

Cracker Trail Elementary Parent and Family Engagement Plan (PFEP) 2019-2020

I, Rick Kogelschatz, 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 1116 (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 school-wide program plan under section 1114(b)(2) [Section 1116(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 school's parental involvement policy [Section 1116(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 shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
- 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 1112(e)(1)(A)].

Rick Kogelschatz

8/26/19

Signature of Principal or Designee

Date Signed

Our MISSION at Cracker Trail Elementary School is "To Develop Lifelong Learners and Leaders.

Engagement 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 1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

Response:

The Cracker Trail Elementary School (CTES) Title I programs follows a school-wide model. Two parent groups are well established at the school. The Parent Teacher Organization (PTO) and the School Advisory Council (SAC) are instrumental in the area of parent involvement and engagement at Cracker Trail.

Our Title I Plan is developed each Spring when federal budget allocations are made available. At the beginning of the year, our Annual Title I meeting occurs. During this time the Title I budget is reviewed and explained, and input is taken for possible modifications, followed by a vote for acceptance. The purpose of Title I funding, as well as amounts of monies, personnel resources, and the historic background of the program are discussed. The first meeting is held at two separate times in the day in order to assure meeting the most parents' availability. Afterwards, we also have our organizational School Advisory Council (SAC) meeting.

The first parent group is the Parent Teacher Organization (PTO) which organizes fund raising efforts at the school and coordinates volunteer activities along with decision making in the expenditure of earned resources. The PTO is made up of an elected board consisting of President, Vice-President, Secretary, Treasurer, elected teacher representatives, and also specific committees and their Chairpersons. The parents of all students are encouraged to participate in the PTO. All teachers support the PTO and communicate through their elected representatives. Meetings are held according to timelines established by the group. All parents are invited and encouraged to attend. This group takes suggestions from parents, teachers, and the administration as to how to spend earned resources. Specific School Improvement Plan (SIP/Title I Plan) focus area needs are discussed. This group has been integral in purchasing various technologies such as interactive whiteboards (SmartBoard), projectors, audio enhancement systems, iPads, Chromebooks and document cameras for the instructional use of teachers and students. These purchases are directly linked to the SIP which is developed in conjunction with the SAC.

The SAC is our parent engagement group devoted to the progress of our school. During the spring, this group seeks input in the development of the Parent and Family Engagement Plan as well as the Home/School Compact. Changes to the Parent and Family Engagement Plan and Home/School Compact will be made, as necessary, from the input of the parent involvement group. During this time representatives from SAC including parents and school members address the effectiveness of the prior year's plan and collaborate in creating the plan for the upcoming year that will address current needs and trends. This plan is one of the topics addressed during two summer planning days. Parents will be encouraged to participate during these days to provide input on parent involvement activities and budget allocations for the plan. Academic progress in specific subject areas, as well as progress in the areas of attendance, discipline, and parent involvement, is addressed at our SAC meetings and by our SIP. Data

presentations are made by members for the purpose of developing, monitoring, and possibly revising plans to improve student achievement. The SAC is an elected representative body comprised of parents, teachers, and community partners. The elected parents are nominated during the commencement of each academic year starting during the preschool Open House event to be held on August 7, 2017. All nominees are entered on the ballot which is sent home to all students' families. Parents elected to SAC membership represent the racial/ethnic and socio-economic face of our student population. Teachers and School-Support Personnel are elected by those groups. Business/Community partners are sought, and each sends representatives to the meetings. Once elections are held, the elected parents decide on the time of day and day of the week of SAC meetings. The SAC will meet quarterly at the designated day and time. The parents of all students are invited and encouraged to participate in the SAC meetings.

Meeting agendas include topics suggested by the SAC membership, collected school data, SIP sections, and parent involvement topics garnered from polls, surveys, emails, and verbal input. Minutes are recorded from each meeting. These minutes are reviewed at the next SAC meeting. Our SAC is also involved with developing an alternate "flex" calendar. The "flex" calendar enables the flexible scheduling of teacher non-student contact time to be used to meet the goals of our SAC and SIP. The SAC also determines the use of discretionary school funds and Parent and Family Engagement funds. The basis for such decisions are made through SAC member/attendee input, examination of parent, teacher, and student surveys, student performance data, student attendance data, and student discipline data. Options are discussed by the membership and consensus is reached. If consensus cannot be reached, voting by elected members of the SAC is completed. The Parent and Family Engagement Plan and the Home School Compact will be developed, implemented, and evaluated by the SAC with the parents' help through discussion and input. The input from the parents will be documented in the SAC minutes of the meeting. The plan will reflect the parents' input. Parents will vote and approve the Parent and Family Engagement Plan as well as the home school compact.

Support for parent involvement comes from the administration, teachers, parents and community partners. Financial support comes through allocations of Title I funds and local school budgets. The financial support from the Title I family engagement monies will be reviewed and voted on by SAC. Other financial support from the PTO will purchase items, materials, and equipment for the school. The school administration supports family involvement through the use of face-to-face meetings, school-wide newsletters, news briefs, telephone call outs, posters, and fliers. Teachers sustain family involvement through the use of face-to-face meetings, parent /family curriculum nights, classroom newsletters, informal and formal parent conferences, using flexible time schedules, open houses, and invitations to participate in scholastic events either at the school or on field trips. Parents support family involvement by communicating with teachers and the administration, actively participating in parent groups, participating in conferences with teachers and the administration, responding to surveys, telephone call outs, newsletters, and news briefs. Support from business/community partners comes through membership and involvement in SAC activities.

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 1116(a)(2)(D) and 1116(e)(4)].

	Program	Coordination
1	District School Advisory Council	This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Family Engagement Plans, and other items of concern.
2	District Parent Advisory for Advanced Academics	This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.
3	IDEA	Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.
4	Exceptional Students Education	This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.
5	Title I Part A	Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers, administrators, and parent family engagement activities. Title 1 A also funds a set aside for the neglected and delinquent students in the district.
6	Title I Part C, Migrant	Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance to them. The Migrant Early Childhood Program serves 3 & 4 year old children in a full time preschool program, focusing on school readiness activities. Parent involvement and education is an integral part of the Migrant Program.
7	Migrant Parent Advisory	The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.
8	Title II	Provides for teachers and administrators professional development and supports all teachers to be state certified.
9	Title III	Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.
10	ELL	The ELL Parent Advisory Council is involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FSA standards, graduation requirements and post-secondary career opportunities.
11	Title IV	Supports activities to assist students, teachers, staff, and administrators in the areas of well-rounded educational opportunities, safe and healthy schools, and effective use of technology
12	Title V	Supports students by giving opportunities to them for online courses through the Highlands Virtual School
13	Title IX-Homeless & Title 1, Part A-Homeless	Student Services coordinates with Title 1 Part A and Title IX to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title IX also funds a homeless advocate for homeless students.

14	Supplemental Academic Instruction (SAI)	Supplemental Academic Instruction (SAI) funds will be coordinated to provide summer school for Level 1 readers.
15	VPK	The District has three area schools that are providing VPK during the regular school year. The VPK program will also be facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector or in the District's regular school year VPK program.
16	Adult Education	Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.
17	Nutrition Programs	The LEA participates in the Federal Community Eligibility Provision (CEP), and the CEP provides free lunches for all students in the District's schools. Students are also provided with a free breakfast. The summer food programs are provided at various school sites and community locations.

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 (school-wide or targeted assistance), opportunities for students, School grades, Student Achievements, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Annual Title I Meeting	SAC & Administration	September 2019	Powerpoint, handouts, agenda items, and meeting minutes. Notices were distributed including: newsletter announcements, marquee, phone calls, and letters to elect members. Reminders of the meeting were also sent.
2	Revision of Plan if necessary	Administration	September 2019	Notes
3	Presentation of Title I Plan to faculty	Administration	September 2019	Agendas
4	Development of Title I Plan	D/O Finance Dept., Administration, Parents, and SAC	July 2019-August 2019	Title I draft plan
5	Development of Powerpoint	Administration/District Office Staff	July 2019-August 2019	Powerpoint Slides-this will cover student achievement, rights of parents, and opportunities for parental engagement.
6	Planning	Administration	Spring 2019-September 2019	Parent approval (vote) of Title I Budget
7	Prepare notices for Title I meeting	Office Staff	August 2019-September 2019	Notices, flyers, & Blackboard ConnectEd

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 1116(c)(2)].

Response:

Parent group meetings for both PTO and SAC are determined by the group. Letters are sent home inviting parents to the SAC/Parent Engagement meeting. The initial SAC organizational meetings and the Annual Title I meetings will be held in order to provide access to more parents. Parents will be surveyed and asked about the best time of day to meet. All possible times will be discussed: before, during, and after school. Child care is provided to parents who attend both PTO and SAC meetings. PTO funds pay for the personnel who provide this service. Meeting minutes are available in the office. Parent Liaison personnel are provided through the district to accommodate both English and Spanish speaking families. A translator is available for LEP meetings, parent teacher conferences, etc.

Parent teacher conferences are held before, during, and after school. The SAC approves a flex calendar which enables the school to offer evening conferences in exchange for flex days according to teacher contract. Administration is also available for conferences with parents, before, during and after school hours and at our evening conferences. If families are not able to attend meetings at school, we have the ability to send a social worker to the families' home to cover meeting content. Additionally, transportation can be arranged for families who are unable to attend meetings due to transportation issues.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(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 1116(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 1116(e)(14)].

	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Open House	Administration/ Teachers	Provide information to parents and establish a teacher-parent relationship	August 6 2019	Sign in sheets in each classroom and parent survey
2	Report Card Conferences	Administration /Teachers	Involve parents in academic progress of child	October & April	Parent attendance/Sign-in sheets
3	PTO Meetings	Administration/ Parents/ Teachers	Share opportunities and ways that parents can become active in events and decisions being made at the school	2019-2020 School Year	Parent Attendance and sign-in sheet/minutes of meeting.

4	Automated Telephone Callout System	Administration/ITRT	Notify parents of absences and tardies as well as special events the school is having.	Ongoing	Increase in daily attendance as well as at school functions.
5	Monthly School Newsletters, New Briefs, Classroom Newsletters, School and Classroom websites, Skyward Family Access Message Center, CTE Facebook page, CTE app., Class Dojo and Remind	Administration/Teachers	Increase communication with parents in school events	2019-2020 School Year	Hard Copies Of Newsletters On File
6	Multi-Tiered Systems of Support (MTSS)/Response to Intervention (RtI) Meetings	MTSS Team	Involve parents in creating a plan to meet academic/behavior concerns	2019-2020 School Year	Increase student achievement/MTSS Documentation
7	School Attendance Review Committee (SARC) Meetings	Assistant Principal/ Data Operator	Review of student's attendance records. The goal is to increase academic time for students with attendance issues.	2019-2020 School Year	Decreased amount of student absences, tardies, and early check outs.
8	SAC Meetings	SAC Members	The School Advisory Council meets quarterly to plan school improvement activities (analyzing student achievement, discipline, attendance, health & safety issues)	Quarterly	Sign In Sheets
9	Fall Character Parade	Administration/Teachers	Families are invited to participate/view student parade displaying favorite characters from literature and media.	October 2019	Sign In Sheets
10	Thanksgiving Meal	Staff	Involve families in school-based outreach	November 2019	Parent & Family attendance/ticket sales
11	Winter/Spring Concerts	Esther Rodriguez	Curriculum used in music program	December & May	Sign In Sheets, Programs
12	Veterans' Day Program	Esther Rodriguez	Community event to celebrate veterans	November 2019	Community, Parent, & Family attendance
13	Awards Program	Administration/Teachers	Academic Success in the classroom	May 2019	Sign In Sheets
14	Country Christmas Hoe Down	Administration/Staff	Students and families are invited to attend the	December 2019	Sign In Sheets, Flyers, Ticket Sales

			Annual "Hoe Down" which is a themed family night		
15	Winter Meal	Staff	Involve families in school-based outreach	December 2019	Parent & Family attendance/ticket sales
16	Dads Take Your Child to School Day	Administration /Staff	Involve fathers in school-based activity	September 2019	Sign In Sheets
17	Curriculum Night	Grade Level Teams	Provides parents with information and activities for working with students at home. Teachers also address state standards and expectations.	September 2019	Sign In Sheets
18	School Volunteer Activities	Staff	Throughout the school year, volunteers are utilized to support teachers in meeting the academic and social needs of students.	2019-2020 School Year	School electronic sign-in
19	Parent Conferences	Teachers	Teachers will conduct individual conferences with parents to discuss each child's report card, assessment results, expectations, and goals for the school year.	2019-2020 School Year	Individual Teacher Conference Logs
20	Individual Education Plan (IEP) Meetings	ESE teachers, classroom teachers, parents, LEA, and the guidance counselor	Individual program planning for students with special needs	2019-2020 School Year	Increased academic and/or behavioral performance of individual students.
21	Progress Reports	Teachers/ Data Operator	Mid-term or interim progress reports are sent home mid-way through each of the four 9-week grading periods.	September, November, February, April	Bottom portion of the report signed by the parent and returned to the teacher. Increase parental awareness of student academic progress.

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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Communication/ Partnerships	Administration/ Teachers	Teachers and parents will be equal partners in student education. Student achievement will improve.	ongoing	Increased parent involvement and school partnerships.
2	Committees	Administration/ Teachers	Teachers will work together with students and community members to achieve various school-wide goals.	2019-2020 school year	Increased staff, parent, student, and community participation in school-wide goals.
3	How to Involve Parents in Discussion	Administration/ Teachers	Student achievement will improve with more parents being involved	2019-2020 school year	Increased parent involvement

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 1116 (e)(4)].

Response:

During Open House, parents can meet with individual teachers to gain a better understanding of classroom and teacher expectations. Parents will receive notification of digital delivery of the current Code of Conduct which has to be read and signed for confirmation. They will also receive student handbooks and other pertinent information. Parents may request a copy of the School Board of Highlands County Student Code of Conduct through the school's front office (paper-form). During parent conferences this year, parents will receive a copy of the Home School Compact. This document is reviewed with the parents before it is signed and returned to the teacher. Other resources include a parent resource library housed in the Media center, where parents can check out books about child development. The parent resource library will be maintained by the media center para. The Reading Coach provides many resources available to the parents for check-out to assist in the reading development of their children.

Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about the Title I programs [Section 1116(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 1116(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 1116(c)(4)(C)]; and
- If the school-wide 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 1116(c)(5)].

Response:

At the Annual Title I meeting, the school administration presents information about Title I programs and the School Improvement Plan. Information includes both curriculum and academic assessment data. During this time, the Parent Family Engagement Plan is discussed (PFEP items, discussion of vote from Spring meeting) and where a copy is uploaded online. Copies are made available at the meeting and in the front office upon request. The school welcomes feedback from parents if there are concerns regarding the schoolwide plan or Parent Family Engagement Plan.

Parents have the opportunity throughout the school year to participate in the decision making process related to the education of their child. An ELL paraprofessional will be available to translate information for parents both in written and verbal format. This service is also made available during Open House, Parent Involvement Nights, and quarterly parent-teacher conferences. Notices for meetings are sent out to parents at least a week in advance. School newsletters are also sent home in English and Spanish and published on our school website. All communication which is sent home will be filed in a folder located in the front office. Parents may view the folder for school wide notices whenever requested. The administration will monitor the distribution of these notices.

Parent Stakeholders receive communication from CTE through various ways including our school's Facebook Page/App, monthly newsletters, the school website, individual teacher web pages, periodic automated phone calls, curriculum nights, parent-teacher conferences, monthly SAC meetings, Individual Education Plan (IEP) meetings, and Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) meetings. Communications are monitored by administration to verify they are distributed in a timely manner to promote maximum parent involvement.

The school will notify parents on the first day of school through the "Right to Know" letter that parents have the right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. The school will also notify parents when their student has been assigned or has been taught for four or more consecutive weeks by a teacher who is out of field. This notification will be a "Four Week Letter" to the parents. The school will provide each family with an individualized student report of the child's performance on state assessments for those students taking the assessments. Copies are available for pickup through the school's front office. A Connect-Ed phone call is sent out from the school to make them aware results are available.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA 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 1116 (e)(5) and 1116(f)).

Response:

CTE provides written and phone (Blackboard Connect) notification to parents in English and Spanish about school events and activities. Other forms of communication include the school website, School Glow Application, and Facebook. Translators are available upon request at school events and activities. Migrant staff are available to contact migrant parents when they are needed to address/translate student concerns to parents as well. The school surveys parents to see which times are best for the majority of the parents for activities and meetings.

The administration will work with the ELL paraprofessional to monitor the population and the various languages to provide information to parents in a language they can understand. If percentages change significantly, another language will be added to communication if feasible.

A link to school grades on the Florida Department of Education's (FLDOE) website is available on our school's website as well as the District's website. EDstats on the FLDOE's website gives information on student achievement on the school and district level.

The entire campus is wheelchair accessible. A sign-language interpreter is available for families as needed. Each classroom/meeting area is also provided with audio- enhancement systems which enhance voice and media presentations. Presentations can also be visually enhanced through the use of SmartBoard technologies.

Administration monitors the distribution of this information. The effectiveness of these initiatives is evaluated through parent feedback and the end of year survey.

Evidence of Input from parents-have evidence of parent input in the development of the plan.

Evidence of Input from parents- must have evidence of parent/family input in the development of the plan - SAC Meeting Minutes**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)].

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 and families to help their children academic achievement [Section 1116 (e)(1-2)]. Include participation data on the Title I annual meeting.

	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title I Parent Meeting	1	24	Share information about the Title I program
2	Open House	1	563	Provide information to parents and establish a teacher-parent relationship
3	Report Card Conferences	2	385	Involve parents in academic progress of child
4	PTO Meetings	4	16	Share opportunities and ways that parents can become active in events and decisions being made at the school
5	SAC Meetings	4	43	Share opportunities and ways that parents can become active in events and decisions being made at the school
6	Fall Character Parade	1	80	Involve families in school-based outreach
7	Thanksgiving Meal	1	201	Involve families in school-based outreach
8	Winter Meal	1	192	Involve families in school-based outreach
9	Veterans' Day Program	1	217	Involve families and community in school-based outreach
10	Awards Program	5	500	Celebrate student progress and successes
11	Dads Take Your Child to School Day	1	288	Involve fathers in school-based activity
12	Student Led Conferences	1	162	Involve parents in academic progress of child
13	Country Christmas Hoe Down	1	500	Involve families in school-based outreach
14	Curriculum Night	1	72	Share information about State Standards and Grade Level Expectations

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff 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 1116(e)(3)].

	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Communication/ Partnerships	ongoing	37	Teachers and parents will be equal partners in student education. Student achievement will improve.

2	Committees	9	37	Teachers will work together with students and community members to achieve various school-wide goals.
3	How to Involve Parents in Discussion	ongoing	37	Student achievement will improve with more parents being involved

Barriers

Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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 1116(a)(2)(D)(i)].

	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Economically Disadvantaged	CTE contacts parents through phone calls, written notices, and online. We also provide meals for families when funding is available.
2	Limited English Proficiency	Translators are available and communication pieces and translated.
3	Limited Funds/ Budget	Enlists community partners and parental involvement
4	Rural Location	Flexible scheduling of events