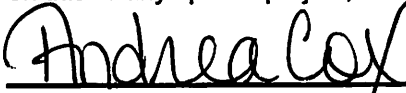


Melrose Park Elementary Title I, Part A Parent and Family Engagement Plan

I, Andrea Cox, 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.



Signature of Principal or Designee

6/25/19

Date Signed

Mission Statement

Parental Involvement Mission Statement

Response:

Melrose Park Elementary is a learning community where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe, supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

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 Title I will be used (ESEA Section 1116).

Response:

Parent information and opportunities to become involved are given to all parents throughout the year. Melrose Park Elementary will offer the following activities to all parents: Meet the Teacher Day, Open House, two Title 1 Annual Meetings, School Wide Parent-Teacher Conferences held at least 2 times a year, Volunteer Orientation offered at least 2 times a year and on an as needed basis,, Parent Workshops, Open Media Center Nights, SAC Meetings, and PTO meetings. Information on times, dates, and activities will be available in newsletters, on the marquee, through take home flyers, on the school website, and through automated school messenger call outs .

Sign up sheets for SAC will begin at Volunteer Orientation at Open House in September,, highlighted in the school newsletter, through take home flyers, on the school website, and through automated school messenger call outs. Parents will be encouraged to join and have the opportunity to participate in the decision making process for Melrose Park Elementary. SAC representatives who participate on the School Advisory Council are our decision-making entity of the school. Parents are given a survey seeking input on activities, training, and materials they need to help their child. The SAC committee will review and discuss strategies and activities for the SIP and for the PFEP. The SAC committee will also be responsible for creating the School Improvement Plan and conducting a SIP midyear review. As part of SAC, the use of Parent

involvement funds will be discussed at SAC meetings. Parental input and suggestions on allocation of funds will be discussed and taken into consideration. Funding will also be discussed at the Annual Title I meeting held no later than the first 6 weeks of school. Our documentation will be agendas and minutes of SAC monthly meetings, as well as participation logs, surveys and sign in sheets. The SAC committee will review and report on parent attendance and evaluations for all activities at the SAC meetings.

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement 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 V.

Response:

Melrose Park will coordinate and integrate parent and family engagement 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 V.

count	Program	Coordination
1	IDEA	Funding supports integration and cooperation of parent involvement and activities that teach parents how to help their children at home.
2	Title I, Part C - Migrant Students	Funding supports integration and coordinated of parent involvement and activities that teach parents how to help their children at home.
3	Title II	Provides funds for teachers to attend trainings on increasing parental involvement and providing effective activities that teach parents how to help their children at home.
4	Title III - ELL Students	iReady, Study Island, Language of Learning
5	Title IV	Funding provides students with a well rounded education including programs such as college and career counseling, STEM, arts, civics: Supports safe and healthy students with comprehensive school mental health, drug and violence prevention, and health and nutrition, along with supporting the effective use of technology.
6	Title V	Coordinate with Title 1 objectives
7	Title IX - Homeless Education	The district receives funds to provide resources (social work and tutoring)for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
8	Suwannee Valley 4 C's Head Start, Early Learning Coalition of FI. Gateway and community daycares.	Preschool children and their parents will be invited for a school tour and Kindergarten screening. Flyers are provided to community businesses, churches, daycares, the Public Library, and the local TV station with information regarding what to expect, as well as, how to assist their child in preparing for school.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate 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 [Section 1118(c)(1)].

Response:

Melrose Park will conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, and the rights of parents.

Flyers are sent home advertising the dates and times of the annual meeting. The Curriculum Resource Teacher will present a PowerPoint to explain all the aspects of being a Title 1 school. Brochures were sent home during the first week of school explaining this information. School newsletters are distributed at the beginning of each month with updates and information about Title 1.

count	Activity/Tasks	Frequency	Person Responsible	Timeline	Evidence of Effectiveness
1	Annual Title I Meeting (Title I program, Type of Program, School Grade, SPAR, School Choice, Rights of Parents)	2 times a year	Curriculum Resource Teacher	August and September 2017	Copies of agenda and handouts, sign-in sheet, flyers, newsletters, and PowerPoint presentation
2	School Newsletter (Title I Updates)	7 times a year	Curriculum Resource Teacher	Monthly	Notation of being sent home with all students, posted on website.
3	Title 1 Brochure	1 mass send out upon completion of the Title 1 Brochure, and throughout the year to new families enrolling at the school	Curriculum Resource Teacher	Start of School	Notation of being sent home with all students, posted on website.
4	Parent Notification Letters / Flyers	Monthly as needed.	Curriculum Resource Teacher	August-May	Notation of being sent home with all students, posted on website. Records of call outs.

Parent Notifications

Describe how the school will provide each family with timely notification of their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Response:

Notification will be sent home with each child within 30 days of school beginning. Links to parents rights are posted on the school website. Parents receive the notification rights brochure in their child's folder. A copy of the letter will also be located in the Title 1 Notebook located in the front office, and the information will be posted on the school web page, as well as on the district Title 1 web page. A copy of the notification is given to new students when they enroll.

Describe how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field or does not meet the state licensure requirements.

Response:

Melrose Park will notify each family in a timely manner, by sending a standard, district composed letter, on school letterhead, informing them when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field or does not meet the state licensure requirements. A copy of the letter will also be located in the Title 1 Notebook located in the front office. A copy of the notification is given to new students when they enroll.

How will the school provide each family with an individualized annual report about the performance of their child(ren) on the State and Local assessment (ESEA Section 1116 - Florida State Statute 1008.22)

Response:

Individualized student copies of the State Assessment Parent Report are available for parent pick up in the front office as they are released. A call out will be made to parents letting them know copies of the reports are available. Unclaimed reports will be sent home with the child the following school year.

After the completion of local iReady and/or Performance Matters assessments, results will be sent home to all parents via backpack and/ or explained to parents during parent conferences. Student results will be presented to parents, both verbally and pictorially through a comparison graph. Strategies that parents can use at home will be discussed. Student results from all other assessments will be discussed with parents during school parent teacher conferences held throughout the school year.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and will the school provide, with Title I funds, transportation, child care, or home visits, as such services related to parent and family engagement [ESEA Section 1116].

Response:

All Melrose Park Elementary parents are given a survey seeking input on activities, training and materials they need to help their child and which days and time of day best suits their schedule.

Melrose Park Elementary will offer parent workshops and parent - teacher conferences at various times during the day and or night. Volunteer Orientation will be held in the morning, in the afternoon, and on different days, to allow parents to choose the best time to attend. When applicable, Title 1 funds will be allocated for funding the workshops, providing child care, and taking part in home visits, as such services related to parent and family engagement. When feasible, workshops materials sent home to parents unable to attend the scheduled meetings.

Building Capacity

How will the school implement activities that will build the capacity for meaningful parent/family involvement?

Response: Melrose Park shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training, math training, STEM Night, as appropriate, to foster parental involvement. In addition, Melrose Park shall ensure that information related to school and parent program, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. These activities will be planned and implemented during the first and second semester. Responses from the Title 1 Survey, school data, and parent input will drive the implementation of activities that will build capacity for meaningful parent/family involvement.

How will the school implement activities that will build relationships with the community to improve student achievement?

Response:

Melrose Park will implement activities that will build relationships with the community to improve student achievement. This will be done by establishing partnerships with local community members. Guest are invited in from the community as guest readers for Celebrate Literacy Week. Guest readers include law enforcement officers, firefighters, school board members, and community leaders. Local community members participate in a program through United Way, Reading Pals, and partners volunteers with kindergarten students. The volunteers read and provide academic support for students. Students in grades Pre-K-Grade 2 will participate in a Community Helper day, where community members are invited to come share the role they play in the community.

How will the school provide materials and trainings to assist parents / families to work with their child to improve their child's academic achievement?

Response:

Melrose Park Elementary provides parents/families access to a parent resource room. This resource allows parents to check out and receive materials to assist parents/families as they work with their child to improve academic success. A dedicated family engagement computer is provided for parents that is used to access online materials, resources, and student grades electronically. The media center are open every morning before school. Parents are invited to stay and work with their child on computer programs or as they read and take AR test. Multiple parent nights are provided to support families including Family Data Night, Science/STEM Night, Literacy Night, Math Night, parent/teacher conferences, Kindergarten Orientation, and Family Reading Nights. Summer packets and reading logs are sent home to support learning over the summer.

How will the school provide other reasonable support for parent and family engagement activities? (ESEA Section 1116).

Response:

Melrose Park Elementary provides parents/families access to a parent resource room. This resource allows parents to check out and receive materials to assist parents/families as they work with their child to improve academic success. A dedicated family engagement computer is provided for parents that is used to access online materials, resources, and student grades electronically. Both of these resources are advertised through the newsletter, social media, and the school website. Social media, Facebook, is used as a tool to communicate with parents about what is happening on campus and to celebrate student success. Transition activities are provided for families as students transition from grade levels. The goal is to make families aware of the expectations and standards students will be expected to master.

List of Activities

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Open House and Annual Title I Meeting- Distribution of material concerning state standards, grade level expectations, and state and local assessments	All grade level teachers, Curriculum Resource Teacher	By providing expectations of grade level mastery to parents, student achievement will increase	August-September 2019	Increase in parental knowledge of grade level expectations and Title I Programs by responses on parent survey.
2	Parent Conferences- Discuss and distribute hard copy documents (compacts) related to	All grade level teachers, Curriculum	Provide information to parents on state and local assessments and child's progress; increase	September 2019-June 2020	Sign-in sheets and Compacts will show that 100% of parents

	achievement on state and local assessments FSA, iReady, and Performance Matters	Resource Teacher	student achievement through parental involvement and monitoring		received information about their child's progress.
3	Kindergarten Orientation	Kindergarten Teachers, Curriculum Resource Teacher	Increase student readiness and achievement in Kindergarten by providing information to parents on what is expected and what is assessed in Kindergarten	April 2020	Program participation indicated by sign-in sheets.
4	Family Reading Nights	Media Specialist, Curriculum Resource Teacher	Increased student achievement on FSA, iReady, Performance Matters	September 2019-May 2020	Increase in student achievement in Reading as indicated by local and state assessments.
5	STEM Parent Nights	Instructional Coach, MTSS, and Curriculum Resource Teacher	Increased student achievement on FSA, iReady, Performance Matters	September 2019-May 2020	Increase in student achievement in Reading as indicated by local and state assessments.
6	Parent Involvement Paraprofessional	Parent Involvement Paraprofessional	The Parent Involvement paraprofessional will be available to assist parents with receiving materials from the Parent Resource Room and providing training on how to use the materials with students at home to increase student achievement	Ongoing	Increase in parent contact through activities such as school newsletter, parent resource checkout, and use of the parent portal.
7	Writing/Literacy Workshop	Instructional Coach, CRT	Increased student achievement on writing assessment by providing parents with strategies on how to help their children at home	January 2020	Increased proficiency on the Writing FSA.
8	Volunteer Orientations	CRT	Increased student achievement by increasing hours that parents volunteer at the school	Ongoing	Increase in volunteer hours indicated by sign-in sheets.
9	State Assessment Workshop	Guidance Counselor, CRT, MTSS	Increase student achievement by providing materials and training on the FSA to parents	Second Semester 2020	Increase in student achievement as indicated by the FSA.

10	Parent Portal (Computer)	Curriculum Resource Teacher	1 computer/printer for parent access to increase parental knowledge of grade level expectations for promotion	Ongoing	Log of usage of parent portal will show an increase in parent use by the end of the 2018-2019 school year.
----	--------------------------	-----------------------------	---	---------	--

Staff Development

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

Response:

Melrose Park shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parent and the school in the following ways:

The Parent Engagement Program at Melrose Park Elementary strives to create and maintain a family friendly atmosphere where open communication is established and information for academic success is shared by all parents, students, teachers, and administrators. Furthermore, the staff of Melrose Park Elementary, in collaboration with parents and the community, establishes high expectations for all students by providing a safe, nurturing environment where students have the opportunity to become productive, knowledgeable, and responsible citizens in the following ways:

List of Activities

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Volunteering Orientation	Curriculum Resource Teacher	Increased student achievement	September 2019	Increase in number of volunteers and volunteer hours as indicated by sign-in sheets.
2	The Importance of Parent Involvement	Curriculum Resource Teacher	Increased student achievement and attendance at school	September 2019-May 2020	Increased communication between parent and teachers indicated by increased parent/teacher contacts on sign-in sheets and Compacts.
3	Communicating and Working with Parents	Curriculum Resource Teacher,	Increased student achievement and behavior	September 2019-May 2020	Increased communication between parent and teachers indicated

		Instructional Coach			by increased parent/teacher contacts on sign-in sheets and Compacts.
4	Implementation and Coordination of Parental Involvement	Curriculum Resource Teacher	Increased student achievement and attitude toward school	September 2019-May 2020	Through the effective training of teachers, parent involvement will increase school-wide.

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

Response:

Melrose Park shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school in the following ways:

List of Activities

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Beginning of the year welcome calls	Teachers	Increased student achievement and increased positive parental perception of the school.	August/Sept.	Positive results from the Title 1 Parent Survey.
2	Parent Conference night	Curriculum Resource Teacher	Parents will be able to view their child's progress on iReady assessments.	Oct/Mar	Parent sign in sheets, survey follow ups.
3	Conducting Effective Conferences	Curriculum Resource Teacher	Increased awareness on how to help their child throughout the year.	First Semester	Positive results on Title 1 Survey
4	Use of school website to reach out and build ties between parents and school.	Administration, Media SPecialist, CRT, Title 1 paraprofessional	Increased awareness of positive activities and programs implemented at the school for parent engagement and implemented to support student achievement.	Sept-May	Positive results on Title 1 Survey
5	Planners are used as a tool for communication	CRT/Teachers/ Staff	increased communication between home and school.	Aug-May	Positive results from the Title 1 Parent Survey

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

Response:

Melrose Park shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of

parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parent and the school.

List of Activities

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Teacher Parent Conference Training	CRT/ Teachers	Increase in student achievement and increase in parent understanding of classroom expectations.	Sept - May	Positive results on Title 1 Survey.
2	Planning Curriculum Nights based on parent and student needs.	CRT/ Media Specialist/ Faculty and Staff	Increased parent understanding of grade specific expectations and ways that parents can help their children at home in order to increase student achievement.	Sept-May	Positive results on Title 1 Survey. Sign in sheets and evaluations.
3	Planning Data Chats	Teachers	Increase in student achievement and an increase in parent understanding of classroom expectations, and their student's progress.	Oct-April	Increase in Compacts signed and Conferences held during each semester.

Other Activities

Describe how other activities, such as parent resource centers (rooms), the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

Response: Melrose Park Elementary will provide the following to encourage, support and engage parents to increase participation in the education of their children:

- Promote school's website that provides useful information to parents and educational links for students by advertising in the newsletter.
- Provide rewards for parent/student participation in events such as: books, math manipulatives, science boards, free homework passes, and drawings for gift cards.
- Parent Resource Room/Curriculum Resource Teacher and Parent Involvement Paraprofessional are available to provide materials such as: books, audio books, reading & math games, science activities, and online resources for parents to use at home.
- Family Reading Nights- the Media Specialist will hold Family Reading Nights to provide parents the opportunity to learn literacy strategies and read with their child. Students may take Accelerated Reader quizzes during this time. The Parent Computer is also available for parent use.
- Provide parents with a monthly newsletter that highlights activities occurring on campus, includes information about Title I programs, and offers strategies on how parents can help their students at home.
- Homework Help -Melrose will offer Homework Help to provide parents with assistance in helping their children with their homework as part of our Aftercare program.
- Book Fairs- The Media Specialist will host Book Fairs for students, parents and teachers to attend. Each Book Fair will include an after hours event for parents and students.
- Parent Conferences/Parent-School Compact- Each parent will be required to attend a parent-teacher conference at the end of the 1st nine weeks and at the end of January to discuss their child's academic progress. At these meetings, the teacher will discuss iReady assessment scores and document these meetings on the Parent-School Compact.

List all activities that will be implemented:

1	School Website
2	Participation Rewards
3	Parent Resource Room
4	Family Reading Nights
5	Monthly Newsletter
6	Homework Help
7	Book Fairs
8	Parent Conference/Compacts

Communication

Describe how the school will provide timely information about the Title I programs?

Response:

Information about the Title 1 program will be presented during the first six weeks of school via the Annual Title 1 Meeting. During this meeting, the Schoolwide Title 1 Program, the requirements of the program, assessment, school accountability, and parent rights will be explained. This will be presented via Powerpoint, broadcast, and or/ written pamphlets for parents to have. The information will also be a part of the Title 1 Notebook which is available in the front office.

Explain how the school will describe and explain the curriculum, the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

Response:

The curriculum of the school, the forms of assessment used to measure student progress and the achievement levels students are to obtain will be explained at Open House in the fall, throughout the year at parent student conferences, and at parent workshops. The information will be delivered by the teacher and/or CRT. Support materials will be gathered for parents to take with them at the close of the conference or meeting. Parent workshops will be planned to explain the curriculum, assessments and grade level expectations that students are expected to obtain. Parents will be made aware that this information is also found in the Pupil Progression Plan which can be found on line at the Columbia County home page.

Explain how, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children?

Response:

Upon request, parents may meet with teachers and administration to discuss suggestions and to participate, as appropriate, in decisions relating to the education of their children. Times convenient to all parties will be arranged. The school provides opportunities for parents to become involved with the decisions relating to the education of their children by being a part of SAC.

Explain the process the school will use to submit parents / families comments if the schoolwide plan is not satisfactory to them (ESEA Section 1116)?

Response:

The Schoolwide Plan will be reviewed during the beginning of the year SAC meeting. Suggestions and comments may be given and worked through at this time. The School In addition, the Schoolwide Plan will be located in the Title 1 Notebook which will be located in the front office. Parents may request a copy by signing the request form in the front of the notebook. All input and suggestions will be discussed at SAC meetings, and all parents are invited to attend. Notices of SAC meetings are sent out to members, posted on the school calendar, and listed in the school newsletter.

Accessibility

Describe how the school will provide full opportunities for participation in parent / family engagement activities for all parents / families?

Response:

Every effort will be made for all parents to participate in parent/family engagement activities. The activities will be offered at various times and days. If parents are unable to attend an activity, materials will be gathered and sent home upon request. Child care will be offered when feasible. Every effort will be made to ensure participation of all subgroups including migrant families, parents/families who are disabled, and those who have limited English proficiency. The school will share information related to school and parent / family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents / families can understand.

Describe how the school will share information related to school and parent / family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents / families can understand?

Response:

To ensure understanding, the school will share information related to school and parent / family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents / families can understand by meeting with parents in small group or one on one. Upon request, the district has the ability to change information written in the English language to the language being spoken in the home.

Discretionary Activities

Discretionary School Level Parental and Family Engagement Policy Components

Will the school provide any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent / family engagement, etc.)

List all activities that will be implemented:

Count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline

Barriers

Describe the barriers that hindered participation by parents during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents / families who are disabled, have limited English proficiency, have limited literacy, and parents / families of migratory children)? [ESEA Section 1116].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Work/Schedule Conflicts (all subgroups)	Offer flexible meeting times to help with work and schedule conflicts.
2	Transportation	Offer meetings and activities at different times and different days of the week to help with transportation issues.
3	Childcare	Offer childcare with a staff member during events and activities.

Supply Evidence of Input from Parents

Note: As an assurance of the school-level parent and family engagement plan, each school shall involve parents of children served in Title I, part A in decision about how Title I, Part A funds are spent.

Upload evidence of how parents were involved in making decisions in the FA399 folder.

Supply Evidence PFEP Plan was Jointly Developed

Note: As an assurance of the school-level parent and family engagement plan, each school shall jointly develop/revise the PFEP with parents and made available to the local community.

Upload evidence of how the plan was jointly developed in the FA399 folder.

Supply Evidence Planning, Reviewing and Improving the Schoolwide Plan

Note: As an assurance of the school-level parent and family engagement plan, parents and families are to be involved in planning, reviewing and improving the schoolwide program plan

Upload evidence of how parents were involved in planning, reviewing and improving the schoolwide program plan in the FA399 folder.

Supply 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.

Upload an electronic version of the Parent-School Compact in the FA399 folder.

Supply 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.

Upload evidence of parent input in the development of the compact in the FA399 folder.

Evaluation of the previous year's Parent and Family Engagement 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	Meet the Teacher	2	370	Increase student achievement by building capacity of parents
2	Open House	1	110	Increase student achievement by building the capacity of parents to help their children
3	Title I Annual Meeting	2	85	Increase student achievement by providing information to parents on how to help their children through Title I programs and parental involvement
4	Volunteer Orientation	24	74	Increase student achievement by having parents volunteer in classrooms
5	Family Reading Night	6	178	Increase student achievement by building the capacity of parents to help their children with literacy
6	STEM Night	2	147	Increase student achievement in Science by providing parents with information on how to help their students at home with Science
7	Kindergarten Orientation	1	11	Increase student achievement by building the capacity of parents to help their children

Staff Training Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parents as Volunteers	1	24	Increased volunteer hours will help increase student achievement
2	The Importance of Parent Involvement	1	24	Increased parent involvement will increase student achievement

Provide a summary of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders, and other

staff with the assistance of parents / families, in how to reach out to, communicate with, and work with parents / families as equal partners?

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Faculty meeting	9	207	Teachers will send regular call outs, notices, and flyers home to inform parents of upcoming events.

Best Practices

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective.

count	Content/Purpose	Description of the Activity
1	<p>Increase student achievement by providing parents with information on how to help their children at home with science. Families visit cafe and participate in hands-on STEM activities. They also explore the state standards for each grade level creating a deeper understanding of expectations for parents.</p>	<p>Increase student achievement by providing parents with information on how to help their children at home with science. Families visit in the cafeteria and participate in hands-on STEM activities. They also explore the state standards for each grade level creating a deeper understanding of expectations for parents.</p>
2	<p>Increase student achievement by providing parents with information on how to help their children at home with Cold Reads.</p>	<p>Increase student achievement by providing parents with information on how to help their children at home with cold reads. Parents of students in Grades K-2 met in a classroom and were given resources to take home and help support their child at home. Parents of students in Grades 3-5 met in the library and were also given resources to help their child at home. Along with resources, parents learned about the expectations of students and what they need to do and know to be successful. This created a deeper understanding of expectations for parents.</p>