

2024-2025

School Improvement &

Parent and Family

Engagement Plan

School: The Academy

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

Oct 28, 2024

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 a new Title I school)*

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$1080	0	\$1080
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.	<i>Funds were not spent because the 2 major events we host for Y1 had food, but they were full meals and did not meet the qualification for 'food purchases' (the cost for those events would have been around 1K). Parents will be involved in the decision of spending of funds for the current SY through SAC parents' input during the monthly meetings.</i>	

FAMILY SURVEY

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

TOPIC: Communication

Question: What's the best way for us to communicate with you?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
<i>Have parents join Academy Remind</i>	<i>Admin, AFA</i>	<i>Set up remind account Email parents how to join</i> <ul style="list-style-type: none"> <i>Post on website, FB</i> 	<i>Ongoing</i>	<i>Increased attendance to parent events</i>
<i>Email parents to accompany all-calls</i>	<i>Admin, AFA, program leads</i>	<i>Set up email group Email parents the notification of the new all-call follow ups</i>	<i>Ongoing</i>	<i>Increased attendance/feedback for parent events</i>

TOPIC: Academic Support

Question: If The Academy offered training to help you with your child's progress, which would you attend?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
<i>Parent FOCUS training (2x/year)</i>	<i>Admin, AFA, Guidance</i>	<i>Create:</i> <ul style="list-style-type: none"> <i>Flyer for training</i> <i>Cheat sheet for parents</i> 	<i>Twice a year (fall/spring)</i>	<i>Increase #'s of parents who have a Parent Portal account</i>

TOPIC: Family School Partnership

Question: What may have kept you from participating in family engagement events we've previously had?

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
<i>Use virtual method for every family engagement activity</i>	<i>Admin, AFA, program leads</i>	<i>Promote live stream time 2 weeks prior to each event</i> <ul style="list-style-type: none"> • <i>Website</i> • <i>Social media sites</i> <i>Record events</i> <ul style="list-style-type: none"> • <i>Post on social media accounts</i> • <i>Allow comments during live, and after posting of recording</i> 	<i>Ongoing</i>	<i>Comments/feedback from parents through the live stream platform</i>

INVOLVEMENT OF PARENTS

The Academy 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>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]?</p> <p>If the plan for Title I, Part A,</p>	<p><i>Evidence can be SAC 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>Response: <i>The Academy involves parents/guardians/families through the following methods:</i></p> <ul style="list-style-type: none"> • <i>Bi-annual Title I Parent Family (August and January, because of one traditional semester is equivalent to 1 SY)</i> • <i>Bi-annual Senior Family Night</i> • <i>Bi-annual PL with parents (topic depending on responses from survey)</i> • <i>Monthly SAC meetings</i> <ul style="list-style-type: none"> ○ <i>Compacts, budget, SIP, events, testing strategies, data review</i> • <i>School website</i>
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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)]

- *Social media page*
- *Newsletters*
- *Email*
- *Remind app*

ANNUAL PARENT MEETING and COMMUNICATION

The Academy will provide timely information about the Title I program. 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: *SAC meetings (monthly), Title 1 Family Nights (fall/spring), New Student Orientation/Open House*

The Academy will host an annual parent meeting twice per year. This meeting will be held in conjunction with open house but will be a dedicated Title 1 meeting and have a separate agenda, minutes and sign-in sheet.

Bi-annual Title 1 meeting

- *AFA created PowerPoint*
- *AFA schedule, contact*
- *Flyers, brochures*
- *Schedule of events for parent/family engagement*
- *SAC schedule*

Specific Steps

- *Social media posts*
- *School website posts*
- *Phone calls home*
- *Emails home*
- *Letters mailed out*

FLEXIBLE PARENT MEETINGS

How will the school offer a flexible number of meetings, 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]?

Response:

- A. *Live streaming meetings and post on social media the same day (so it's available for all stake-holders to see at a time that's convenient for them)*
- B. *In-person meetings for those available*
- C. *Teams Meeting after-hours for those available*

BUILDING CAPACITY OF FAMILIES

The Academy 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"> the capacity for meaningful parent/family engagement? relationships with the community to improve student achievement? <p>[ESEA Section 1116]</p>	Response:				
	<i>The table below outlines the specific capacity-building activities and events.</i>				
	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
	<i>Title 1 Family Night</i>	<i>AFA, Admin</i>	<ul style="list-style-type: none"> <i>*Academic expectations</i> <i>*School policies</i> <i>*Title 1 Resources</i> <i>*School Resources</i> 	<i>Fall, Spring</i>	<ul style="list-style-type: none"> <i>*Improved attendance</i> <i>*Honor roll % increase</i> <i>*Increase in learning gains in ELA/Math</i>
<i>Senior Family Night</i>	<i>Senior Sponsor, AFA, Admin</i>	<ul style="list-style-type: none"> <i>*Graduation requirements</i> <i>*School Resources</i> 	<i>Fall, Spring</i>	<i>*Graduation rate increase</i>	

BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

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

How is your school nurturing the staff's capacity in Family Engagement?

Describe the STAFF development activities the school will provide to SUPPORT all school personnel:

- 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]

Response:

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

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
<p><i>SAC Meetings</i></p> <ul style="list-style-type: none"> • SAC team (SIP, PFEP staff members) <ul style="list-style-type: none"> ○ SAC meetings to coincide with staff meetings twice a year • Parents/guardians 	AFA, Admin team	<i>Impact of parent input and steps to take for improvement suggestions</i>	<i>Ongoing</i>	<ul style="list-style-type: none"> • End of year survey during Winter Title 1 Family Night <ul style="list-style-type: none"> ○ Google form survey results • AFA will review results to determine areas needed for improvement
<p><i>Title 1 Family Night</i></p> <ul style="list-style-type: none"> • Attended by AFA, all admin, teachers 	AFA, Admin, Teachers	<i>Engagement opportunities for all families</i>	<i>Semi-annual</i>	<ul style="list-style-type: none"> • End of year survey during Winter Title 1 Family Night <ul style="list-style-type: none"> ○ Google form survey results • AFA will review results to determine areas needed for improvement
<i>PL for Family Engagement (for staff)</i>	AFA	<i>Effective engagement strategies for all families</i>	<i>Semi-annual</i>	<ul style="list-style-type: none"> • Increased family engagement attendance

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.

Communication: school to families

- *School website*
- *School social media page*
- *School Remind*
- *Information mailed home*
- *Phone calls made (any staff member)*
- *Emails sent home with necessary attached document*

Communication: 2-way

- *Bi-annual Title I Family meetings*
- *SIP meeting*
- *PFEP meeting*
- *SAC meetings*
- *Social media post comments for live stream events*
 - *Monitored by ACA staff member to reply on demand*
- *Social media monitored comments replied to by staff member (for parents/guardians who could attend or watch live*

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:

The Academy identified the following barriers to family engagement during the last school year:

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
<i>Availability (families or school)</i>	<i>Multiple meeting times/days</i>	<i>AFA, Admin</i>	<i>Ongoing</i>
<i>Awareness of events</i>	<i>Communicate on all 5 platforms</i> <ul style="list-style-type: none"> • <i>Website</i> • <i>FB</i> • <i>Mail</i> • <i>Email</i> • <i>Phone call</i> 	<i>All staff</i>	<i>Ongoing</i>

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:

Link to document posted on website, social media page

- *Link with email or phone take available on web page*
- *Comment section or messenger app monitored by SM admin for replies*

Printed copy available in T1 resource room

- *Comment cards available in T1 resource room*
 - *AFA monitors and replies*

PFEP & Parent/School Compact Beginning YEAR REVIEW

DATE: September 2024

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

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.)
Sully Blanco Dunn	Parent
Heather Hobson	Parent
Joe Hobson	Parent
Robert Osborne	Parent
Amber Bistarkey	Community
Jenn Blanchette	AFA
Mike Bernicchi	Teacher
Chris Brantley	Teacher
Allyson Baker	Admin, AP
DeShon Jenkins	Admin, Principal