

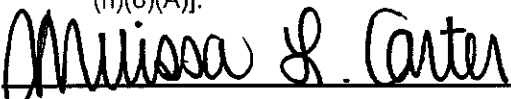
CENTRAL ELEMENTARY SCHOOL

Parent and Family Engagement Plan (PFEP) 2018-2019

I, Melissa Carter, do hereby certify that all facts, figures, and representations made in this application 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 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.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, 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 parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the schools parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent 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 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].



Signature of Principal or Designee



Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Our mission is to continuously improve upon high academic excellence, by encouraging all parents to participate as informed partners and inspiring each student to reach their potential in a safe learning environment.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

Explanation of the purpose of the parental involvement program;

Description of what will be done; and
Description of the beliefs or value of the LEA.

Review Status: Adequate

Review Comments:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: At the beginning of each year we have an informational meeting for parents at each grade level. During this meeting teachers and administration explain that we are a Title I school, we give a description of what Title I means, parents' rights, and how this benefits our students, as well as budget information. At this time we also invite parents to be part of our PTO and our School Improvement Committee, both of which helps make decisions on goals for school improvement, parental involvement plans and activities, and on how we use our funds. Parents are notified by notes home, school website, social media (Facebook), school marquee, and Connect-Ed (school call out system) of meeting times and dates, in order to give them as many opportunities as possible to attend parental involvement activities hosted by Central. We encourage parental feedback through evaluation input and this information is summarized for use during SAC meetings and other parental committees.

Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Review Status: Adequate

Review Comments:

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Parent Involvement Policy	Parents meet to discuss data in order to review and update the policy on a yearly basis.
2	Grade Group Meetings	At the beginning of each year parents are invited to attend a grade level meeting that explains the curriculum to the parents, the expectations of the teachers, and student assessments.
3	Parent/Teacher	Conferences are scheduled in the middle of each grading period (after progress

	Conferences	reports) so that the teacher can meet with the parents one on one to review their child's grades and discipline in class. These meetings provide a forum for discussing ways parents can help at home. Parents become active participants in the learning process.
4	Daily Planners & AVID Binders	Students are required to write down their daily assignments. This planner and binder also serves as a means of communication between the parents and the teacher. This will assist in keeping students organized and parents informed on what academics are being taught in class and also upcoming family events.
5	School Advisory Council	All parents are invited to be part of this meeting. The committee is comprised of parents, teachers, administration, as well as community members. This committee reviews school data and assists in making decisions about school improvement.
6	Parent Liaison	This is an excellent program that provides parents with several different needs. The liaison helps with communication to parents, attends meetings to translate, and provides any type of support needed by students, or parents.
7	School Compacts	Parents help review and update the compact each year. The compact is then sent home with all students to help explain the expectations of everyone involved (parents, students, administration, and teachers).
8	Phone Call Out System	This system is designed to allow all parents the opportunity to hear upcoming school events in either English or Spanish.
9	Letters Home to Parents	All letters that are sent home are written in English and Spanish to help with the communication between the parents and the school.
10	Family Fun Nights	There are at least two family fun nights planned for each year. This involves literacy and STEM which promotes the family and the school working together.
11	VPK	Central houses a voluntary summer program available to all students who will be attending Kindergarten in the fall. Central also maintains 3 VPK classrooms throughout the school year funded by Title 1, part A and C and VPK funds. This reduces the barrier and makes the transition into Kindergarten smoother. VPK parent meetings take place each quarter to assist parents with best practices for academic practice at home.
12	Migrant extended day/year	This program continues to help migrant students with improving their academics after school, the transition to English over the summer as well as maintain skills learned in the school year and to expand on those through STEM activities.
13	School Volunteer Program	Parents are encouraged to volunteer in different areas throughout the school and for various school events.
14	State Assessment Information	Parents will be given printed reports explaining their child's performance on state testing.
15	Kindergarten Visitation	Local preschools and parents will be invited to attend the elementary school of their choice and visit classrooms to become familiarized with their potential kindergarten school site.
16	Social Media (Facebook Page)	This social media sight will be used to provide parents with an additional venue to communicate with the school, after school hours, and keeps parents updated on school happenings and current events at the school.

Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status: Adequate

Review Comments:

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	School Improvement/Title 1 overview Meeting	administration	August, 2018	Parents are given copies of agenda, and minutes
2	Open House	administration	August, 2018	Greeted parents when they came into school. Answered any and all questions that they might have.
3	5th grade Parent Meeting	5th grade lead teacher	August, 2018	Explanation of programs, question and answer session
4	4th Grade Parent Meeting	4th grade lead teacher	August, 2018	Explanation of programs, and a question and answer session
5	3rd Grade Parent Meeting	3rd grade lead teacher	August, 2018	Explanation of programs, question and answer session
6	2nd Grade Parent Meeting	2nd grade lead teacher	August, 2018	Explanation of programs, question and answer session
7	1st Grade Parent Meeting	1st grade lead teacher	August, 2018	Explanation of programs, question and answer session
8	Kindergarten Parent Meeting	kindergarten lead teacher	August, 2018	Explanation of programs, question and answer session
9	Pre-K Parent Meeting	Pre-K lead teacher	August, 2018	Explanation of programs, question and answer session

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: We have an open door policy at Central Elementary where parents are welcome and encouraged to come throughout the day to meet with administration. Teachers are able to meet with parents during their planning time, after school, or a designated time agreed upon by both parties.

All School Improvement Meetings are conducted in the evening hours after 5:30 so that more parents can be involved. This year we will holding two Title 1 parent information nights. For example Pre-K, Kindergarten, First, and Second grade will all meet on Tuesday night and Third, Fourth, and Fifth grade will meet on Thursday night. Each grade group will meet for 30 minutes, so our parents with multiple students in different grade levels can rotate from grade to grade to be properly informed. Translators

travel from meeting to meeting in order to provide assistance for parents. We will also be hosting a "Kids Care Corner" with popcorn and a movie for kids to attend while parents attend meetings.

The Parent/Teacher Conference times vary in order to accommodate the parents. Parents may also request a conference time other than the designated progress report conferences.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status: Adequate

Review Comments:

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Student Planners & AVID Binders	Classroom Teachers	Student will record daily HW assignments in their Student Planners and keep classwork and notes organized in their AVID Binders.	Ongoing	Completed HW assignments and increased organizational skills
2	Phone Call Outs	Keri Alford	Parent will be aware of current events and will be informed if there child is absent.	Ongoing	Parent attendance and parent response
3	Parent/Teacher Conferences	Meredith Kane	Cooperation between the teacher and parents	Ongoing	Continued academic achievement
4	Open House	Melissa Carter	Communication between teacher and parents	August	Completion of student information and attendance
5	Kindergarten Grade level Meeting	Monica Crawford	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
6	1st Grade Level Meetings	Maranda Berner	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
7	2nd Grade Parent Meeting	Eileen Pearson	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
8	3rd Grade Parent	Brooke Barnes	Parent Awareness of	August	Student

	Meeting		curriculum, expectations, and how to help your child be successful		achievement
9	4th Grade Parent Meeting	Alexis Price	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
10	5th Grade Parent Meeting	Lindsay Paige	Parent Awareness of curriculum, expectations, and how to help your child be successful	August	Student achievement
11	Pre-K meetings	Tamara Parrish	Build rapport with parents and assist with how to impact student achievement from the start of school life.	August	Student achievement
12	Take Your Dad to School Day	Keri Alford	Build the capacity of fathers involved in their child's education	September	Positive male role model involvement
13	Chili Bingo	Melissa Carter and Maranda Berner	Build the rapport with all stakeholders to increase student rapport	October	All stakeholders attendance and response
14	Veteran's Day Program	Michaela Slamka	Build confidence in students by showcasing their talents	November	Community attendance and response
15	Talent Show	Micheala Slamka, Alicia Bradberry, & Carley Berner	Build confidence in students by showcasing their talents	November	Family attendance and response
16	Christmas Program	Michaela Slamka	Build confidence in students by showcasing their talents	December	Family attendance and response
17	Literacy Night	Barbara Morrell	Build students reading ability by providing parents with ways to work on reading at home with their child	January	Parent and student involvement and feedback
18	STEM Night	Keri Alford	Build students science ability by providing students and parents with engaging science activities	April	Parent and student involvement and feedback
19	Mother's Day Luncheon	Monica Crawford	Build the capacity of fathers involved in their child's education	May	Positive female role model involvement
20	College Day	Kylie Stone	Build the students awareness and knowledge of college expectations and opportunities	May	Student involvement, activities, and feedback

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: The states academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and

- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status: Adequate

Review Comments:

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	AVID	Kylie Stone	Show teachers how the AVID program works and how it will impact student's achievement.	August-May	Evaluations & Student Outcome
2	Engage & EL Curriculum	District Administration	This is our countywide adopted reading resource. Teachers will be trained on how to use this program within their whole group and small group lessons. Parents will be sent home information on how they can also assist their child in reading at home.	August - May	Student outcomes
3	I-Ready	District Administration	This is a program where research has shown its effectiveness. Teachers will be trained on how to explain this program and its reports to parents. Parents will be given information on how to use this at home.	August - May	Student outcomes
4	Google Training	District Administration	Show teachers how to use components of Google; Google Docs, Google Sheets, Google Classroom, etc.	August-May	Evaluations

Review Rubric:

Content and type of activity including the following: Value following:

- Valuing of parental involvement,
- Communicating and working with parents,
- Implementation and coordination of parental involvement program,
- Building ties between home and school,; and
- Cultural sensitivity;

Identification of person(s) responsible;

Correlation to student academic achievement;

Reasonable and realistic timelines; and

Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: The regular classroom teachers meet with parents throughout the year to look at the data of their child and to make suggestions on how they can help their child at home. Academic on-line resources, sites, and Aps, that can be used at home to reinforce their learning, will be sent home, posted on the school website, and on the school Facebook page.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: -Parents are informed about the Title I programs during grade level parent meetings, PTO, and SAC meetings.

-A detailed description is given to parents explaining the Title I programs provided to their students.

-Parent/ Teacher meetings occur throughout the year to provide parents the opportunity to participate in a question and answer session related to decisions in their child's education.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and

- Description of how the school will monitor that the information was provided.

Review Status: Adequate

Review Comments:

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: All written communication to parents will be in both English and Spanish. The Home School Liaison will translate all flyers, meeting notices, newsletters, and school plans that are sent home.

Translators will be provided to all parents who request it during meetings, phone calls, or any other needed communication.

Transportation will be provided for migrant families through the federal programs office. Advocates are also available to provide assistance when necessary.

Home-school Liaison will be available to assist with parent concerns.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parents native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status: Adequate

Review Comments:

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of	Parental Meetings	Melissa Carter	Increased parental involvement.	August-May

	times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];				
2	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	PTO	Monica Crawford	Parent, teacher communication & Involvement	August-May
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Extra-Curricular Events	Melissa Carter	Involve positive role models from within the community to show students and parents their support.	August-May

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status: Adequate

Review Comments:

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.
[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

Review Comments:

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how

parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Review Rubric:

School-Parent Compact must include the following components:

- Description of the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the States student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status: Adequate

Review Comments:

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

[Uploaded Document](#)

Review Rubric:

Review Status: Adequate

Review Comments:

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Use of Student Planners	700	615	Student will complete daily assignments, and assessment scores.
2	Outreach Call Outs	86	652	Parent will be aware of current parental involvement events as well as parent conferences in order to impact student achievement.
3	Open House	1	487	Builds rapport between teacher/student/parent in order to foster student achievement
4	Title I and Grade Level Meeting	1	113	Inform parents of Title I overview and funding - allows for parent input on how these could impact achievement
5	Parent Teacher Conferences	4	189	Inform parents of student achievement in order to impact future achievement
6	Take Your Dad to School Day	1	187	To promote fathers involvement in their child's education.
7	Mother's Day Luncheon	1	176	To show appreciation to our student's mother's for all that they do for their child's education.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	MTSS Training	1	37	Use of MTSS ensures individual needs are met in order to have high student achievement
2	Marzano	4	37	Discussing how the Marzano Evaluation works, teacher growth plans, and how it effects teacher evaluations
3	Curriculum Mapping	1	6	County wide discussion and ELA curriculum mapping

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation (economically disadvantaged)	Community outreach presentations
2	Time of Meetings	Hold meetings later to provide a more feasible time for working parents to attend.
3	Language (Hispanic)	Translators at meetings and all documents translated into Spanish and English.

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status: Adequate

Review Comments:

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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Review Rubric:

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

Review Status: Adequate

Review Comments:

CENTRAL ELEMENTARY SCHOOL



PARENT SURVEY 2017 - 2018



	Absolutely!	Yes	No	Absolutely Not
1. My child enjoys coming to school and comes almost every day.	95	101	6	1
2. Central Elementary School is neat and clean.	88	115	1	1
3. My child feels safe at CES.	95	106	4	
4. My child is treated fairly by the faculty and staff at CES.	101	97	5	3
5. My child is taught what behavior is expected of him/her in school and at all school activities.	101	101	2	1
6. People at CES respect my child as a person and are willing to help if he/she has a problem.	98	101	6	1
7. The school discipline procedures are enforced fairly.	98	102	3	3
8. Somebody encourages my child when he/she does something well.	109	91	4	1
9. My child's teachers use a variety of interesting teaching materials and methods (videos, overhead, hands-on materials, computer instruction, etc.)	114	87	5	
10. My child's teacher keeps me informed of his/her progress in a timely manner.	107	89	7	2
11. My child's teacher challenges him/her to do their very best.	112	84	5	2
12. The amount of work my child is given is reasonable.	104	98	1	2
13. The CES dress code is appropriate and enforced fairly.	101	98	3	5

The one thing I like best about CES is:

One thing I would like to see improved at CES is:

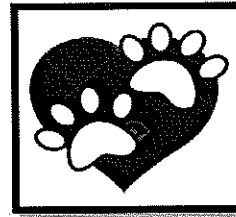
If you marked "No" or "Absolutely Not", please explain how we could improve in this area:

****SURVEYS ARE DUE: THURSDAY, APRIL 19TH****

CENTRAL ELEMENTARY SCHOOL



PARENT SURVEY 2017 - 2018



	Absolutely!	Yes	No	Absolutely Not
1. My child enjoys coming to school and comes almost every day.				
2. Central Elementary School is neat and clean.				
3. My child feels safe at CES.				
4. My child is treated fairly by the faculty and staff at CES.				
5. My child is taught what behavior is expected of him/her in school and at all school activities.				
6. People at CES respect my child as a person and are willing to help if he/she has a problem.				
7. The school discipline procedures are enforced fairly.				
8. Somebody encourages my child when he/she does something well.				
9. My child's teachers use a variety of interesting teaching materials and methods (videos, overhead, hands-on materials, computer instruction, etc.)				
10. My child's teacher keeps me informed of his/her progress in a timely manner.				
11. My child's teacher challenges him/her to do their very best.				
12. The amount of work my child is given is reasonable.				
13. The CES dress code is appropriate and enforced fairly.				

The one thing I like best about CES is:

One thing I would like to see improved at CES is:

If you marked "No" or "Absolutely Not", please explain how we could improve in this area:

****SURVEYS ARE DUE: THURSDAY, APRIL 19TH****

CENTRAL ELEMENTARY SCHOOL



ENCUESTA DE PADRES 2017 - 2018



	Absolutamente!	Si	No	Absolutamente No
1. Mi hijo(a) le gusta venir a la escuela y asiste todos los días				
2. Central Elementary School es aseada y limpia.				
3. Mi hijo(a) se siento seguro(a) en CES.				
4. La Facultad y el Personal Docente en CES tratan justamente a mi hijo(a).				
5. Le enseñan a mi hijo(a) como debe de comportarse en las actividades escolares				
6. El Personal de CES respetan a mi hijo(a) como persona y estan dispuestos para ayudar si el/ella tiene algun problema				
7. Los procedimientos de diciplina son impuestas a la obediencia justamente.				
8. Alguien anima a mi hijo(a) cuando hace algo bueno				
9. La maestro(a) de mi hijo(a) usan una variedad de materiales didacticos y metodos interesantes como (videos, proyectores, instruccion de computadoras, etc.)				
10. La maestro(a) de mi hijo(a) me informan regularmente de sus progresos.				
11. La maestro(a) incentivan a mi hijo(a) para que hagan lo mejor en sus clases.				
12. La cantidad de tarea que le dan a mi hijo(a) es razonable.				
13. ElCodigo de Vestimenta es apropiado y es impuesta al cumplimiento justamente.				
14. Creo que Pinnacle es beneficioso para ver los grados y mentenerme actualizado con las calificaciones de mi hijo(a).				

Una de las cosas que me gusta de CES es:

Una cosa que me gustaria ver mejorada en CES es:

Si marco "No" o "Absolutamente No", explique de que manera podriamos mejorar en esa area:

****Este cuestionario tiene que ser entregado a la escuela:
JUEVES, APRIL 19 ****

2017-2018 PARENT SURVEY RESULTS

The one thing I like about CES is:

- All the different events to get parents involved (****)
- Positive climate
- Not much
- Teachers/Staff (*****)
- Everything (*****)
- Events held at the school (*)
- It's an excellent school
- Family environment (***)
- My child is learning (**)
- Respect of the Staff
- CES is very inviting and I know the staff looks out for my child (*)
- The students are encouraged to do their best (*****)
- Parent Drop Off/Pick Up
- Respectable teachers (*)
- Every time I need something from the teachers/staff they respond immediately
- Accommodates my child's medical needs
- It's small and the teachers genuinely care
- It's a safe place
- Cameras/Safety of the students (*)
- Good education (***)
- Snack Shack
- The school is well maintained
- Turkey Trot
- Safety
- The way things are done
- No short shorts
- Teachers always keeping parents updated (**)
- Mrs. Berner/Mrs. Barnes/Mrs. Roa/Mrs. Parrish/Mrs. Luna
- All students are treated equal
- Very friendly and well mannered (*)
- BEST SCHOOL
- The discipline
- Communication (*)
- Social Media
- Cleanliness (*)

2017-2018 PARENT SURVEY RESULTS

The one thing I would like to see improved at CES is:

- Stricter dress code (*)
- Longer recess time (*)
- How teachers and staff respond to problems with the kids (*)
- More Security (*****)
- Nothing (***)
- Security at all times (**)
- No uniform (**)
- Enforce the Dress Code (***)
- Teachers communicating with parents and treating them equally
- Make the school bigger without portables
- Lunches (*****)
- Security – someone receiving guests at the front door
- Before care
- No denim
- Building updates; temperature regulation in classrooms
- Busses need Central A/C (*)
- Bigger cafeteria
- More Teachers
- Less Days off
- Cafeteria Staff should be nicer
- School Drills
- Teachers should communicate more (*)

Central Elementary School

2018-2019 School Compact

A Compact is an agreement between two or more parties, especially for the performance of higher learning. These agreements are voluntary, non-binding commitments made by individuals to themselves. Our hope is that all parties follow through on these commitments so that Central Elementary continues to provide a positive, safe and quality learning environment.

Please use the blank line to add your own personal commitment.

As A Principal I agree to....

- Ensure a safe and caring learning environment.
- Work to maintain a qualified staff.
- Be consistent with all parties working for or with the school.
- Encourage and continue a high quality education for all students.
- Follow Central's Positive Behavior System.

Principal Signature _____ Date _____

As A Teacher I agree to.....

- Ensure all children make learning gains during the school year.
- Provide and foster a safe and caring learning environment for students to be able to make learning gains.
- Work with parents to inform and communicate your children's abilities and levels.
- Follow the Positive Behavior System.

Teacher Signature _____ Date _____

As A Parent I agree to.....

- Make sure that my child is rested and at school on time unless sick.
- Make sure my child completes his homework for the next day.
- Communicate with my child's teacher at least once every nine weeks.
- Encourage my child's academic performance; and help my child read at home.
- Follow the school's Positive Behavior System.

Parent Signature _____ Date _____

As A Student I agree to

- Be at school on time every day unless sick.
- Be on my best behavior at all times.
- Do my very best on assessments, classwork and homework.
- Follow the school's Positive Behavior System.

Student Signature _____ Date _____

Central Elementary School

Escolar 2018-2019 Pacto

Un pacto es un arreglo entre dos o más personas, con el motivo de realizar una educación superior. Estos pactos son compromisos voluntarios y están hecho por cada persona para el beneficio de cada persona. Nuestra esperanza es que todas las personas sigan a través de estos pactos para que la Escuela Central pueda seguir proporcionando un ambiente de aprendizaje positivo, seguro y de calidad.

Por favor, use la línea en blanco para agregar su pacto personal.

Como Directora, mi pacto será....

- Proveer un lugar seguro, y proporcionar un ambiente educativo para todos los estudiantes de la Escuela Central.
- Hacer el esfuerzo de emplear personas profesionales.
- Ser consistente con todos los grupos que trabajan para o con la Escuela.
- Formar y seguir una educación apropiada para todos los estudiantes.
- Seguir el sistema de comportamiento positivo de la Escuela Central.

Firma del Director _____ Fecha _____

Como Maestro/a, mi pacto será....

- Asegurar que todo los niños hagan avances académicos durante el año escolar.
- Comunicarme con los padres acerca de las habilidades, y niveles académicas de los estudiantes.
- Mantener el colegio como un lugar de seguridad y dedicado a una educación de calidad.
- Seguir el sistema de comportamiento positivo de la Escuela.

Firma de Maestro _____ Fecha _____

Como Padre mi pacto será....

- Asegurarme que mi hijo/a llegue al colegio a tiempo a menos que esté enfermo/a.
- Asegurarme que mi hijo/a complete sus tareas para el próximo día.
- Tratar de comunicarme con el profesor regularmente.
- Animar el rendimiento académico de mi hijo/a, tratar de leer con ellos, escucharles cuando lean sus libros diariamente.
- Seguir el sistema de comportamiento positivo de la Escuela.

Firma de Padre _____ Fecha _____

Como Estudiante mi pacto será....

- Llegar a la escuela todos los días a tiempo a menos que esté enfermo.
- Tener un buen comportamiento con todos en la Escuela.
- Hacer lo mejor en las evaluaciones, en el trabajo escolar diario y las tarea.
- Seguir el sistema de comportamiento positivo de la Escuela.

Firma de Estudiante _____ Fecha _____

Central Elementary School
SAC Meeting Minutes
April 10, 2018

1. Sign-In/Meeting Call to Order

- Mrs. Kirstein called the meeting to order at 5:35 p.m. Mrs. Kirstein thanked everyone for coming.

2. Welcome and Introductions

- Mrs. Carter welcomed everyone for coming.

3. Approval of Last Meeting's Minutes

- Mrs. Kirstein read aloud the minutes from the last SAC meeting on February 6, 2018. A motion to approve the minutes was made by Monica Crawford and seconded by Claudia Sandoval.

4. New Business

a. Budget

- The SAC budget for 2017-2018 is \$3,941. SAC always pays for the student planners, the planners have been purchased for \$1,680.20, which leaves a remaining balance of \$2,260.80. The remainder of the money was used to purchase 45 clocks for classrooms, 600 earbuds for grades 3-5 and 7 printers.
- Mrs. Carter stated that SAC was given an additional \$1300 from teacher's debit card balance from 2016-2017.

She asked that a vote be conducted on spending the remaining balance. Mrs. Carter presented the following:

1. Black Frames to place around the school with photos of students- \$59 for 4
2. Photos of the students to use in the black frames-the cost will vary
3. CES paws for the fence in front of the school-2 paws are \$300 to \$400
4. Signs for the students that make 5's on the FSA-\$400 for 40
5. Wall Decals-\$35 for 3 paws
6. Refrigerators for the Teacher's planning area
7. Garbage Cans for the outdoor recess areas

A vote was conducted and the following were chosen to be purchased with the remaining balance:

1. Black Frames
2. Photos for the Black Frames
3. CES paws for the fence

-Mrs. Carter stated that if the Garbage Cans are too expensive this year, they can be ordered for the school year 2018-2019.

-Mrs. Carter spoke in depth in regards to the AVID Program that will be utilize at CES the following school year 2018-2019. The biggest goal of the AVID Program is to promote student organization and to provide educational opportunities through virtual learning experiences. Mrs. Carter stated that several teachers will be attending an AVID workshop in Avon Park on May 10th to learn how to implement the program.

-Mrs. Carter stated that the Front Office will have a much needed remodeled over the summer. The office will be temporarily relocated to the Music Room.

Mrs. Carter presented the school surveys for Parents, Students, Teachers no changes were made to the surveys. Monica Crawford made a motion to approve the survey and Claudia Sandoval seconded the motion.

Mrs. Carter presented the 2018-2019 School Compact, no changes were made to the compact. Monica Crawford made a motion to approve the school compact and Keri Alford seconded the motion.

5. Calendar of Upcoming Events

April 10th & 11th – 3rd Grade ELA FSA Testing
April 12th – VPK Registration 5-7 PM
April 13th – Crew Mate of the Month
April 14th – 3rd Grade Math Boot Camp
April 17th & 18th – 4th & 5th Grade ELA FSA Testing
April 19th & 20th – 3rd Grade MATH FSA Testing
April 19th – VPK Registration 5:00/7:00
April 21st – 4th & 5th Grade Math Boot Camp
April 24th - Progress Reports/Final Retention Letters
April 24th – 25th – 4th & 5th Grade MATH FSA Testing
April 26th – 3rd Grade FFA Fieldtrip, VPK DollyHand Field Trip, VPK Registration 5-7 PM
April 27th – Kindergarten Fieldtrip – Gatorama
April 28th – 5th Grade Science Boot Camp
April 30th – May 4th – BOOK FAIR
May 1st – 5th Grade SCIENCE FCAT, 2nd Grade Fieldtrip – LEGOLAND
May 2nd – 5th Grade SCIENCE FCAT
May 3rd – VPK Registration 5-7 PM
May 4th – FSA Dance @1:00, 5th Grade Cookout
May 7th – CES Speech Contest at 9AM
May 7th – 11th – TEACHER APPRECIATION WEEK
May 8th – VPK Graduation Pictures, 1st Grade Fieldtrip, 3rd Grade – SEA WORLD
May 9th – 12th – Safety Patrol Washington DC Trip
May 10th - VPK Registration 5-7 PM
May 14th – 5th graders go to CMS Visitation
May 16th – 5th Grade Fieldtrip – ISLANDS OF ADVENTurE, Pre-K/Kdg. Visitation
May 17th – CHS Graduate Walkthrough, WATERDAY for 3rd-5th Grades
May 18th – WATERDAY for Pre-K – 2nd Grades
May 21st – 4th Grade Museum Fieldtrip
May 22nd – 4th Grade Museum Fieldtrip, VPK Graduation – 9AM
May 23rd – 4th Grade Fieldtrip – RAPIDS

May 24th – Kindergarten Graduation at 9AM

May 25th – 5th Grade Celebration at 9AM

May 28th – NO SCHOOL

May 29th – End of the Year Rally at 9AM

May 30th – Last Day for Students, Battle of the Bands at 9AM

6. Questions/Concerns

No questions or concerns

7. Closing/Adjournment

- Mrs. Carter thanked everyone again for attending.
- Monica Crawford made a motion to adjourn the meeting and Keri Alford seconded the motion.
- The meeting was adjourned at 6:07 p.m.