School Improvement Plan
2021 - 2022

Coffee County
Ambrose Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Coffee County
School Name	Ambrose Elementary School
Team Lead	Mary Vickers

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students scoring proficient and distinguished levels in ELA on EOG test.
Root Cause # 1	Lack of consistent Writing Instruction
Root Cause # 2	Low Self-Efficacy among Students
Root Cause # 3	Low Lexile Scores
Root Cause # 4	Lack of Vocabulary Development
Goal	By the end of 2021-2022 school year, we will increase student achievement in ELA by 3% for grades 3-5 scoring proficient or above as measured by school wide probes, benchmarks, or Georgia Milestones Assessments.

Action Step # 1

Action Step	Provide flexible grouping reading strategies through "Bookworms" or "Journey's" to teach high leverage strategies based on student Lexile Levels.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Collaborative Meetings
Position/Role Responsible	Admin Team
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	N/A

Action Step # 2

Action Step	Implement student self-monitoring system, administer formative assessments, and benchmarks assessments that analyze and set individual goals for students.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Benchmark Assessments, Differentiated Lesson Plans, Individual Monitoring/Goal Sheets
Position/Role Responsible	Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Provide "Camp Eagle" tutoring after-school
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Lesson Plans
Position/Role Responsible	Teacher
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Provide resources, experiences and technology that will enhance student writing and vocabulary: Field trips, author visits, etc.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title III, Part A Title IV, Part A McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Benchmarks
Position/Role Responsible	Admin. Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Provide time for collaboration, for vertical team, grade level meetings, and mentor meetings to contribute skills, knowledge, and experiences. My Learning Plan website and Comprehensive Reading Solutions modules on Reading and Literacy will be utilized during these meetings.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 5

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Meeting Minutes, Sign in Sheets
Position/Role Responsible	Admin Team
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 6

Action Step	Family Coordinator will provide information through newsletters,School Governing Council Meetings, Kinvo, PeachJar, etc, Family Coordinator will also provide support during parents nights. Resources will be available in our Resource Room. The Literacy Plan and SIP will be available to provide information and gather feedback.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Meeting sign in sheets, check out log
Position/Role Responsible	Family Parent Coordinator
Timeline for Implementation	Monthly

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 7

Action Step	Support students socially and emotionally through the continued implementation of PBIS (Positive Behavior Support System), student advocacy plan, wellness committee meetings, and monthly "Eagle's Nest" meetings.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Meeting minutes
Position/Role Responsible	Teachers, counselor, social worker
Timeline for Implementation	Monthly

2.1 Overarching Need # 1

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students scoring at the proficient and distinguished levels in Math on EOG test.
Root Cause # 1	Parents lack "new" Math skills/or language barrier to assist students
Root Cause # 2	Little Rigorous Math support and interventions
Root Cause # 3	Lack of Math Vocabulary Development
Goal	By the end of 2021-2022 school year, we will increase student achievement in Math by 3% for grades 3-5 scoring at grade level or above as measured by school wide probes, benchmarks or Georgia Milestones Assessments.

Action Step # 1

Action Step	Students will use Math Seeds, IXL, Math Reflex, and other technology to enhance instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Benchmark and Assessment DATA
Position/Role Responsible	Admin Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Provide time for Vertical and grade level meetings to support instructional needs, contribute skills, knowledge, experiences, and examine data.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Meeting Minutes
Position/Role Responsible	Admin Team, teacher leaders
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Family Coordinator will provide information through newsletters, School Governing Council Meetings, Kinvo, PeachJar, etc, Family Coordinator will also provide Math support during parents nights. Resources will be available in our Resource Room. The SIP will be available to stakeholders to provide information and gather feedback.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign in Sheets, brochures or handouts, website, lesson plans
Position/Role Responsible	Admin team, teacher leaders
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Implement STEAM based projects to engage students in Math content.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Benchmarks
Position/Role Responsible	Admin Team, Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.	Developing this plan utilized a variety of different data and team members to dig into the needs of our school. We broke down standardize test scores with our Leadership Team to determine where students fell short, and what gaps need to be met across the school to better allow students a chance to excel. The Leadership Team also gathered feedback directly from stakeholders on a variety of different surveys. The stakeholders included teachers, parents, and community members.

2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	We are fortunate at our school to have 100% in field, highly effective, and experience teachers and paraprofessionals at Ambrose Elementary School. AES balances the experience levels within grades, teams, and content areas so that no one area is predominantly inexperienced. New teachers are assigned a trained mentor, who works with them throughout the school year. A mentor can be used for additional reasons such as low performance, or help with specific areas within content areas. AES also employs an academic coach to guide new and seasoned teachers in the incorporation of best practices. This academic coach is paid with Title I funds. Our current staff retention plan includes incentives for employees to continue their employment at AES. The plan includes maintaining trust and line of communication between staff and administration; providing interventions and supports specific needs of the staff through professional learning; providing a "Brag" board for teachers to post brag comments about fellow staff; and staff luncheons during the year to encourage team building. We will ensure continuous professional learning and growth to support high students achievement and build an organizational culture through AES's professional learning plan.

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	Teachers will utilize flexible grouping and small group instruction to accommodate student readiness, learning bookstyles, and identified weaknesses. Teachers will provide intervention instruction to students who did not meet standards in Math or ELA on the Georgia Milestones Assessment System. Teachers incorporate student efficacy strategies into their instruction to increase student motivation. In ELA, the Star Assessment and other benchmarks will be administered 3 times throughout the year. The 3rd-4th grade students scoring well below grade level could be placed in Scholastic System 44 program during SAIL or flex time. During this 45 minute program, students will be led through work stations which include individualized ELA skills on the computer such as

Essential Reading, Study Island, etc.. The 4th-5th grade students who score below grade level will be placed in the Reading 180 program. During this 45 minute program, students will be led through stations which also include individualized ELA skills on the computer such as Study Island, IXL, etc.

In Math, the 3rd-5th students who perform below grade level on the benchmarks will be provided intervention in teacher small groups and computer programs (ie: Math Seeds, IXL, Study Island, and Reflex Math). Computers and class sets of iPads are used for practice on state assessments, to complete research projects, or to improve specific skills. Computer programs (ie. Read 180, System 44, Flocabulary, Reflex Math, Reading Eggs, IXL, Study Island, Math Seeds and keyboarding for grades k-5) are available for identified student populations in the needs area academically. These technological resources are a large driving force for school wide improvements on student achievement and professional learning plans.

Title 1 funds provide salaries for a regular education teacher, an Academic Coach, parent resource coordinator, and intervention specialist. Regular education teachers helps lower class size ratio for the grade level with the most academically at-risk students. The academic coach provides professional learning and instructional support for teachers and parents. Intervention specialist, and S.A.I.L (Students Accelerated in Learning). Special Education teachers provide additional ELA strategies using the Wilson Reading program.

Title 1 funds are used to provide professional learning opportunities through substitutes for teachers release time to desegregate data and collaborate to identify student needs. These funds also provide funding for a two day leadership team retreat to collaborate on improvement of instruction.

4 If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement mtiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Our school is a school-wide Title 1 school and all students receive help, support, and access to resources to help them master grade level content and experience success in the classroom.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	We participate in a county wide Pre-k Orientation each year before school begins. We also hold a Pre-Kindergarten Open House on the day of the K-5th Open House where we provide guidance on how to help students adjust to the new school day schedule. We also provide tours for the students and families of the rooms and common areas at school. On Kindergarten registration day, kindergarten teachers administer a Kindergarten readiness assessment to the upcoming kindergarten students. Results of these assessments are shared with parents. Meetings are also held between Pre-k and kindergarten teachers to discuss transition activities. Pre-kindergarten is housed on our campus. Throughout the year the students have the opportunity to visit the kindergarten classes to reduce anxiety of entering kindergarten.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Not Applicable

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	We fully implemented a support system called PBIS. Positive, Behavior, Intervention and Support allows us to address positive behaviors among students and acknowledge their good behavior with positive reinforcement. We incorporate PBIS software and the SWIS Program to monitor students daily and check for discipline problems that occur. SWIS Program allows us to identify problem areas through data that occur within the educational process. The data is compiled and shows us what areas our students are having problems in. These include a variety of different options such as time of day, day of the week, area of the school, and subgroup data. This data allows us to see what discipline methods are working and which are not. It also allows us to determine frequency of method of use. This allows us to make sure we stay fair and balance when moving child to child as well as seeing which methods are ineffective when disciplining students. This support system also provides

	methods and interventions that limit the removal from the class setting with alternatives and acknowledge systems that help keep students on track and in class.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan	

Ambrose Elementary School
Parent and Family Engagement Policy and Plan for Shared Student Success

2021—2022 School Year

Ambrose Elementary School
Dr. Mary Vickers, Principal
3753 Vickers Crossing
Ambrose, GA 31512
(912-359-5500)
mary.vickers@coffee.k12.ga.us
Facebook @eagles3753

What is Title 1?

Ambrose Elementary is identified as a Title 1 school as part of the Every Student Succeeds Act (ESSA). Title 1 is designed to support State and local school reform efforts tied to the challenging state academic standards to improve teaching and learning for students. Title 1 programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with all parents and family members a written parent and family engagement policy.

Revised 6/17/2021

School Plan for Shared Student Achievement

What is it?
This is a plan that describes how Ambrose Elementary will provide opportunities to improve parent engagement to support student learning. Ambrose Elementary values the contributions and involvement of parents to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Ambrose Elementary will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?
Ambrose Elementary School establishes a Parent Advisory Committee to help provide suggestions/recommendations and advisement on all matters related to parental involvement. The school involves parents in an organized ongoing and timely way in the planning, review, and improvement of the Title I Program through parent advisory councils, school governing council, and surveys. Parent involvement policies and programs may be revised based upon assessment information and input received. All parents are invited to attend an annual meeting to inform them of their school's Title 1 participation, explain Title 1, and its requirements and parents' right to be involved in the process.

Who is it for?
All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. Ambrose Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?
At the beginning of the year, the plan is posted on the school website and Facebook. In addition, copies of the plan are emailed through Peachjar/Kinvo. Parents can also retrieve a copy of the plan in the front office.

Reservation of Funds?
Ambrose Elementary School will reserve 1 percent from the total amount of the Title 1 funds it receives in FY22 to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Title 1 Input will be gathered in the Spring of 2022. Furthermore, AES will distribute 90 percent of the amount reserved to Title 1 schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title 1 school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

School-Parent Compacts

Ambrose Elementary and our families developed a school-parent compact. A school-parent compact is an agreement that parents, teachers, and students develop explaining how parents and teachers will work together to ensure all our students reach and exceed grade level standards. The compacts are reviewed and updated annually based on feedback from parents, students, and teachers during spring revision meetings. Ambrose will use these compacts throughout the year as an agreement to work as a team and strive for excellence in the education of our students. Copies are provided to each parent.

Events to Come

Ambrose Elementary will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement. Please check the school newsletter, weekly folders, Kinvo messages, and Facebook for times and reminders of events!

All of our events will be announced closer to the time of the event with specific details and instructions. Dates or events are subject to change.

Open House
August 2021
We invite you to an afternoon of meeting your child's teacher and learning about the technology offered this school year.

Annual Title I Meeting
August 30, 2021 @ 5:30 pm
We invite you to an afternoon of learning and sharing about our Title I program, including our Parent & Family Engagement Policy, the School Improvement Plan, the School-Parent Compacts, and parents' requirements.

Brighter Dayz are Ahead
August 30, 2021 @ 6 pm
We invite you to join us in the gym as we review and discuss expectations at Ambrose. Parents will also learn about homework and study skills specific to your child's grade level.

Parent-Teacher Conferences
September 14, 2021 & February 8, 2022
Meet with your child's teacher to view and discuss progress reports.

Mad Science Night
October 14, 2021
Families are invited for a night of experiments, lessons, and activities that will leave us all amazed.

Veterans Day Program
November 11, 2021
We invite you to our annual Veterans Program.

Writing Celebration/Show Choir
December 2021
Parents and students will have fun as we hear the Ambrose Show Choir Sing, share our letters to Santa and explore the importance of wrting.

Title I Revision Meeting
February 8, 2022
We invite you to come hear the Ambrose Show Choir Sing. Our show choir teacher and students have worked hard all year!

Read Across America Day
March 2022
Read/do activities with your child's class. Connect with the school and community to build better school and review school plans.

Spring Show Choir
May 2022
We invite you to come hear the Ambrose Show Choir Sing. Our show choir teacher and students have worked hard all year!

End of Year Honor Programs
May 2022
Each grade level will have an Honors Program.

Parent Resource Center

Come visit the Parent Resource Center to check out books, study materials, and activities to use at home with your child. Computers are available in our Media Center for parents to explore the Parent Portal and educational resources.

*Monday—Friday
7:00am-3:00pm*

Parent and Family Engagement

Ambrose Elementary will provide support for parental involvement activities and actions that will strengthen student academic achievement by holding the following grade level and content specific parent workshops in addition to school wide activities.

Ensuring that:

- Parents play an integral role in assisting their child's social, emotional, and academic growth and development.

- Parents are encouraged to be actively involved in their child's education at school.

- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Ambrose Elementary is committed to helping our parents attend the parental activities listed in this policy. Please call or email us if you need assistance with childcare or transportation in order to participate in our programs.

*Shelley Cole,
Family Engagement Coordinator
(912) 389-6881*
shelley.cole@coffee.k12.ga.us

Ambrose Elementary is "Reaching Out!"

Ambrose Elementary will take the following measures to promote and support parents and family members as an important foundation of the school in order to strengthen the school and reach our school goals.

We will:

⇒ Ensure all information related to school and parent programs, meetings, and other activities is published in both English and Spanish.

⇒ Provide opportunities for parents to volunteer and participate in their child's class or school and observe classroom activities.

⇒ Provide assistance to parents in understanding the academic content and assessments, as well as how to monitor their child's progress and work with educators.

⇒ Student progress-reports and report cards are distributed on scheduled intervals, keeping parents aware of student's progress. Two scheduled parent/teacher conferences are held in the fall and spring of each year.

⇒ Provide materials and training to help parents work with their child to improve their child's achievement.

⇒ Educate teachers, pupil services personnel, the principal and other staff, with the assistance of parents, in the value and utility of contributions of parents and how to reach out and communicate with parents to implement and coordinate parent programs.

⇒ Coordinate and integrate parent involvement programs and activities with Head Start, public and private preschools and other programs, and provide resources such as a parent resource center that encourages and supports parents in more fully participating in the education of their children.

⇒ Develop appropriate roles for community-based organizations and local businesses in parental involvement activities.

⇒ Collect feedback from parents and family members at all events, by placing input cards around the building for parents to make requests for additional support for parent and family engagement activities.

Parent and Family Engagement Standards

Ambrose Elementary and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

Welcoming All Families
Communicating Effectively
Supporting Student Success
Speaking Up for Every Child
Sharing Power
Collaborating with Community

How to Volunteer

We would love to have you volunteer! Please complete the box in the upper right hand corner of this page and return to school!

Ambrose Elementary invites all parents to share ideas and ways to involve other parents to build partnerships with school, families, and the community. Ambrose Elementary School establishes a Parent Advisory Committee to help provide suggestions/recommendations and advisement on all matters related to parental involvement. The school involves parents in an organized ongoing and timely way in the planning, review, and improvement of the Title I Program through parent advisory councils, school governing council, and surveys. Parent involvement policies and programs may be revised based upon assessment information and input received. All parents are invited to attend an annual meeting to inform them of their school's Title 1 participation, explain Title 1, and its requirements and parents' right to be involved in the process.

We would love to encourage you to also take an active role and be a member of PTO! There are so many ways YOU as a parent can be involved!

School Volunteer

Yes, I am interested in volunteering at my child's school/classroom.
Please contact me so I can learn more volunteering
Please send me notifications about future meetings and updates

Name: _____

Child's Name and Grade:_____

Address: _____

Phone Number: _____

Email address: _____

Interest: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) _____

Telephone Number: (optional) _____

_____

_____

_____

_____

_____