CAPACITY

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

- The value and utility of their contributions
- How to reach out to, communicate with, and work with parents and families as equal partners; and
- How to implement and coordinate parent/family programs and build ties between parents/families and the school. (Section 1116 (e) (3)

****Complete Table C.****

Table C

Activity/ Topic	Person Responsible	Timeline	Evidence Documentation of Effectiveness	# of Faculty/ Staff Attended
Title 1 and Compact Training for the Staff	Title 1 Coordinator	End of September	Sign-in Sheets	
Parent Portal for Communication with Parents	Parent Liaison	End of September	Sign-in Sheets	

7. COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe to the extent feasible, the means the school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs that encourage and support parents in participating in the education of their children (Section 1116 (e) (4).

Program	Coordination
Title III ESOL	<i>Support for our ESOL population through parent communication translations, ESOL paraprofessionals to assist with parent meetings, and monitoring to increase achievement through greater parent involvement. We will host an ESOL parent event in the Spring to increase parent involvement with our ESOL families so they can help their students at home.</i>
Title II Professional Learning	<i>Ongoing professional development is provided for the teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiate instruction to meet students' individual needs.</i>
Title III ESOL	<i>ESOL family night will be coordinated with the Bay District Schools Multilingual Student Support Center. Provide information to our English Language Learners regarding academic programs and the support and resources available on the Cedar Grove campus.</i>
Title IX Homeless	<i>Social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent attendance, full participation, and academic success.</i>
Preschool	<i>The school will coordinate with the State-Funded VPK program. All VPK parents will be invited to attend all school events, including Curriculum-based and Transition Family Nights, either virtually or in person.</i>
Other	

8. DISCRETIONARY ACTIVITIES

Activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)

How will your school develop appropriate roles for community-based organizations and businesses in parent-involvement activities (Section 1116 (e) (13)?

A Student Support Care Manager will conduct home visits to address attendance issues and work with parents to remove barriers to school attendance. Parents can be provided transportation to and from school meetings. The Student Support Care Manager will also connect with families so that they have all emergency contact information updated and linked to the Parent Portal. Cedar Grove has established a Community Assessment Team and is partnering with new community organizations.

By what means will the school involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of the training <u>(Section 1116 (e) (6)?</u>	<i>The school will involve parents in developing training for teachers, principals, and other educators to improve its effectiveness. To do this, parents will be surveyed on the training(s) they believe are necessary and asked to share their positive or negative experiences with a teacher through the Title I Spring Survey.</i>
By what means will the school provide literacy training for parents if the LEA has exhausted all other resources of funding <u>(Section 1116 (e) (7)?</u>	N/A
By what means will the school pay reasonable and necessary expenses, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions <u>(Section 1116 (e) (8)?</u>	<i>The school will cover reasonable and necessary expenses, including transportation and childcare, to enable parents to participate in school-related meetings and training. Additionally, refreshments will be provided if the meeting or training is held during mealtime. Students and siblings will be allowed to attend these events to assist with childcare, or the Parent Liaison will coordinate with staff and faculty to provide volunteers for childcare during these events.</i>
By what means will the school train parents to enhance the involvement of other parents <u>(Section 1116 (e) (9)?</u>	<i>The Parent Liaison will work with current volunteers to encourage new parents to attend events and volunteer. The Title 1 Coordinator and Parent Liaison will work together to train the volunteers.</i>
By what means will the school conduct in-home conferences for parents who are unable to attend at school <u>(Section 1116 (e)(10)?</u>	<i>The school will conduct in-home conferences for parents who cannot attend in person, with the assistance of the school's guidance counselor, TRIAD Team, and Parent Liaison, or provide a Google link for virtual attendance.</i>
By what means will the school adopt and implement model approaches to improve parent involvement <u>(Section 1116 (e)(11)?</u>	N/A

9. TITLE I EXPENDITURES FOR PARENT AND FAMILY ENGAGEMENT

Category	List of Items
Parent Liaisons	Salary, benefits
Parent Center	Supplies
Parent Training/Events	Refreshments, materials, supplies, stipends for teachers as consultants, printed materials, consultants, ink/toner

10. BARRIERS

Provide a description of the:

- Barriers that hindered participation by parents during the previous school year.

- 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) (ESEA Section 1116)

Barrier (Including the specific subgroup)	Steps the School Will Take to Overcome Barriers
Communication (All)	<i>Multiple platforms to increase communication (Facebook, website, school messenger, Class/Story DOJO, Portal Messenger, Marquee sign, PeachJar, flyers, etc.) School-wide expectations for parent communication.</i>
Parent Involvement (All)	<i>Provide flexible options for parent meetings and events, offer advanced notice of events and activities, provide virtual links (for meetings and training, if possible), and offer free childcare.</i>

11. PARENT AND FAMILY FEEDBACK

Each year, our school encourages parents, and families to work in collaboration with the school to develop, review, and revise the Title I school-level Parent and Family Engagement Plan (PFEP). The PFEP is a tool that is used to determine how well our school is partnering with you and promoting your involvement in your child's education throughout school.

Your feedback is important in helping us continually improve the PFEP and the parent and family engagement program at our school. We have provided contact information below so that you can learn about the different ways you can be a part of this home-school connection.

District Title I Supervisor	Loretta Mistrot 850-767-4354 mistrll@bay.k12.fl.us
District Parent Liaison	Bobbie Copsey 850-767-4294 copserm@bay.k12.fl.us
Title 1 Resource Teacher	Stephanie Johnson 850-767-4113 hendlsm@bat.k12.fl.us
Principal	Crystal Boyette 850-767-4552 boyetck@bay.k12.fl.us
Title I Coordinator	Amber Torres 850-767-4550 torreal@bay.k12.fl.us
Parent Liaison	Tammy McCray 850-767-4550 mcratd@bay.k12.fl.us
Parent Liaison	