

**2024-2025**

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

**School: Vineland Elementary**

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**Principal: Jacqueline Bachnik**

## 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.

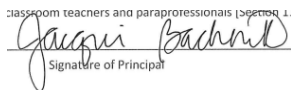
1. Assurances
  - Original Signature
  - Uploaded to Crate
2. Needs Assessment
3. Family Survey
4. Involvement of Parents
5. Annual Parent Meeting and Communication
6. Flexible Parent Meetings
7. Building Capacity of Families
8. Building Staff Capacity for Parent and Family Engagement
9. Communication
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, Jacqueline Bachnik, 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)].

classroom teachers and paraprofessionals (Section 1112)  
  
Signature of Principal

Jacqueline Bachnik

10/30/2024

Signature of Principal

Print Name

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>
\$2822.00	\$2019.24	\$802.76
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.	The amount of funds allotted to print planners for the school was higher than the amount charged.	

## FAMILY SURVEY

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

### TOPIC: Academic Support

#### Question: How do I know what academic support my child needs?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Heron Hype Night (student led conferences will be held twice a year once in the evening and once during the school day) Reading Night STEAM Night Parent Conferences	Classroom Teachers, CORE Team, Administration	FAST PM1 & FAST PM2 Data presented Student led conference forms developed. Goal setting. Video Standards based Literacy & Math activities prepared	October & January	Attendance of events. Increased FAST scores. Increased ELA/Math scores.

### TOPIC: Academic Support

#### Question: How can I provide support for my child's learning?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Focus parent portal accounts, assist with access during parent events. Academic Activities are available to parents in the	AFA Para, Reading Coach, all VES staff	Advertisement of events Academic activities from events will be stored and provided to parents in the Family Resources Center or	24-25 SY	Attendance of events. Increased percentage of parent Focus access. Increased number of academic activities provided

Family Resource Center. Accelerated Reader at home.		from the teacher. AR at home education.		to complete at home.

**TOPIC:**

**Question:**

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness

**INVOLVEMENT OF PARENTS**

Vineland Elementary 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><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> We will involve parents through SAC and PTO meetings where stakeholders will be presented with information and have the opportunity to provide input and feedback regarding Title I programs and the use of Title I funds.</p>
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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)]

## **ANNUAL PARENT MEETING and COMMUNICATION**

**Vineland Elementary** 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 annual meeting to inform parents and families regarding participation in the school's Title I program takes place at the beginning of the year during our school's open house event. Title I programs will be shared with parents in a power point presentation in each of the classrooms. Parents will sign-in using the Title I sign-in sheets. After the Title I presentation, parents will then be able to participate in Open House activities.

**FLEXIBLE PARENT MEETINGS**

How will the school offer a flexible number of meetings,

**Response:**

SAC/PTO vote on all events/activities and preferred meeting times. For the 24-25 sy SAC/PTO voted to



such as meeting in the morning or evening?

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]?

have meetings after school with child care provided for students of parents who attend. School events are offered before, during and after school. Student led conferences are offered twice during the year, once after FAST PM1 and another after FAST PM2. Parents and teachers may also schedule individual conferences throughout the school year by request

## BUILDING CAPACITY OF FAMILIES

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

How will the school implement activities that will build:

- the capacity for meaningful parent/family engagement?
- relationships with the community to improve student achievement?

**Response:**

*The table below outlines the specific capacity-building activities and events.*

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
SAC/PTO	Bachnik/Konrardy	Parents and community members will have a conduit to build capacity for families to engage in progress monitoring of	August-May	Increased parent and student involvement and input for ways in which to improve culture and academic

[ESEA Section 1116]

			school goals to increase student achievement.		success.
	Title 1 Annual Meeting- Parents gain information about Title I services	Bachnik/Konrardy VES teachers	Family support to increase student achievement. Parents becoming an intricate part of the school culture which will increase student achievement.	August	Parents will have a better understanding and an opportunity to provide feedback regarding the culture and success of the school.
	Heron of the Month	Konrardy	Parents will learn about the requirements and importance of the Heron of the Month program and how a student's non-academic contributions are improving our school's culture	Monthly	Students will be recognized monthly for personifying character traits which improve the culture of our school.
	Reading Night	Ulrich	Parents will learn strategies to use at home with their students to improve literacy.	December	Increased student achievement on formative and summative literacy assessments.
	STEAM Night	Carter	Parents will learn how the integration of high interest content can be integrated into other subject areas.	May	Improved student achievement on formative, summative, and state science assessments.
	PBIS	PBIS Team	Parents will learn how students following school expectations and procedures are recognized and celebrated. Parents will learn how routines and procedures have a positive influence in	Aug-May	Students will earn LiveSchool points which can be redeemed for a variety of opportunities and rewards at school.

			student academic achievement.		
	Heron Hype Night	Teachers, Lead Teacher, Reading Coach, Administration	Parents will learn how to interpret FAST assessment results to provide academic support and set goals with their child.	Fall	Increased student achievement on successive FAST assessments.

## BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

Vineland Elementary 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 SUPPORT all school personnel:</p>	<p><b>Response:</b></p> <p><i>The table below outlines the specific capacity-building activities and events.</i></p>								
	<table border="1"> <thead> <tr> <th>Name and Description of Activity/Event</th> <th>Person(s) Responsible</th> <th>What will staff learn that will have a</th> <th>Timeline</th> <th>Evidence of Effectiveness</th> </tr> </thead> </table>	Name and Description of Activity/Event	Person(s) Responsible	What will staff learn that will have a	Timeline	Evidence of Effectiveness			
Name and Description of Activity/Event	Person(s) Responsible	What will staff learn that will have a	Timeline	Evidence of Effectiveness					

- In the value of contributions of parents and families.
- In how to work with parents and families as equal partners.
- in building ties between parents and families and the school.

[ESEA Section 1116]

		measurable, anticipated impact on parent and family engagement?		
Back to School training trauma, mental health, positive behavior	Guidance and School Psychologist	Relationship Building	August 2024	Attendance to parent/family events and parent conference forms
PBIS	PBIS Team	Behavior intervention support	August-May	Classroom implementation of PBIS strategies
CHAMPS	PBIS/CORE Team	Routines, procedures and school processes	August	Classroom implementation

## 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:

### Response:

- Student led conferences twice per year, after PM1 and PM2.
- Translators for ELL families
- Live, virtual events
- Individual conferences as requested

- 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]

- In person events
- Open communication via social media/email etc.
- Rights of parents brochure
- Parent opportunities for engagement through invitation of events
- Surveys of events

## 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:**

*Vineland Elementary identified the following barriers to family engagement during the last school year:*

<b>Barrier</b>	<b>Steps to Overcoming Barrier</b>	<b>Persons Responsible</b>	<b>Timeline</b>
<b>Time</b>	<b>Adjusted event Times</b>	<b>VES Staff/PFEP Team</b>	<b>24-25</b>
<b>Illness</b>	<b>Changed Events Outdoors</b>	<b>VES Staff/PFEP Team</b>	<b>24-25</b>
<b>Language</b>	<b>Parent Ambassadors</b>	<b>Konrardy</b>	<b>24-25</b>
<b>Weather</b>	<b>Reschedule</b>	<b>VES STAFF</b>	<b>24-25</b>

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

Describe 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 Resource Center.

### Response:

Vineland Elementary School will share the finished PFEP and Compact with Families, Staff, and the Community. The Compact will be shared with staff and families during the Title I meeting before Open House. Parents will sign the Compact and return the signed copy to the school. Parents will retain a copy of the Compact in their student's planner for later reference. Stakeholders will be notified of the completed PFEP through social media posts, the school website and newsletter. The PFEP will be shared electronically via the school website. Hard copies of the PFEP will be available in the front office and in the family resources center.

# 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 2024-2025 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

*The 2024-2025 School Improvement and Parent and Family Engagement Plan (PFEP) has been jointly developed and agreed upon by stakeholders (e.g., staff, families, community members, etc.) in compliance with Title I federal funding regulations.*

**2024-2025 PFEP TEAM:**

Name	Role (Staff, Parent, Community Member etc.)
Nan Russo	Staff Member
Denese Boling	Staff Member
Daryl Konrardy	Staff Member
Amy Gonzales	Parent