

2020-2021

Parent & Family Engagement Plan

For: Bunnell Elementary School

INSTRUCTIONS

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to your Google folder by **April 1, 2020**
4. Complete the SIP section (found at the end) when your school SIP is completed.

Evaluation of 2019-2020 School Year PFEP

BUILDING CAPACITY

Content & Type of Activity	Number of Participants	Impact on Student Achievement (include data evidence information, if applicable)
Meet the Teacher	922	Increased parent engagement, rapport, and understanding of importance of attendance for student achievement gains.
PTO and SAC Meeting (Aug)	21	Increased parent involvement of planning for upcoming family events. Increased input on how to reach more families through virtual means when they can not attend physically. Creation of ideas on how to open the BES campus more for different kinds of family involvement.
Open House	369	Increased parent engagement and understanding of importance of attendance for student achievement gains. Increased parent understanding of classroom expectations and grade level rigorous standards. Provision of resources to utilize in supporting students at home.
PTO and SAC Meeting (Sep)	19	Increased parent involvement of planning for upcoming family events. Increased understanding and funding sources and resources available to families.
Donuts with GrownUps	Approx 80	Increased parent involvement with students in the school setting. Increased understanding of the school schedule as well as school faculty available to support students and families.
PTO and SAC Meeting (Oct)	19	Increased parent involvement of planning for upcoming family events. Increased understanding of how students are identified and receive academic support as well as the parents roles and who to contact. Increased input on how to reach more families through virtual means when they can not attend physically.

Parent/Teacher Conferences	598	Increased parent understanding of how students are performing in class, goals for their student, and progress thus far. Sharing of collected work, grades, and resources to support students at home.
Fall Festival	Approx. 200	Increased parent involvement on the school campus. Family interaction with a multitude of school based faculty and support systems.
PTO and SAC Meeting (Nov)	6	Increased parent involvement of planning for upcoming family events. Planned how to meet student and family needs around the holidays through community and school supports and events to build our BES community.
Bullpup University #1~ Parent Resources	7 families	Increased parent engagement with students and understanding of activities tied to grade level standards. Provision of grade level specific activities to continue utilizing at home for increased student achievement. Provision of information on family/student resources including attendance, grades, FSA testing, and parenting strategies.
PTO and SAC Meeting (Dec)	12	Increased parent involvement of planning for upcoming family events. Increased understanding of how mental health barriers are addressed within the school and district and provision of contacts and resources to families.
Winter Musical	Approx. 90 families	Increased parent involvement on the school campus. Increased understanding of arts in education and what skills are taught in special area courses.
Kiwanis Kids Ceremony	Approx. 150	Increased parent involvement on the school campus. Celebration of positive student citizenship and student achievement in all grade levels.
Bullpup University #2~ Make-It and Take-It Literacy	73 families	Increased parent engagement with students and understanding of activities tied to grade level standards. Provision of grade level specific activities to continue utilizing at home for increased student literacy achievement. Increased parent understanding of grade level phonemic awareness, fluency, phonics, vocabulary, and comprehension expectations.

PTO and SAC Meeting (Feb)	12	Increased parent involvement of planning for upcoming family events. Gain input on how to make celebration events best accessible for families to increase student confidence and achievement. Provision of ideas on event locations and activities that may draw even more family participation.
Black History Celebration hosted by Ms. DeBodisco's class	Approx. 35 families	Increased parent involvement on the school campus. Opportunity for families to better understand grade level standards focused on Social Studies as well as grade level expectations and rigor.
Family Art Night	30 families	Increased parent involvement on the school campus. Increased understanding of arts in education and what skills are taught in special area courses.
PTO and SAC Meeting (March)	11	Increased parent involvement of planning for upcoming family events. Increased parent understanding of progress towards school goals thus far and discussion of how to support students at home. Gained input on safety/security of technology use at home.
Parent/Teacher Conferences	151	Increased parent understanding of how students are performing in class, goals for their student, and progress thus far. Sharing of collected work, grades, and resources to support students at home.
Bullpup University #3~ Candy Land Math	15 families	Increased parent engagement with students and understanding of activities tied to grade level standards. Provision of grade level specific activities to continue utilizing at home for increased student literacy achievement. Increased parent understanding of grade level math fact fluency, problem solving, and and word problem comprehension expectations.

BEST PRACTICES

Include a description of the parent and family engagement activity or strategy implemented the previous year that was most effective including content/purpose and a description of the activity and data to support, if applicable.

In the 2019/2020 school year, 3 Bullpup Universities. The purpose of these Universities was to increase family engagement on our Bunnell Elementary School campus in a way that was enjoyable and non-threatening to families, but at the same time exposed families to content and skills being taught throughout the year. We strategically selected the standards addressed through these activities based on lowest performing standards on assessments to date. In strategically selecting these standards we were able to guarantee that any of the activities families continued to practice at home from this event were targeted skill practice in areas the students most need it. Families worked together along with other families in similar grades as well as BES teachers and staff to read game directions and engage in content learning through board game formats. While our first Bullpup University was not well attended we took this back to our PTO and SAC meetings and formulated a plan to provide a large screen movie after the event as well as refreshments for the 2nd University and this was hugely successful with 73 families in attendance. Although we planned for the 3rd University the same, the date ended up being the same day that calls were sent home to inform families of the coronavirus and we believe this was the main reason for the lack of attendance with this event as we had over 100 families RSVP for the event. Families in attendance of the Universities have had all positive things to say about it including that they look forward to the next event for additional information about iReady. One mom informed administration that she was going to invite her friend who's child also attends BES to hear the information shared about parenting strategies as she had been asking for ideas.

DEFINITION OF FAMILY ENGAGEMENT

What is your school's definition of Family Engagement?

Family engagement is the creation of partnerships between school, home, and community. These partnerships, when well cultivated, promote student wellbeing and success in a variety of ways. The connections between school, family, and community should be ongoing and empower families to promote learning at home.

FAMILY ENGAGEMENT MISSION STATEMENT

- The parent and family engagement plan is a shared responsibility.
- The parent and family engagement plan will assist in providing high quality instruction for all learners.

Our mission is to raise the next generation as a shared responsibility. Our families, communities and schools will work together so that students are more successful and benefits are reaped by the entire community.

ENGAGEMENT OF PARENTS

Describe:

- how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I Parent and Family Engagement Plan, including involvement in decision making of how funds for Title I will be used.
- provide evidence of involving parents and families in planning, reviewing and improvement of Title I Parent & Family Engagement Plan, including involvement in decision making of how funds for Title I will be used. This can be meeting agenda and notes as well as parent sign-in sheets.

Our SAC/PTO meetings are held together so that our community and parents can provide input and suggestions for improvement throughout the entire school year. Families and community members are involved in the decision making processes that affect our school culture through these monthly SAC/PTO meetings. We also shared and reviewed our SIP and well as budgeting plans 2 times throughout this school year at our SAC/PTO meeting and invited input. In this 2019/20 school year we received 146 responses to our Title 1 parent survey. This survey provided important information that has guided our decision making process involving curriculum and budget allocations for next year. During 3 separate virtual sessions with families in K-6th grade we also asked for specific information from our families on how we can better meet families needs. We were able to gain input from 28 families across all grade levels with this method and have utilized this input in our decision making process.

Questions asked of parents in virtual sessions:

1. What is the biggest barrier that you believe limits your (or others') ability to attend school events?
2. What service or event could the school provide that would address an unmet need in your family?
3. How have you felt about the level of communication and information you receive from BES?

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

Describe:

- how the school will coordinate and integrate parent and family engagement programs and activities regarding Foster, FIT, ESOL and Unaccompanied Homeless Youth.
- how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

Program	Coordination
VPK/Pre-K ESE	Flagler County participates in the Volusia/Flagler Early Learning Coalition. Students who are in Pre-K ESE classes and who are at least 4 years old by Sept. 1st can participate in VPK classes for age appropriate mainstreaming. VPK and childcare students also participate in recess/PE time with age appropriate Pre-K students.
Title I and Title III	Funds are provided for translations of communication to parents and also pays for TRANSACT for online parent letters/school forms in multiple languages. These funds also pay for a digital curriculum provided to all ELL students called, "Imagine Learning". This digital curriculum provides instruction on each students independent level and is accessible at home with their families.
Title IV	A La Carte Federal Lunch Program
Title I, Title IV and Title III	Families in Transition and students performing below grade level are provided after school tutoring opportunities. They receive 4 hours per week of additional instruction before or after school.
Title I	21st CCLC provides after school academic enrichment and recreational activities.

ANNUAL PARENT MEETING and COMMUNICATION

Describe:

- how families will be informed of the nature of the Title I program and how the school will provide families timely information about the Title I program
- the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program
- how families will be provided a description and explanation of
 - curriculum used at the school

- forms of academic assessment used to measure student progress
- achievement levels of the Florida State Standards
- how the meeting will cover school choice, input of parents on and the rights of parents at the annual meeting
- if parents request, how the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)
- how the school will handle parents/families comments if the school-wide plan is not satisfactory to the parent/family. [ESEA Section 1116]

Activity/Tasks	Person(s) Responsible	Timeline
Title I Parent Advisory Annual Meeting (Compact, What is Title I, Requests for Parent Input, description of Title 1 programs.)	Administrative Team	September 2020
Open House/Curriculum Night - (Parents will be informed of the grade level curriculum and expectations. Classroom assessments will be discussed and information on ways to support the standards at home as well as the importance of consistent attendance.)	Administration, Guidance, Academic Coaches and Classroom Teachers	September 2020
Parent Conferences- (Student achievement levels are shared with parents. Classroom teachers review other pertinent student data such as iReady progress and student citizenship).	Administration, Guidance, Academic Coaches and Classroom Teachers	Once a semester October 2020 and March 2021
PTO/SAC meetings in person and virtually using Zoom- (Gaining input on how to reach the most families. Updating families on programs, systems of support, school achievement, progress towards goals, and increased reasons why to choose BES).	Administrative Team	Monthly for the 2020/21 school year (at least 7 times in the school year)
Bullpup Universities- (Provision of information on curriculum, assessments, resources and support for families in meeting academic needs)	Administration, Guidance, Academic Coaches and Classroom Teachers	Three times within the 2020/21 school year

FLEXIBLE PARENT MEETINGS

Describe:

- how the school offers a flexible number of meetings, such as meetings in the morning or evening.
- if the school provides transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116] using Title I funds.

The school will hold monthly SAC/Title 1 Parent Advisory Council meetings with childcare provided. These sessions will also be available for participation virtually through Zoom. Home visits will be made via the Title 1 Parent Specialist and District Social Worker to address academic and attendance issues when the parent has been unreachable through conference or phone contact. Teachers will utilize Zoom in order to conference virtually with families that may not be able to attend in person. When needed childcare will be provided for evening Family Nights or morning meetings when possible. The school offers flexible meeting times during morning and evening hours to accommodate parent work schedules.

BUILDING PARENT & FAMILY CAPACITY

Describe:

- evidence-based* activities that will build the capacity for meaningful parent/family engagement
- any other *evidence-based* activities, such as, but not limited to a Family Reading & Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]
- evidence-based* activities that will build relationships with the community to improve student achievement
- any *evidence-based* materials, resources and/or trainings provided to assist parents/families to work with their child(ren)
- other reasonable support for *evidence-based* parent/family engagement activities.

Content and Type of Activity	Person(s) Responsible &	Anticipated Impact on Student Achievement	Evidenced-based	Measure of Effectiveness on
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	Timeline		documentati on & tier	Academic Achievement
Bullpup University #1- Book Bingo & Parent Resources	Academic Coaches October 2020	Increased Skyward Access (MIS), FSA, Understanding of i-Ready, Increased understanding of Growth Mindset, Increased practice on difficult reading skills leading to increased grade level assessment scores	https://globalfrp.org/content/download/586/4763/file/GFRP_FamilyVoice_Activity.pdf	Sign in Sheets, Parent feedback, Assessment Data, iReady progress.
Family Art Night	Art Teacher (Wagner) November 2020	Increased student and teacher desire to interact and maintain positive relationships with BES teachers and faculty. Increase in iReady achievement.	https://globalfrp.org/content/download/585/4757/file/GFRP_FamilyAgency&Voice.pdf	Sign in Sheets, Parent feedback, Family-School Relationship Survey, iReady
Family Music Night	Music Teacher (Stagner) December 2020	Increased student and teacher desire to interact and maintain positive relationships with BES teachers and faculty. Increase in iReady achievement.	https://globalfrp.org/content/download/585/4757/file/GFRP_FamilyAgency&Voice.pdf	Sign in Sheets, Parent feedback, Family-School Relationship Survey, iReady
Bullpup University #2- Candy Land Math	Academic Coaches January 2021	Increased: math FSA, i-Ready achievement, practice on difficult math skills leading to increased grade level assessment scores.	https://globalfrp.org/content/download/586/4763/file/GFRP_FamilyVoice_Activity.pdf	Sign in Sheets, Parent feedback, Assessment Data, iReady progress.
Bullpup University #3- Make-It and	Academic Coaches	Increased: reading FSA, i-Ready achievement, practice	https://globalfrp.org/content/download/	Sign in Sheets, Parent feedback, Assessment Data,

Take-It Literacy	February 2021	on difficult reading skills leading to increased grade level assessment scores.	586/4763/file/GFRP_FamilyVoice_Activity.pdf	iReady progress.
Family Movement Night	Health/PE Teachers (Zanella, Westly, Winne, Casey) March 2021	Increased student and teacher desire to interact and maintain positive relationships with BES teachers and faculty. Increase in iReady achievement.	https://globalfrp.org/content/download/585/4757/file/GFRP_FamilyAgency&Voice.pdf	Sign in Sheets, Parent feedback, Family-School Relationship Survey, iReady

BUILDING STAFF DEVELOPMENT for PARENT & FAMILY ENGAGEMENT

Describe:

- the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, to include
 - the value and utility of contributions of parents/families. [ESEA Section 1116]
 - how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
 - the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Content and Type of Activity	Person(s) Responsible & Timeline	Anticipated Impact on Student Achievement	Evidenced-based documentation	Measure of Effectiveness on Academic Achievement
Poverty Simulation	Administration, Title 1 Specialists	Increase in student products for their teachers within the classroom	http://www.ctacfl.net/uploads/2/2/1/6/22162720/pects_for_	Number of missing assignments, iReady progress

			change_preparing_educators_for_school_community_partnerships.pdf	
Implicit Bias Training	Administration	Increase in student products for their teachers within the classroom	http://www.ctacfl.net/uploads/2/2/1/6/22162720/prospects_for_change_preparing_educators_for_school_community_partnerships.pdf	Number of missing assignments, iReady progress
Review of Family-School Relationships Survey	Administration	Focused outlook of teacher interactions with families and meeting all students needs. Sense of voice and value of families will in turn impact student performance.	https://files.eric.ed.gov/fulltext/ED383451.pdf	

FAMILY SURVEY

Using your 2019-2021 Title I family survey results, choose a topic (**Barriers to Engagement, Family Support, Learning Behaviors** or **Family Engagement**) to address this coming school year.

Family Engagement

TOPIC: Families meeting with other families and school staff.

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Measure of Effectiveness
Quarterly Newsletter	Administration, Academic Coaches, Clerical Staff	Calendar of events including PTO/SAC meetings sent for the entire year in multiple formats including virtual and paper based	Every Quarter in the 2020/21 school year	Sign-in sheets/Attendance records from school events that include meeting and discussion between families and staff.
Integration of Virtual conferences through Zoom	Classroom Teachers	Relay expectation for teachers to reach out to families that are unable to physically attend conferences and hold them virtually notating this on their contact/conference logs	February and March 2021	Sign-in sheets/Attendance records from parent-teacher conferences.
Integration of Virtual opportunity to participate in PTO/SAC meetings through Zoom	Administration, PTO/SAC elected members	Initiate and advertise the ability to participate in the scheduled PTO/SAC meetings through Zoom. Create Zoom session codes for PTO/SAC meetings.	Monthly for all PTO/SAC meetings in the 2020/21 school year (to be held at least 7 months of the year)	Sign-in sheets/Attendance records from PTO/SAC meetings.

ACCESSIBILITY

Describe:

- ❑ how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- ❑ 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 parents/families can understand.
- ❑ *“to the extent practicable, how the school shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]*

We will utilize several formats to ensure that parents are informed of activities in a timely manner. We will use parent call outs, school-wide emails, Facebook and Twitter accounts, the school marquee and the school website. We will also send home quarterly newsletters with events, dates, and times for the entire year.

We ensure that our ESOL families are also informed by sending home communication in native language when possible. Our Bunnell Elementary ESOL paraprofessional will also have a google voice account at which parents will be able to call and ask for assistance with translation when it is not possible to translate materials sent home. We also use language/ASL translators when needed. All schools are handicap accessible.

DISCRETIONARY ACTIVITIES (optional)

- ❑ Describe any activities that are not required, but will be paid through Title I, Part A Funding (for example, home visits, transportation for meetings, activities related to parent/family engagement. etc.)

Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline

BARRIERS

Describe:

- the barriers that hindered participation by parents during the 2019-2020 school year.
- the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Family Schedules	Utilizing virtual means of communication when possible. Offering events in multiple locations throughout BES zoning.	Administrative Team, Academic Coaches, Classroom Teachers	When applicable in 2020/21 school year
Communication is not seen	Provide communication in multiple ways: parent call outs, school-wide emails, Facebook and Twitter accounts, the school marquee, school website, and quarterly newsletters.	Administrative Team, Clerical Staff, Academic Coaches	When applicable in 2020/21 school year

Attach evidence of parental input on this PFEP.

[Family-School Relationships Survey](#)

[PTO/SAC meetings addressing PFEP](#)

[Zoom sessions discussing barriers](#)

Attach your school compact and evidence of parental input on your school's compact.

PFEP Assurances

- Assurance 11a, Parent Consultation:** Schools will ensure that consistent with 1116, they will conduct outreach to all parents and family members for meaningful consultation for planning and implementation of programs, activities, and procedures using family engagement funds.
- Assurance 11b, School Parent and Family Engagement Policy:** Schools will ensure that as outlined in Section 1116(b)(1-4), they will
 - distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
 - may amend that policy, if necessary, to meet the requirements of this subsection.
 - If the plan under section 1112 is not satisfactory to the parents of participating children, the school shall submit any parent comments with their PFEP
- Assurance 11c, Policy Involvement:** Schools will, as outlined in Section 1116(c)(1-5)
 - Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
 - 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 policy and the joint development of the schoolwide program plan under section 1114(b)except that if a school

has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

- Provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) 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, and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan to the LEA.
- **Assurance 11d, Shared Responsibilities for High Student Academic Achievement:** As outline in section 1116(d)(1-2), the school will jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- **Assurance 11e, Building Capacity for Involvement:** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the school under this part will meet the requirements outlined in section 1116(e)(1-14).
- **Assurance 11f, Accessibility:** Schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- **Assurance 11g, Family Engagement in Education Programs:** In a state operating a program under part E of Title IV, the school that receives assistance under this part shall inform parents

and organizations of the existence of the program.

Principal's Signature

Date Signed

2020-2021

SCHOOL IMPROVEMENT PLAN GOALS

Complete this section AFTER your school has completed your SIP.

GOALS	How will this goal be communicated to families?	How will you assist families in supporting this goal?

2019-2020

REVIEW

SCHOOL IMPROVEMENT PLAN GOAL

GOALS: 19-20 SIP	OUTCOMES & IMPACT ON STUDENT ACHIEVEMENT