I, **Cynthia Emerson**, do hereby certify that all facts, figures, and representations made in this 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 with the parent involvement 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.

## 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 8101 of the Elementary and Secondary Education as amended by the Every Student Succeeds Act (ESSA);
* 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 [ESEA Section 1116];
* Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available the Parent and Family Engagement Plan to the local community [ESEA Section 1116];
* 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 Parent and Family Engagement Plan and the joint development of the school wide program plan under [ESEA Section 1116]
* Use the findings of the Parental Involvement Plan / Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [ESEA Section 1116];
* If the plan for Title I, Part A, developed under [ESEA Section 1116] 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 [ESEA Section 1116];
* Provide to each parent an individual student report about the performance of their child on the state assessments [ESEA Section 1116];
* 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 out of field [ESEA Section 1116]; 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 [ESEA Section 1116].

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| **Signature of Principal** | **Date Signed** |

**Mission Statement (Optional)**

How is the parent and family engagement plan a shared responsibility?

How will the parent and family engagement plan assist in providing high quality instruction for all learners?

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| **Response:** |
| At Vero Beach Elementary, we empower our tribe, within our campus and the community, to SLIDE into innovation.  Through collective problem solving and engagement, we will achieve excellence in Science, Literacy, Inquiry, Design, and Engineering. |

**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 [ESEA Section 1116].

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| **Response:**  **The tribe at Vero Beach Elementary will involve parents in an ongoing and timely manner in the planning, review, and improvements of Title I programs, including involvement in the decisions regarding how funds for parental involvement will be used, through:**   * Title I Annual Meeting * SAC Team Meetings * School Climate Surveys * Family Engagement Surveys * PTA Meetings * PTA Social Media (Facebook, Twitter) * Parent Involvement Nights * Weekly Sunday Evening School Messenger Call * School Website and Online Calendar * Use of School Marquee * Weekly Tuesday News Day Folder * Monthly School Newsletter * School and Title I Brochures and Handbook * Breakfast with the Best * PTA Monthly Digital Newsletter * PTA Surveys * Parent Volunteer Program * Class Dojo * School social media: Facebook, Twitter   Vero Beach Elementary, as a school wide Title I program, receives ongoing support and technical assistance designed to assist in the development of effective parent involvement activities. Regular technical assistance meetings are provided to the principal and leadership team to review student achievement data and to assist school-based staff develop and implement all components of the required plans. These include but are not limited to:  Coordination and technical assistance are provided via a variety of ways including on-site training, phone calls, emails, site visits, and professional development for staff.  Title I Program staff provide training and present parent involvement information at faculty meetings upon request.  The district Title I Office provides technical assistance and support to Vero Beach Elementary regarding the development of their school-level PFEP. The district Director of Federal Programs, project specialist, and Title I resource teacher meet with the Title I leadership team to review the PFEP to ensure that all requirements are met.  Title I staff review the agendas of school-level parent involvement meetings and activities to assist schools in ensuring that the activities are effective and designed to promote student achievement. Bilingual staff, when feasible, facilitate parent involvement trainings and meetings to ensure that parents whose heritage language is not English may participate fully in meaningful opportunities to become more involved in the education of their child.  Specific actions the LEA will take to provide coordination, technical assistance, and other support to assist Vero Beach Elementary as a Title I, Part A school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance is detailed below:  Technical assistance meetings are provided at Vero Beach Elementary throughout the school year for all Title I Administration and School Leadership Teams (SLT) to support schools in their review of current FCAT Science/Florida Science Standards Assessment, Florida Standards Assessments, ACCESS for ELLs and other local data and the development, implementation, and review of their Title I Parent and Family Engagement Plan and SIP.  The LEA provides technical assistance and collaboration with school leadership team representatives (via meetings, emails, and phone calls) to ensure ESSA parent involvement requirements for district and schools are met for the Schoolwide Improvement Plan, Parent and Family Engagement Plan, and School Parent Compacts.  The District Title I Team, in consultation and coordination with the school based leadership teams, recommend district training and professional development for principals and associated staff on interpretation and implementation of current legislation. Additionally, the Title I team provides opportunities for consultants and family involvement presentations upon request.  District staff provides the School Family Partnership and Youth Mental Health & Awareness trainings for school staff members to enhance their abilities to engage families in the education of their child.  Vero Beach Elementary’s Title I Parent and Family Engagement Plan ensures that activities provide meaningful opportunities for parents to gain the needed skills and/or knowledge to become more involved in their child’s education.  The District Title I staff regularly participate in regional East Coast Technical Assistance Center (ECTAC) family involvement team meetings and through this process is kept abreast of the most current research based findings and programs for family involvement. The leadership meetings serve as the main forum for sharing and disseminating ECTAC and FLDOE information, however, the District Title I staff share information through informal means as well and are available (to schools) for consultation and assistance as requested.  Parents, parent involvement school representatives, principals, and teachers are invited to attend Regional, District, and State sponsored training sessions, workshops, and academic conferences designed to support parent involvement and strengthen student academic achievement.  The LEA shares information with Vero Beach Elementary School regarding all available parent involvement/family engagement workshops and trainings as the information becomes available.  The school must submit to the Title I office each semester a Parent Involvement Activity Plan/Calendar. The Parent and Family Engagement Plan serves as a school/parent activities tracking form. Additionally, the LEA requires sample copies of flyers, agendas, and sign-in sheets for all parent involvement activities (e.g., Orientation, Open House, FSA Nights, Book Fairs, Family Nights focusing on Math, Science, and/or Reading).  The Title I leadership team solicits recommendations, ideas, and suggestions on parent involvement activities from parents and school staff throughout the school year.  The LEA and school site fund opportunities for consultants to provide parent involvement workshops and trainings, and to purchase research-based books and materials on parent involvement for Title I Schools to support parent assistance with the curriculum (i.e. math manipulatives, bilingual materials, books, etc.).  The District Title I staff can provide technical assistance in the effective use of a Parent Resource Room at Vero Beach Elementary.  The Title I school Psychologist, Homeless Liaison, Behavior Intervention Specialist, ESE Resource Teacher, and other team members facilitate the access to community resources needed to support the engagement of families. Services include, but are not limited to, providing and assisting with uniforms, clothing, shoes, food, housing assistance, shelter, transportation, counseling, and crisis intervention. |

**Coordination and Integration with other federal programs**

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: Even Start, Head Start, Reading First, Early Reading First, the public preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116].

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| **count** | **Program** | **Coordination** |
| 1 | Title II | Title II provides schools with supplemental funding to support the professional development needs of staff. Funds are used to support attendance at local and state conferences and pay for consultants related to strategies to support student achievement. |
| 2 | Title III | Title III funds are used to support professional development activities and staff that strengthen students’ academic achievement in English Language Acquisition and focus on strategies that help parents of English Language Learners participate in their child’s education. |
| 3 | Title I Part C | Migrant staff will support family engagement by facilitating home-school communication, conducting parent involvement meetings, serving as a liaison between home and community resources, and monitoring student academic achievement. |
| 4 | Title IX | Homeless program staff work closely with the Title I Office to coordinate services for homeless students. Activities may include: coordinated meetings with parents, meetings with Title I and Homeless education program staff to discuss the barriers to success of homeless students. |
| 5 | VPK | Title I Part A supplements the funding of the district’s VPK program. The Title I and VPK office work together to coordinate appropriate early childhood programs and transition programs for Pre-K students who will enter kindergarten. Activities may include Kindergarten roundup meetings, parent meetings, and literacy nights. Title I teachers coordinate with VPK teachers to discuss specific learning needs and referrals. In addition, the Title I Program supports a summer learning opportunity for students who completed VPK and will enter Kindergarten at a Title I school in the fall. This summer program helps to reduce the potential of “summer slide” for the VPK completers. |
| 6 | Adult Education | Adult Education services are communicated to parents as needed. |
| 7 | The Learning Alliance | The Learning Alliance (TLA) supports the district’s Moonshot Moment goal to have 90% of all children reading on grade level by the end of third grade. |
| 8 | Education Foundation | The Education Foundation of Indian River County’s mission is to enrich and enhance educational opportunities. Some projects include STEP into Kindergarten, Sneaker Exchange, and School Supplies. |
| 9 | The ELKS | ELKS support Positive Behavior Initiatives at VBE through a $10,000 grant that provides resources such as re-enforcers and uniforms to families. |
| 10 | PTA | PTA creates several school-family initiatives, such as support for families new to VBE, Breakfast with the Best, and Walk to School, along with coordinating fundraising to support families being more engaged in academics. |
| 11 | Big Brothers, Big Sisters | Big Brothers, Big Sisters provides academic support and mentoring for students. |
| 12 | Pillar Community Church | Church volunteers provide mentoring, lunch buddies, school supplies, and social skills groups for students. |
| 13 | First Methodist United | Operation Love Thy Neighbor – Volunteers hold Tuesday morning meet and greets with students, provide ice cream as a perfect attendance incentive on early release Wednesdays. |

**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), adequately yearly progress, school choice, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [ESEA Section 1116].

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| **Number**  **of**  **Activities** | **Activity** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Enlist parents for parental involvement at Orientation and throughout the year. | Cindy Emerson, Roxanne Decker | August-May | PTA and SAC involvement, volunteer logs, list of parent names |
| 2 | Enlist parents for involvement at SAC meeting | Sarah Van Brimmer, Cindy Emerson | August -May | List of parent  names |
| 3 | Send informational flyers home to families | Cindy Emerson | August -May | Newsletters |
| 4 | Weekly updates via School Messenger | Cindy Emerson, Roxanne Decker | August -May | School Messenger  Log |
| 5 | Social Media, Website Updates | Cindy Emerson, Roxanne Decker | August -May | Logs from sites |
| **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 [ESEA Section 1116].  **Response:**  Vero Beach Elementary will offer parent meetings at various times during the day and evening. Our goal is to host a number of meetings at different times in order to meet the needs of our families.  SAC meetings are in the afternoon. PTA meetings are in the evening. Meetings are held consecutively. Other scheduled family events, parent trainings, and informational meetings, are held at various times of the day and evening to increase parent participation. Parent conference meetings are offered before, during, and after school, on Saturdays as requested, and the district conference nights.  Food and child care may be offered for parent trainings and information nights.  Parents are invited to come for special activities during the school day. VBE also has an open door policy for parent visitation once signed into the Raptor system.  Title I Staff work with parents and teachers to coordinate and provide flexibility in the scheduling of conferences (i.e. child care, home visits, etc.). | | | | | |

**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 [ESEA Section 1116]. 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 [ESEA Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [ESEA Section 1116].

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| **Number**  **of**  **Activities** | **Activity** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | District Title I Annual Meeting | Karen Malits, Krista Sadlers, Cindy Emerson, Roxanne Decker | August | Open communication with parents |
| 2 | School-Based Title I Annual Meeting | Karen Malits, Krista Sadlers, Cindy Emerson, Roxanne Decker | August | Input from parents |
| 3 | Orientation | Cindy Emerson, Roxanne Decker | August | Parents more comfortable in school |
| 4 | Open House | Cindy Emerson, Roxanne Decker, VBE Staff | August | Parents are prepared to work with their children |
| 5 | Conferences | Cindy Emerson, Roxanne Decker, VBE Staff | September, February, ongoing | Parents are prepared to work with their children |
| 6 | SAC/PTA Meetings | Cindy Emerson, Sarah Van Brimmer | August-May | Administration and parents working together |
| 7 | Parent Involvement Activities Calendar | Cindy Emerson | Ongoing | Increase number of families attending events |
| 8 | Award Ceremonies | Cindy Emerson, Roxanne Decker | Ongoing | Improved academic success |
| 9 | Family Celebrations | Cindy Emerson, Roxanne Decker, VBE Staff, PTA | Ongoing | Increase number of families attending events; sharing of student work and growth |
| 10 | Multicultural Night | Cindy Emerson, Roxanne Decker, VBE Staff, PTA | December | Academic improvement of students |
| 11 | SLIDE into Innovation Night | Cindy Emerson, Roxanne Decker, VBE Staff, PTA | March | Academic improvement of students |
| 12 | ELL Parent Leadership Council – question and answer format | Jenna Lanam, Claudia Navarro, Karen Malits | ongoing | Academic improvement of students |
| 13 | PBS Program | Claudia Navarro | Ongoing | Improved academic and behavioral success, reduction of ODRs |
| 14 | Kindergarten PowWow for incoming students and families | Kindergarten teachers, Cindy Emerson, Roxanne Decker | August | Increase in attendance, increase in understanding of kindergarten expectations |
| 15 | Principal’s Challenge Summer Program | Cindy Emerson, Sarah Van Brimmer | August | Improved Academic Success |
| 16 | Summer Program Take-Home Materials | Cindy Emerson | June-August | Improved academic performance |
| 17 | Variety of Scheduling Options for Family Engagement and Showcases during School Hours and in the Evenings | Cindy Emerson, Roxanne Decker, VBE Staff | August-May | Increased Family Engagement and Student Success |

**Staff Development**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents /families, in the value and utility of contributions of parents/families.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in how to reach out to, communicate with, and work with families as equal partners.

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs and in building ties between parent/ families and the school. [ESEA Section 1116]

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| **Number**  **of**  **Activities** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | School-Family Partnership | Cindy Emerson, Roxanne Decker, Claudia Navarro | Training to provide strategies for working with families | Ongoing | Increased parent participation, reduction in ODRs, increased academic proficiency |
| 2 | Consultations with Teachers | Claudia Navarro, Title I Staff | Training to provide strategies for working with parents | Ongoing | Increased parent participation, reduction in ODRs, increased academic proficiency |
| 3 | Sanford Harmony | Claudia Navarro | Training to improve engagement strategies in the classroom, build relationships with students and families | Ongoing | Increased parent participation, reduction in ODRs, increased academic proficiency |
| 4 | Literacy PLC | Cindy Emerson, Roxanne Decker, Tribal Council | Training provides literacy strategies | Ongoing | Increased parent participation, increased academic proficiency |
| 5 | Cultural Competencies | Cindy Emerson | Teachers work with parents meaningfully and increase cultural awareness | Ongoing | Parents feel more comfortable in school setting, parent surveys |

**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 child(ren ). [ESEA Section 1116].

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| **Response:**   * Winners Walk Tall (select classrooms) * Title I Staff coordinating community resources * Title I Staff supporting parents’ English language acquisition |
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**Communication**  
  
Describe how the school will provide parents of participating children the following [ESEA Section 1116]:

* Timely information about the Title I programs [ESEA Section 1116];
* 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 [ESEA Section 1116];
* 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 [ESEA Section 1116]; and
* If the school wide program plan under [ESEA Section 1116] 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 [ESEA Section 1116].

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| **Response:**  **Vero Beach Elementary School will provide parents with timely information via:** |
| * **Tuesday News Day Folders** * **School Messenger in English and Spanish** * **Personal calls/positive messages home** * **Emails** * **School website** * **School calendar** * **District website** * **Orientation Night** * **Back to School Night/Open House** * **Social Media: Facebook, Twitter** * **Parent Nights** * **Family Engagement Nights** * **Title I Annual Meeting** * **SAC Meetings** * **PTA Meetings** * **Conferences with teachers and/or administration** * **Kindergarten PowWow** * **Notes in agenda** * **School marquee updates** * **Classroom newsletters,** * **PTA Social Media updates** * **Monthly school newsletter** * **Class Dojo** * **Community Advisory Team (CAT)** |
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**Accessibility**  
  
Describe how the school will provide full opportunities for participation in Family Engagement activities for all parents. 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 [ESEA Section 1116].

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| **Response:**  The Parent and Family Engagement Plan (PFEP) is discussed and distributed during parent informational meetings at Vero Beach Elementary School. Parents are notified of the availability of the PFEP via School Messenger, parent meetings, and the school newsletter. Parents requesting the plan in Spanish will receive that support. The Parent and Family Engagement Plans are distributed and made available via hard copy and on the district and school’s website. The SDIRC website has the capability to toggle between English and other languages.  All pertinent written communication is provided for parents in English and Spanish, and in other languages when feasible. English and Spanish are the primary languages spoken in the homes of SDIRC students. Whenever feasible, the district will provide translations in other languages.  The Title I Office works closely with the district’s ESOL Program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the Director of Federal Programs and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs. VBE supports a supplemental bilingual position via their Title I school based budget. This position allows for additional opportunities to support family engagement for parents with limited English proficiency. |

**Discretionary Activities (Optional)**  
  
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:

X Not Applicable

**Attach Evidence of Input from Parents**

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| **Attach 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 1116. |

**Attach 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 1116.

**Evaluation of the previous year’s Parent 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 [ESEA Section 1116]. Include participation data on the Title I annual meeting.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Orientation | 1 | 653 | Building family and school relationships |
| 2 | Open House | 1 | 359 | Connecting math and reading literacy for home and school; building family and school relationships |
| 3 | Title I Annual Meeting | 1 | 653 | Providing families with information to help them advocate for students; input of families on Title I programming and use of funds |
| 4 | Parent-Teacher Conferences | 2 | 1500 | Connecting math and reading literacy for home and school; building family and school relationships |
| 5 | Academic Parent Meetings | 10 | 749 | Connecting math and reading literacy for home and school; building family and school relationships; Providing families with information to help them advocate for students |
| 6 | Family Celebrations | 5 | 469 | Building family and school relationships |
| 7 | Celebrating Student Success | 12 | 347 | Reflecting on gains and celebrations for the year; setting goals for the future |

**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 [ESEA Section 1116].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Student Academic Success (Standards Based Instruction, Digital Integration, etc.) | 29 | 934 | Increasing student achievement in all academic areas |
| 2 | Culture & Climate (Cultural Competencies, New Teachers/Mentoring, etc.) | 9 | 223 | Improving family/community engagement; Increasing student achievement in all academic areas |
| 3 | Strategic Partnerships (Communication with Parents, Community, etc.) | 2 | 40 | Improving family/community engagement; Increasing student achievement in all academic areas |

**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 an migratory children) [ESEA Section 1116].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parents not comfortable in school setting | Train staff to ensure parents feel welcome in their child’s school. Homeless Liaison teacher serve as an advocate with family and school. |
| 2 | Parents speak heritage language other than English | Provide interpreters for meetings. Train staff to ensure understanding of other cultures. |
| 3 | Parents working multiple jobs | Hold parent meetings and activities on the same evening and provide meals and babysitting. |
| 4 | Time and location of conferences | Schedule meetings at flexible times (before, during, after school). Homeless Liaison teacher, Behavior Intervention Specialist, PBS Teacher, and School Psychologist serve as an advocate with family and school. |
| 5 | Transportation | Provide a link on the school website for the Go Line schedule. |

**Reflection of Prior Year’s Plan:**

Based on the feedback of stakeholders, including parents and families, the effectiveness of activities in last year’s PFEP yielded the following results:

* We continue to noticed a trend that parents were more hesitant to come to the school for academic nights as compared with the fun family activities. This year we will be reframing how we title and advertise our events. We will offer the fun family events with an emphasis on including academic components and stations. We will also try to add family events that are academically focused that integrate into other nights we are offering. For example, we will be doing a family science night during conference night this year.
* Although we had a good turnout for our Kindergarten camp we feel we could do more by planning for the camp earlier in the year. In the past we advertised this event in the summer and lost out on the opportunity to get information to current students who have kindergarten siblings. By having the camp earlier, parents will be able to register their students and we will be better prepared for our incoming kindergarten classes.
* We always have a great turn out for Orientation but less then half of our families attended Open House again, we believe due to weather. Upon reflection, while we can’t control weather, we will try to get the word out that open house will in fact continue.
* Reflecting on our Professional Development, we wanted to be sure to continue to get more teacher buy-in to support our efforts to improve the culture and climate at our school. We will hold an application process for a teacher leadership committee that will guide the focus of the PD for each week and we are working on keeping our PD stable from last year and continuing with what we have already put in place with the guided reading, formative assessment, and Kagan cooperative training.

**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).

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| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Building capacity of parents | Various informational sessions |
| 2 | Clustering school activities and information sessions | Variety of parent involvement activities |
| 3 | Hiring diverse teaching staff | Teaching staff more closely represents school demographics |