

2024-2025

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

School: Liberty Elementary

Principal: Carolyn Whaley

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.

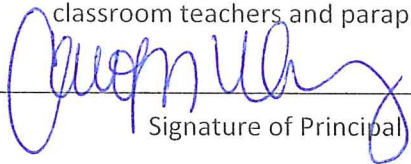
1. Assurances
 - ☐ Original Signature
 - ☐ Uploaded to Crate
2. Needs Assessment
3. Family Survey
4. Involvement of Parents
5. Annual Parent Meeting and Communication
6. Flexible Parent Meetings
7. Building Capacity of Families
8. Building Staff Capacity for Parent and Family Engagement
9. Communication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

Carolyn Whaley

Print Name

11-11-24

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
\$3310	\$2895.38	\$414.62
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>LES will monitor our title one funding and ensure we have a plan to spend all of the funding. We will meet in quarter 3 and if any additional funding is left over we will make a plan to spend it at that time.</i> <i>LES had additional remaining funds last year due to the book ordering process. We were unsure of the best way to order books and the approvals needed and didn't utilize all of our funding. We know the process for ordering this year and will ensure it is spent.</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: Student Progress

Question: I am provided with useful information to improve my child's progress.

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Teachers partnering with parents during the first quarter of school with a parent conference.	Teachers	Inform teachers about the conference expectation Remind teachers to schedule conferences Teachers schedule conferences Teachers document the conference in EDIS	Ongoing August- October	The student and family partnership during parent conferences will increase student achievement as seen in student progress monitoring scores.
During TST meetings, share practical ways parents can help with child at home with their academics, including sharing the Family Reading Center with families.	Teachers and Schnulle	Make a Flyer for FRE	Ongoing	When families are reading and working with students on academics at home students will be able to show progress on their progress monitoring assessments.

TOPIC: Family Reading Centers

Question: I am aware that there is a family reading center

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Do a phone call at the start of the school year and explain	Whaley	Phone call for the kick off Post to the faebook page	August 2024	Monitor the sign in sheets at the FRE

the purpose of family reading center and encourage families to participate.		Monitor attendance at the FRE		
Continue to share information about the family reading center on the Facebook page and share information on school messenger.	Whaley	Post to the Facebook page when there are events at the FRE Do phone calls from school messenger when we have upcoming events at FRE	Ongoing	Monitor the sign in sheets at the FRE. Monitor the fast scores for students who attend the FRE.

TOPIC:

Question:

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

INVOLVEMENT OF PARENTS

Liberty 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:

Monthly PTO and SAC meetings in person and virtual, PFEP committee including parents and staff, Sign-in sheets are available for Parent Involvement events.

ANNUAL PARENT MEETING and COMMUNICATION

Liberty 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:

School administrators will post the information about our Title 1 Annual Meeting on our Liberty Patriot STAR Facebook page and send the information out in a phone call and email using our School Messenger System. We will also send the information out to the families on our Remind app when the teachers set up their classes. During the Title 1 Annual Meeting we will have the Title 1 presentation available to all families. Teachers will share the presentation on their smartboard and have copies printed out for any families who miss the presentation or want an additional copy. Lastly, we will also distribute the Title 1 compact so families know how to help students at home and each member of the school family knows their roles and responsibilities. The parent compact document will be reviewed throughout the school year at parent conferences.

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:

Parent meetings will be held in person during the school year in order to provide parents with the method most convenient for them and their families. When childcare prevents a family from attending a meeting, we will offer to provide an activity for the student/siblings to ensure the parent can participate. We will continue to have meetings at different times and ask for input from families to see what time is most convenient.

BUILDING CAPACITY OF FAMILIES

Liberty 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?

[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 parents learn that will have a measurable, anticipated impact on student achievement	Timeline	Evidence of Effectiveness
SAC and PTO Meeting	Whaley/Hern don	Parents will learn about the school mission and goals. Parents will learn about the things being enacted and ways to help their student at home.	Ongoing	PTO/SAC Meeting Sign Ins Increase in parent involvement and parent engagement
Title 1 Annual Meeting	Whaley/Hern don	Increase parent support from the beginning of the school year. At this meeting parents will learn from the teacher about the grade level expectations. Families will also meet the teacher to build a relationship	August	Sign In Sheets Increase in parent communication including remind communication, increase in parent teacher relationships that result in increased student achievement.
Family Reading Center	McGill	The Family Center allows families to build classroom libraries at home to close the achievement gap and provide students with on level books.	Ongoing	Sign in Sheets Increase in reading achievement on FAST assessments
Fall and Spring Book Fairs	McGill/Media	The book fairs will allow the students to get books for their home libraries. In addition, take home activities will be	November, March	Sign in Sheets

			provided to families during these book fairs. Each team will determine key academic skills to reinforce at each book fair.		Increase in reading achievement on FAST assessments
	Christmas Board Game Night	McGill/Whaley	Partnering with a local church will allow families to have the opportunity to pick a game to play at home. This will reinforce the home school connection and build relationships with families	December	Sign in Sheets Increase in sportsmanship and increase in reading and math achievement on FAST assessments
	Patriot Picnic	Whaley/Hill	The patriot picnic allows families to come into the school and spend time with their students during lunch. Families will spend time together reading and talking about their child's academics. Families will learn how to ask their students questions to ensure they are comprehending the story.	March	Sign in Sheets Increase in reading achievement on FAST assessments
	Binglow Night	McGill/Hill	The binglow night is a time for families to get together to play bingo. We incorporated math into this night.	October	Sign in Sheets Increase in math achievement on FAST assessments.
	New Worlds Reading Event	McGill/Hill	We are partnering with the New World's Reading team to offer a reading night in January. This allows our students the opportunity to sign up for the New World's Reading initiative and get a free book to bring home. Parents will learn how to engage their child in reading tasks at home.	January	Sign in Sheets Increase in reading achievement on FAST assessments

BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

Liberty Elementary 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
Back to School PD Event	Whaley/Herndon	Staff will be reminded of best practices in sharing information with families.	August 2024	Parent conference records in EDIS. They will show an increase in relationship building between staff and families.
Friday Fill In	Whaley/Herndon	Admin will share best practices for communicating with families in the weekly announcements	Ongoing	Friday Fill in Notes. They will show an increase in relationship building between staff and families.
Early Release PD	Schnulle/Hazeltine	The staff will learn best practices in dealing with students with unique needs.	September	Sign in Sheets/PD survey. Increase in incentives from PBIS as a result of increase positive behavior.



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:

LES will use School Messenger, SAC meetings, Facebook, parent conferences, flyers- Peachjar, and Remind texts as ways to effectively communicate with families. When possible, we will communicate in multiple languages, we will utilize our guidance counselor to translate to families. For families we don't have a translator for we will utilize the phone service or an app. On our Facebook page we will ask for input from families on family involvement events and activities. This will be in the form of comments or messages to the page. In addition, we will ask for input from families during our SAC and PTO meetings. Lastly, we will have families complete surveys at the end of family events so we can determine the effectiveness of the event and get input.

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:

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

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Space	Separating the events into multiple days	Whaley/McGill	On going
Languages	Translate the flyers when possible	McGill	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:

Liberty Elementary disseminates parent compacts to each students and family during our Title One Annual Open House. This information is given to parents during this family event so teachers can review this very important information. In addition, we create the Parent Compact form with input from our grade level instructional leaders. Each team determined two or three items that are critical components of their grade level curriculum that parents can assist with at home. Then we review this at an end of the year SAC meeting so we are ready to utilize it with families at the beginning of the next year. We also review at this at our Title One meeting with parents and stakeholders in attendance. Lastly, in addition to our families signing the parent compacts at the beginning of the school year, teachers review the parent compacts when they have conferences with families. This sets the tone for the conference so families remember the roles everyone agreed to at the start of the school year!

At the beginning of the school year we discuss the PFEP with parents at our PTO and SAC meeting and post for input on the Facebook page. We take input from families in creating this plan. We also invite stakeholders to the meeting where we create the plan. Once the plan is created we will share it with families on our Facebook page, share events in our school newsletter and talk with families about the plan at our SAC and PTO meetings. A copy of the PFEP will also be available in the Family Resource Center as well as at the front office in the Title I binder.

PFEP & Parent/School Compact Beginning YEAR REVIEW

DATE: September 24, 2024

ATTENDEES & ROLES

Robyn McQueen, Katina Hill – teachers

Shaina Yates - parent

Carrie Whaley – admin

Jennifer McGill - AFA

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

- Binglow
- Family Game Night with Santa
- STEAM night
- Book fairs with parent workshops
- FRE Make & Take

2. Challenges

- Space for families at events
- Parking
- Timing of events for teachers, ex LEAP, family commitments etc.

2. THOUGHTS FOR 2024-2025 PFEP

- T- Grade level event for families, but hard to get teachers to commit after work hours
- T – Would like to host Kinder night with stations for parents to learn new skill to help child – checking to see how many K teachers would be willing to help
- P – Families loved Binglow, Game Night, Book fairs, STEAM night – continue these events for this year
- T – parking issues and space- how to resolve?
- A - requesting more grassy areas to be paved, don't even have enough parking for staff
- T – will split some events by last name to see if that helps with space and parking
- P – Host a Spring Binglow night due to popularity?
- T – Turkey trot- rethink running route
- A – Continue to invite families through various communication channels such as Facebook, remind, phone calls, peach jar and flyers
- T – Math and Movement – would like to host event, looking for mats
- P – Remake learning days – what events? STEAM night, math and movement? Mom's morning? Will discuss at next meeting
- A – A lady from New Worlds Reading will come and host an entire 2-hour family night for us. Checking on date

- T – January is normally a slow month, so let's host New Worlds night at the end of the month.
- T – FRE mornings with guests and activities have been successful and families enjoy them. Parking is the issue
- T – FRE flyers for meetings/conferences on campus to introduce/promote FRE to families

COMPACT NOTES

3. UPDATES – no updates needed at this time

NEW IDEAS

See notes

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.)
Carolyn Whaley	Principal
Jennifer McGill	AFA
Katina Hill	Staff
Robyn McQueen	Staff
Jamie Hazeltine	Community Member
Shaina Yates	Parent
Jessica Hotchkiss	Parent/Community Member