

**2024-2025**

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

**School: East Elementary**

**Principal: Melissa White**

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**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, Melissa White, 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)].

Melissa White

Signature of Principal

Melissa White

Print Name

11/25/24

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)*

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3769.00	\$3689.07	\$79.93
<p>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.</p>	<p>The remaining funds of \$79.93 were left over from a book orders that did not send all books and any shipping fees that were added to an invoice but were not charged to the book order. This year we plan to do more make and takes targeted for grade level academics to better assist our students and families.</p>	

## FAMILY SURVEY

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

TOPIC: Scheduling				
Question: How can we accommodate the families that work later than FRC hours?				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Provide a day that we stay open later.	AFA	Display new times on social media, Remind, PeachJar and post throughout the school.	1st Wednesday monthly 3pm-5:30pm	We will see an increase in the number of books that are checked out.
Provide a range of FREC open times.	AFA	Send out reminders of FREC hours.	Tue & Thur 8am-8:40am Wednesday 3pm-3:45 pm 1st Wednesday of the month 3pm-5:30pm	We will see an increase in the number of parents who will visit the Family Center after Parent Pick up and Eagles Nest.
TOPIC: Communication				
Question: How can we make families aware of the decisions school wide?				
ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Display information throughout the school.	AFA/FREC, Teachers, Admin, PTO	Flyers, posters, School news, stickers	Ongoing for events, meetings or any new changes.	Attendance at events will increase due to flyers & posters being posted and promoted on the news.
Distribute information	Admin, Teachers, PTO	Remind, school phone calls, Facebook, PTO Facebook,	Ongoing for events, meetings or any new	Attendance at events will increase due to digital

digitally.		Peach Jar	changes.	information being posted.
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**INVOLVEMENT OF PARENTS**

East 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.

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]?

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)]

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.

Response:

School events, volunteering in classrooms, monthly family engagement workshops, and conferences. We will utilize our weekly Wednesday call, the school Facebook page, PTO Facebook page, and Remind to send out schoolwide messages and reminders regarding different involvement opportunities and meetings.

## ANNUAL PARENT MEETING and COMMUNICATION

East 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.

<p>Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program <i>[ESEA Section 1116]</i>.</p>	<p>Response:</p> <p>East has an open house that allows students and their families to explore the classrooms and our Family Reading Center. We will have different tables set up as well to give information about SAC, PTO and FRC and how they can be involved.</p> <p>Our Title 1 meeting will be separate from our Open House so that we can ensure that our parents view the Title 1 Presentation in a smaller setting. This meeting will be held in several small groups, on various days, by grade level. A separate sign in sheet and agenda are provided for these meetings.</p>
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## 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:

Throughout the school year we will combine our SAC and PTO meetings together to allow for higher attendance. The Majority parents are also on our SAC committee. Our president of PTO will also have two different times for these meetings when it comes to large events we have at our school.

## BUILDING CAPACITY OF FAMILIES

East Elementary 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>Response:</p> <p>East will provide Curriculum Night, Literacy Night and Make &amp; Take Workshops throughout the year to provide family fun activities with learning built in. By providing these learning opportunities to both parents and students it will encourage more communication and collaboration at home thus creating higher academic achievement.</p> <p>The table below outlines the specific capacity-building activities and events.</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
	Curriculum Night	Teachers, Admin	Parents will learn their student Curriculum standards and expectations. This gives the parents a chance to begin with the end in mind to better help their student prepare for the next year.	First month of school.	Student achievement will increase in Reading and Math due to parents' understanding of the curriculum. Benchmark & Reveal Unit tests will show achievement.

	Family Literacy Night	AFA, Admin, Teachers	Parents will learn strategies to help their students with reading and writing at home.	Event in the Winter	Student achievement will increase in Reading due to parents' understanding of the curriculum. Benchmark tests will show achievement. Parent sign in sheets and feedback
	Make and Takes	AFA	Parents will learn different grade level activities to take home and utilize during homework or class assignments throughout different subjects.	FREC workshops will start after the Christmas break.	Student achievement will increase in Reading and Math due to parents' understanding of the curriculum. Benchmark & Reveal Unit tests will show achievement. Parent sign in sheets and feedback.

## BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

East 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> <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>Response:</p> <p>Throughout the school year East hosts many academic events that are organized and led by staff. With our teachers helping create these activities it helps parents understand what their student is learning and how they can help. In order for these events to take place the staff must come together during monthly meetings, and weekly collaborative to planning meetings to find ways to develop more family engagement. The <i>table below outlines the specific capacity-building activities and events.</i></p>				
	<p>Name and Description of Activity/Event</p>	<p>Person(s) Responsible</p>	<p>What will staff learn that will have a measurable, anticipated impact on parent and family engagement?</p>	<p>Timeline</p>	<p>Evidence of Effectiveness</p>
	<p>School events</p>	<p>Teachers, Admin, AFA</p>	<p>These events will give the teachers a chance to build healthy relationships with parents and families.</p>	<p>Throughout the school year.</p>	<p>Increased attendance at school events.</p>
<p>Monthly Staff meetings</p>	<p>Admin</p>	<p>This gives teachers and staff an opportunity to learn</p>	<p>Monthly</p>	<p>Increased attendance at school events.</p>	

			new strategies to engage families.		
	Collaborative Planning	Teachers, admin, ESE department	Staff can come together to find ways to implement new learning techniques, and work on maintaining grade level goals.	Weekly	Increased student achievement on Unit tests and FAST testing.

**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:** Weekly school wide call, Remind messages that allow families to respond to the sender, Family to family at school events, EAST and PTO social media, and flyers as well as meetings.

We will have parent conferences with our ELL Paraprofessional present if needed. This gives parents the opportunity to respond in person.

We will provide quarterly progress reports, help parents navigate and login to FOCUS, and provide them with the knowledge of monitoring their students grades FAST/STAR scores and A.R. reading progress. Parents can request meetings with teachers based on the progress reports and other data.

## 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:

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

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Language	-ELL Para Present -Translator	ELL Para, Social Worker, ESE department	Ongoing
FREC Scheduling	-Later times -Workshops during SAC and PTO meetings -A range of FRC times	-Principle, AFA	Ongoing
Additional time for ESE	Hours set aside for ESE students and Families	ESE department, PTO, Admin	Ongoing
Communication	Getting more use out of Remind, agendas, Facebook Peachjar, and PTO Facebook	Admin, Teachers, PTO	Ongoing

## 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:** The school will have a hard copy available to make copies in both the front office and the FRC. Upon completion of the East PFEP there will be a notice Sent out throughout all communication avenues such as social media, Remind, phone calls, and paper flyers providing information to both families and the community as to where the PFEP can be located and viewed.

The Compacts were sent home to parents at the beginning of the year. Teachers keep copies of the Compact in their classroom and revisit it with parents during conferences.

*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:**

<b>Name</b>	<b>Role (Staff, Parent, Community Member etc.)</b>
Diseree Goudreau	AFA
Kimberly Blondon	Admin
Starla Hindmen	Parent
Jamie Silva	Parent
Angela Sokolova	Staff