

**2023-2024**

**School Improvement &  
Parent and Family  
Engagement Plan**

**School: The Academy**

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**Principal: DeShon Jenkins**

## INSTRUCTIONS

Complete the following sections of the Parent & Family Engagement Plan (PFEP). To be considered *complete* each section needs to have all the components included.

1. Assurances
  - Original Signature
  - Uploaded to Crate
2. Needs Assessment
3. Family Survey
4. Involvement of Parents
5. Annual Parent Meeting and Communication
6. Flexible Parent Meetings
7. Building Capacity of Families
8. Building Staff Capacity for Parent and Family Engagement
9. Communication
10. Barriers
11. Dissemination of PFEP & School/Family Compact to Stakeholders

## ASSURANCES

**This page will require an original signature and submission to the District. Print this page, sign, and upload to Crate.**

I, DeShon Jenkins, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are 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 requirements will be available for review by appropriate local, state and federal staff. I further certify that all 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.

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
- Engage parents and family, 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 parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent and family an 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 and family 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
- Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].



Signature of Principal

DeShon Jenkins

Print Name

10/29/23

Date

## NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

### PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal overview from the Previous Fiscal Year *(this section is not required for new Title I schools)*

<b>Total Parent and Family Allocation from the Previous Year</b>	<b>Total Funds Expended</b>	<b>Total Funds Remaining</b>
\$955	\$955	\$
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.		

## FAMILY SURVEY

Using your school survey results, choose areas to address this coming school year. Please prioritize up to 3 Areas for Improvement.

<b>TOPIC: Student Progress</b>				
<b>Question:</b> I am provided with useful information about ways to improve my child's progress				
<b>ACTIONS and ACTIVITIES</b>	<b>Person(s) Responsible</b>	<b>Tasks to be completed?</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Share data with staff	Administration	Meet with staff to share data	All year	Survey results
<b>TOPIC: Family Engagement</b>				
<b>Question:</b> I am aware of family engagement activities that show families how to help their children at home.				
<b>ACTIONS and ACTIVITIES</b>	<b>Person(s) Responsible</b>	<b>Tasks to be completed?</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Semester Newsletter	Admin/Newsletter sponsor	Email and mail newsletter	Semester	Survey results
Increase social media presence	Staff	Information shared with persons in charge of each social media outlet	Yearly	Survey results
<b>TOPIC: Family Engagement</b>				
<b>Question:</b> What areas prevent you from participating in Wolfpack Family Events				
<b>ACTIONS and ACTIVITIES</b>	<b>Person(s) Responsible</b>	<b>Tasks to be completed?</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Committee planning for alternative possibilities for participation of ACA events	Admin, AFA, Staff	Calendar of events	Yearly	Survey results

## INVOLVEMENT OF PARENTS

The 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.

<p><b>How will the school 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 [ESEA Section 1116]?</b></p> <p><b>If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]</b></p>	<p><i>Evidence can be SAC and/or PTO meetings, emails sent to and received from parents. Remember to include dates, agenda, minutes, sign-in sheets, and notes for the documentation in Crate.</i></p> <p><b>Response:</b> <i>The Academy will ensure organized, ongoing and timely manner of involving parents through the following method:</i></p> <ul style="list-style-type: none"><li>• Title 1 Annual Family Night (Fall, Spring)</li><li>• BYO Student Orientation (Fall)</li><li>• New Student Orientations (On-going, quarterly)</li><li>• Newsletters (Quarterly)</li><li>• Important Dates flyer (Semester)</li><li>• School website (On-going)</li><li>• Emails</li><li>• Social Media Posts (Weekly)</li></ul> <p><i>Parents and families are involved in the planning, review and improvement of Title 1 Programs, including involvement in the decision-making of how fund will be used by:</i></p> <p><b>Attending</b></p> <ul style="list-style-type: none"><li>• SAC meetings</li><li>• Annual Title 1 Meetings</li></ul> <p><b>Participating in</b></p> <ul style="list-style-type: none"><li>• Family engagement activities</li><li>• SIP planning</li></ul> <p><b>Reviewing</b></p> <ul style="list-style-type: none"><li>• Academic Data</li><li>• Survey results from previous year's PFEP</li></ul>
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## ANNUAL PARENT MEETING and COMMUNICATION

The school will provide timely information about the Title I programs. The Annual Parent Meeting is required and must be a separate meeting with an invitation, agenda, and sign-in sheet.

Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program [ESEA Section 1116].

**Response:** *The Academy will host an annual Title 1 meeting to inform parents and families of the Title 1 Program at the beginning of the year. Information given via PP. Agenda to include:*

- *School progress*
- *Parent rights via brochure*
- *Parent's opportunities for engagement*
- *Parent's rights re: their student's education*

## FLEXIBLE PARENT MEETINGS

<p>How will the school offer a flexible number of meetings, such as meeting in the morning or evening?</p> <p>How will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?</p>	<p><b>Response:</b></p> <p><i>The Academy will offer flexible meetings for parents by offering an alternative date, an alternative time (AM and PM). For parents/families that can't make either, a virtual meeting will be scheduled.</i></p> <p><i>Parents who cannot attend any of the offered meetings will receive an email with all of the pertinent information. And parents who do not have an email will receive all information via post.</i></p> <p><i>Parents who wish to attend any meetings in person by have transportation issues – a gas car or public transportation will be provided.</i></p>
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## BUILDING CAPACITY OF FAMILIES

The school will implement activities that build the capacity of families to engage in meaningful partnerships to improve student achievement.

<p>How will the school implement activities that will build:</p> <ul style="list-style-type: none"> <li>the capacity for meaningful parent/family engagement?</li> <li>relationships with the community to improve student achievement?</li> </ul> <p>[ESEA Section 1116]</p>	<p><b>Response:</b>  <i>The Academy will build the capacity for meaningful family engagement by providing activities that communicate the academic plan and progress of their child(en).</i></p> <p><i>The table below outlines the specific capacity-building activities and events.</i></p>				
	Name and Description of Activity/Event	Person(s) Responsible	What will parents learn that will have a measurable, anticipated impact on student achievement	Timeline	Evidence of Effectiveness
	Title 1 Family Night	AFA, Admin	The Academy program	Semi-annual	Survey results
	Family Grad Night for Seniors	Senior Sponsor, Admin	Graduation transcripts and steps to graduation	Semi-annual	Survey results

## BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

The school will implement activities that build the capacity of staff to engage in meaningful partnerships with families to improve student achievement.

<p>How is your school nurturing the staff's capacity in Family Engagement?</p> <p>Describe the <u>STAFF development activities</u> the school will provide to <u>SUPPORT</u> all school personnel:</p> <ul style="list-style-type: none"> <li>• In the value of contributions of parents and families.</li> <li>• In how to work with parents and families as equal partners.</li> <li>• in building ties between parents and families and the school.</li> </ul> <p>[ESEA Section 1116]</p>	<p><b>Response:</b></p> <p><i>The Academy will implement activities that will build the capacity for meaningful family engagement, and that will build relationships with the community to improve student achievement.</i></p> <p><i>The table below outlines the specific capacity-building activities and events.</i></p>				
	Name and Description of Activity/Event	Person(s) Responsible	What will staff learn that will have a measurable, anticipated impact on parent and family engagement?	Timeline	Evidence of Effectiveness
	Student Orientation	Admin, Lead Teacher	Communication	On-going	Parent evaluations
	Fall & Spring Title 1 Annual Meeting	Admin, AFA	Parent Engagement Communication	On-going	Parent evaluations, increased parent involvement throughout the year
	Fall Festival	Leadership, Staff	Peer and Family Engagement	October/November	Increased parent involvement
	Fall & Spring Family Grad Meeting	Admin, Senior Sponsor	Communication Parent engagement	November, April	Parent evaluations Increased parent involvement
	Fall & Spring Awards,	Admin, Senior Sponsor	Parent Engagement	December, May	Increased parent

	Senior Send-off				involvement
	Disseminate FOCUS Parent Portal info to families	Admin			

**COMMUNICATION**

Describe how the school will provide regular, **two-way**, meaningful communication between family members and school staff, and, as required, in a language that families can understand.

Include:

- Timely information about the Title I programs
- Curriculum, forms of assessment used to measure student progress and the grade level expectations/achievement levels
- Individual student progress
- Qualifications of staff
- Opportunities to participate, as appropriate, in decisions relating to the education of their child(ren)
- Opportunities for input in the schoolwide plan

[ESEA Section 1116]

**Response:**

*Title I information is shared with families at each orientation, along with curriculum and assessment achievement levels. Our school also has a Title I tab on our website to communicate information with families. To encourage two-way, meaningful communication between family and staff, the school provides staff contact information on our school website. Families can email staff at their convenience and staff is asked to return emails or calls within 48 hours. Staff make phone calls home and welcome families to call the school. We have found that some families prefer to send a message to the school through our Facebook page. If the family needs a translator, the school will provide one. The Academy also has a Remind account where reminders and information is shared with families. Families can also communicate with admin.*

## BARRIERS

Describe the barriers that hindered participation of parents during the previous school year. Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families in the following subgroups: economically disadvantaged, disabled, limited English proficiency, limited literacy.

**Response:**

\_\_\_\_\_ identified the following barriers to family engagement during the last school year:

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
<i>Awareness of events</i>	<i>Calendar of events posted on website and social media pages</i>	<i>Admin, Lead Teacher</i>	<i>ongoing</i>
<i>Parent/Family work schedules</i>	<i>Multiple sessions for all events, virtual sessions available</i>	<i>Admin, Lead Teacher, Staff</i>	<i>ongoing</i>
<i>Communication and availability of staff</i>	<i>School contact info for staff is available on our website; staff will reply to calls or emails within 48 hours</i>	<i>Staff, Admin</i>	<i>ongoing</i>

## DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Create a document on your school letterhead that states HOW your school PFEP and Compact will be shared with families, staff, and community. Remember to include strategies for electronic sharing, hard copy sharing, and community notification for PFEP availability. Remember, a copy needs to be in both Title I binders (one found in the Front Office and the other in the Family Reading & Resource Center). **This documentation will be uploaded to Crate.**

# PFEP & Parent/School Compact Beginning YEAR REVIEW

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DATE:

## ATTENDEES & ROLES

### AGENDA

Remember to take notes and to label **P** for parent/family, **T** for teacher, & **A** for Admin, **C** for community partner

#### PFEP Beginning-Year REVIEW

1. UPDATES
  1. Successes
  2. Challenges
2. THOUGHTS FOR 2023-2024 PFEP

#### COMPACT NOTES

3. UPDATES

#### NEW IDEAS

#### ACTION ITEMS

# PFEP & Parent/School Compact Mid-YEAR REVIEW

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DATE:

## ATTENDEES & ROLES

### AGENDA

Remember to take notes and to label **P** for parent/family, **T** for teacher, & **A** for Admin, **C** for community partner

#### Mid-Year Review Reflection

1. Revisions Needed
2. Evaluation of Completed Activities
3. Budget Review
4. Ideas for NEXT YEAR

#### COMPACT NOTES

5. UPDATES

#### NEW IDEAS

#### ACTION ITEMS

## SIGN-IN SHEET

<b>Event:</b>		<b>Meeting Date:</b>	
<b>School:</b>		<b>Place/Room:</b>	

Name	Role (Please check one)	Position	Signature
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
	<input type="checkbox"/> Staff <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Community Member		
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