

2023-2024

School Improvement &

Parent and Family

Engagement Plan

School:

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, [enter name of Principal/School Administrator], 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

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)*

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$171,000.00	\$172,360.05	\$ -1,360.05
<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>		

FAMILY SURVEY

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

TOPIC:

Question:

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Flight to Success Night	Classroom Teachers, CORE Team, Administration	Make and take activities for parents to use with their children at home to help improve literacy.	September	Sign in sheets, Attendance, Surveys

TOPIC:

Question:

ACTIONS and ACTIVITIES	Person(s) Responsible	Tasks to be completed?	Timeline	Evidence of Effectiveness
Academic Activities available to parents in the Family Resource Center	AFA Para, Reading Coach	Activities provided during family events will be available in the Family Center for families who were unable to attend the event.	23-24 SY	Attendance

TOPIC:

Question:

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

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>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, developed under Section 1112, is not satisfactory to the parents and family of</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>Response: 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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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

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.

<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>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.</p>
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FLEXIBLE PARENT MEETINGS

<p>How will the school offer a flexible number of meetings, such as meeting in the morning or evening?</p>	<p>Response:</p> <p><i>SAC/PTO vote on all events/activities and the preferred meeting times. Parent meetings are offered at various times throughout the day per parent request. PTO/SAC meetings alternate between morning/afternoon/evening times. School events are both during the day and in the evening. Individual parent conferences are offered twice a year during the first and second semesters. Parents schedule these meeting times with their child's teacher.</i></p>
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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]?	
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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.

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.

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
PTO and SAC Meetings	Bachnik/Konrardy	Building capacity for Family Support and progress monitoring school goals to increase student achievement.	August-May	Attendance via google link
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	Sign in Sheet
Heron of the Month	Konrardy	Student leadership, Growth Mindset	Monthly	Participation
Reading Night	Trullinger	Building capacity for Family Support and progress monitoring school goals to increase student achievement.	December	Sign in Sheet

	STEAM Night	Rodriguez	Building capacity for Family Support and progress monitoring school goals to increase student achievement.	February	Sign in Sheet
	Field Days	Jordan	Building capacity for Family Support and progress monitoring school goals to increase student achievement.	April	participation
	PBIS	PBIS Team	Building capacity for Family Support and progress monitoring school goals to increase student achievement.	Aug-May	Live School Points
	Flight to Success	Teachers, Lead Teacher, Reading Coach, Administration	Family support to increase student achievement. Parents becoming an intricate part of the school culture which will increase student achievement.	Fall	Sign in Sheet
	Parent conferences	Grade Level Teams	Family support to increase student achievement. Parents becoming an intricate part of the school culture which will increase student achievement.	23-24SY	Parent conference forms

	Heron Hoopla	Dickerson & PTO	Building capacity for Family Support and progress monitoring school goals to increase student achievement.	April	Participation	
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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.

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 the staff learn that will have a measurable, anticipated impact on parent and family engagement?	Timeline	Evidence of Effectiveness
Back to School training trauma, mental health, positive behavior	Guidance and School Psychologist	Relationship Building	August 2023	Attendance to parent/family events and parent conference forms

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:

Parent conferences twice per year, once during the first quarter the second by the end of the third quarter. Translators will be provided.

- Live, virtual events
- Parent conferences twice daily throughout the year (November/March)
- In person events
- Open communication via social media/email etc.

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
Time	Adjusted event times	VES Staff/PFEP Team	23-24
Illness	Changed events outdoors	VES Staff/PFEP Team	23-24
Language	Parent Ambassadors	Konrardy	23-24

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

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

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

Event:		Meeting Date:	
School:		Place/Room:	

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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