

# Parent and Family Engagement Plan for the 2024-2025 School Year

School Name: Bunnell Elementary School

I, *Cari E. McGee* (principal), do hereby certify that all facts, figures, and representations made in this Title I Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies Assurances

**Assurance 1:** Cross Coordination: The school assures that it will coordinate and integrate services provided under Title I with other educational services at the individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(c)(4)]

**Assurance 2:** Certification: The school assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112(c)(6)]

**Assurance 3:** Parents Right-To-Know: The school assures parents are notified appropriately according to the "Parents' Right-To-Know" provision. [Section 1112(e)(1)(A-B)]

**Assurance 4:** Collaboration: The school assures that its plan was developed with timely and meaningful consultation with teachers, the principal, other school leaders, paraprofessionals, specialized instructional support personnel, administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)]

**Assurance 5:** Parent Consultation: The school assures that in order to receive parent and family engagement funds under section 1116 the school will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)]

**Assurance 6:** School Parent and Family Engagement Plan: The school assures that the following requirements outlined in section 1116(b)(1)-(3) are met: (1) School served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116(c)-(f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the school community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement plan that applies to all parents and family members; and (3) If the plan under section 1112 is not satisfactory to the parents of participating children, the school shall submit any parent comments with such plan for when LEA submits its plan to the state. [Section 1116(b)]

**Assurance 7:** Plan Involvement: The school assures that it shall meet the following requirements outlined in section 1116(c)(1)-(5): (1) 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; (2) 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; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide 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

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adequate representation of parents of participating children; (4) 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; and (5) if the schoolwide plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [Section 1116(c)]

**Assurance 8: Shared Responsibilities for Student Achievement:** The school assures that the following requirements outlined in section 1116(d)(1)-(2) are met: as a component of the school-level parent and family engagement plan developed under subsection the school served under this part shall 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 how the school and parents will build and develop a partnership to help children achieve 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. [Section 1116(d)]

**Assurance 9: Building Capacity for Involvement:** To assure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1)-(5) and (14). [Section 1116(e)]

**Assurance 10: Accessibility:** In carrying out the parent and family engagement requirements under Title I, to the extent practicable, 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 in a language such parents understand. [Section 1116(f)]

**Assurance 11: Supplement, Not Supplant Methodology:** The school assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements in its Title I expenditures.

**Assurance 12: Schoolwide Programs:** The school will ensure that as it's operating a Schoolwide Programs under Title I, Part A, it will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per section 1114(b).

Signature of Principal:



Date: May 3, 2024

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**Describe the school's plan to create their PFEP jointly with parents and family members and where parents can access this plan during the school year.**

*Bunnell Elementary School's Parent and Family Engagement plan has been developed jointly with parents and family members. Multiple opportunities for input were provided and utilized. Survey information from PFE events throughout the year, discussions at SAC and PTO meetings, as well as anecdotal input was utilized. BES's PFEP is always available on the BES website at [www.BESBullpups.com](http://www.BESBullpups.com)*

**Describe the school's plan to provide its PFEP in a language and format all parents can understand.**

*The 2024-2025 PFEP will be published on our website in the home languages most common among our students. This will include English, Spanish, and Russian translations. Links to translating platforms will be made available.*

**Describe the school's plan to include parents and families in the joint development of the required Title I Compact.**

*The Title I compact was developed with parents and families input at a SAC/PTO meeting. The committees reviewed previous years compacts, and discussed what worked best for the school and family in partnership going forward. This compact is reviewed annually with families for input and the school keeps detailed meeting notes of input, sign-in sheets, agendas, parent surveys information, etc. as evidence. (SAC and PTO Meeting Notes)*

**Describe the school's plan to educate its staff on the importance of parent and family engagement.**

*In the 2024-2025 school year, school administration will participate in any and all available professional learning related to parent and family engagement. Additionally, BES administration will partner closely with district personnel to continue to develop and enhance PFE practices that are research and evidence based in order to maximize impacts on student outcomes. The importance of PFE will also be a professional learning topic for faculty and staff beginning in pre-planning for the 2024-2025 school year. Staff members will be trained on the significance of the Title I compact, which outlines the shared responsibilities and commitments between the school, parents, and students to ensure academic success. Staff will be instructed on how to utilize REMIND, a communication platform that facilitates easy and efficient communication between teachers and parents. Additionally, training will occur to prepare staff for productive and meaningful parent/teacher conferences. Staff members will learn effective communication strategies, active listening techniques, and how to address concerns or questions raised by parents. Emphasis is placed on building positive relationships with parents, fostering open dialogue, and collaboratively setting goals for student success. Family Engagement Nights: Staff are encouraged to actively promote and participate in Family Engagement Nights, which serve as valuable opportunities for families to become empowered to support their child's learning with strategies that will be provided.*

**Describe the school's plan of how it intends to build the capacity of their families to better support their student's academics at home and to understand the importance of family engagement.**

*BES is moving toward a PFEP that aims for a more engaged role of parents and families. BES leadership will continue to identify activities that empower parents and families to participate in the educational growth and achievement of their students. Active measures will be taken to ensure families feel comfortable participating with school personnel in this collaborative role through the development of enhanced customer service skills in clerical and non-instructional staff, as well as an emphasis on professional learning with instructional staff, to further strengthen the partnership. BES will also provide resources and opportunities that support parents in contributing to their child's learning and development.*

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### **Describe the school's plan for their required Annual Title I Parent Meeting.**

*The annual Title I meeting will occur in conjunction with the August or September SAC/PTO meeting of the 2024-2025 school year. This meeting will be advertised on our social media platform, newsletter, and the school website. Our meetings will include providing childcare for those parents that need it. This meeting will review in detail all of our yearly events, funding for the coming school year. A detailed agenda will be provided and informational slides will be shared. Detailed notes will be kept and families will also be required to sign-in at the meeting. Information shared at the meeting will be posted on the school's website following the meeting*

### **Describe how and when the school intends to notify parents of their Right-to-Know.**

*All families receive a paper copy of the Right-to-Know at the beginning of the school year. In addition parents will be notified in writing if their student has been taught 4 or more consecutive weeks by a teacher without applicable state certification or licensure requirements. Also, parents that are enrolling later in the year will be provided with all of the pertinent right to know information.*

### **Describe how the school plans to coordinate with other federal, state and local programs to further help support families in their child's academic journey.**

*Bunnell Elementary works closely with all available federal, state, and local programs. Through Title I funds, BES is able to provide additional staff that directly impact the growth and achievement of students. These funds also provide for PFE activities, which include opportunities for parents and families to engage with the school as empowered partners in their child's education. BES has also been awarded a portion of the CLSD (comprehensive literacy state development) grant. These additional state funds also provide for personnel support for students, and activities that involve parents and families. Because the CLSD funds are around literacy, some of the Title I federal funds that were previously being used for literacy based activities can now be encumbered for other, additional opportunities for parents, families, and students. Further, there are local programs that are coordinated in tandem with federal and state programs to provide further support for families in their child's academic journey. The Flagler County Education Foundation works with schools to provide informational opportunities for parents and families, and also sponsors events for parents and families to get involved at the school. Additional broad resources include, but are not limited to, specific topics related to students with disabilities, access to community resources, and opportunities for student enrichment outside of the school year. Additionally, Bunnell Elementary works closely with the Early Learning Coalition, as the office is housed on BES's campus. This allows for close collaboration with VPK transition processes, kindergarten readiness, and efforts to support students enrolled in preK-ESE classes.*

### **Describe how the school plans to get input and feedback from their families as to decisions about how Title I funds are reserved and allotted for parental involvement activities.**

*Through SAC and PTO meetings, BES provides information about how Title I funds are used. This begins with an annual Title I meeting that parents are invited to, and is also reviewed throughout the school year. Additionally, as the Title I budget is being drafted for the upcoming school year, BES administration reviews intended plans with parents at SAC and PTO meetings, and also publishes information and meeting notes on the school's website. Additionally, survey data is utilized to inform planning of how Title I funds are reserved and allotted, and survey data is reviewed with families through SAC and PTO meetings, as well as through direct email from school administration to parents.*

### **Describe how the school plans to provide opportunities for informed participation of parents with limited English proficiency, disabilities or migratory children.**

*BES has allocated funds to maintain an ESOL department with a full time, certified ESOL teacher. With the support of the ESOL department, BES will ensure that information related to opportunities for informed participation will be available in the native language of parents with limited English proficiency, and will also provide targeted support to families of migratory children. Additionally, inclusionary practices will be implemented to ensure equitable access to parents with disabilities, allowing for increased access for all. Additionally, BES leadership will participate in the district EPAC to collaborate with stakeholders to*

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*increase accessibility for individuals with disabilities at the school, district, and beyond.*

**Describe how the school will find out what meeting and event times best meet the needs of their families and what the plan will be to meet these times. Planning should include flexible meetings being offered to accommodate parents such as:**

- a.m. meetings/events
- p.m. meetings/events
- Mixture of a.m. and p.m. meetings/events
- Other (virtual, on-demand, etc.)

*Primarily, information related to what times parents prefer for meetings and events is obtained through survey data. Parents and families receive a survey at each PFE event which includes questions related to flexible meetings. Additionally, each year parents are provided with a more detailed input survey which assess parent and family preferences, as well as barriers to attendance at meetings and events.*

**Describe how the school will identify its top 3 barriers to family engagement and what efforts are planned to overcome these barriers.**

List top 3 barriers:	Steps or strategies that will be implemented to reduce the barrier:
1. Communication related to event	Continue to engage in direct means of communication related to PFE events which will occur through phone calls from school leadership and classroom teachers (rather than just email blasts, website posting, and pre-recorded call outs). Additionally, paper flyers have been identified as a preferred method of communication from the Title I parent survey, therefore they will be utilized to announce events.
2. Parent and family ability to attend	Provide childcare and other resources, including transportation, when available.
3. Parent and family interest in attending	We will continue to work closely with the Office of Federal Programs as well as district leadership to engage in evidence based practices that increase parent and family interest in engagement events and activities. We will work to empower stakeholders to understand the great potential impact they can have in student success. We will continue to build a welcoming culture where parents and families have a voice, and feel comfortable participating in activities, events, and decision making at and with the school.

**An annual evaluation of the effectiveness of the parent and family engagement policy/plan and activities is to be completed for participating schools, to ensure effectiveness. (Some of the evaluation information may not be available until the end of the school year).**

### 2023-2024 Parent and Family Engagement Event Evaluation:

Total Parent & Family Engagement Required 1% Allocation 23-24	Total Funds Expended	Total Funds Remaining
\$9,245.00	\$11,955.94	-\$2,710.94

**Parent and Family Engagement Plan for the 2024-2025 School Year**

<b>If funds remained at the end of the year, explain why funds weren't fully expended and a plan for expending all PFE funds next school year.</b>				
<b>Family Engagement Event Name</b>	<b>Date Event Occurred</b>	<b>Number in Attendance</b>	<b>Evidence Examined for Effectiveness</b>	<b>Was there a measurable impact on student achievement?</b>
Family Art Night	11/6/23	27 Families	Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Reading proficiency has increased by 4% schoolwide as measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37%
Family Music Night	12/12/23	8 families	Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Reading proficiency has increased by 4% schoolwide as measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37%
Bullpup University #2 Literacy Night	1/22/24	32 Families	Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Reading proficiency has increased by 4% schoolwide as measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37%
Bullpup University #1 Math Night	10/27/23	171 Families	Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Math proficiency has increased by schoolwide as measured by PM3 FAST data. Students in identified subgroups also saw significant increases in proficiency rates as well as growth.
Bullpup University #3 STEM Night	3/12/24	33 Families	Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Reading proficiency has increased by 4% schoolwide as measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37% Math proficiency rates remained consistent, but there were significant learning gains across grade levels.
Family Movement Night	4/26/24	58 Families	Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Reading proficiency has increased by 4% schoolwide as measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37%
Bullpup University #4 Bingo for Books	5/7/24	TBD	TBD	TBD
Targeted Family Support	1/22/24, 4/26/24	12 Families	Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Reading proficiency has increased by 4% schoolwide as measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37%
Transition to Kindergarten	Summer 2023	49 Families	Attendance and participation of families, event survey	BES Reading proficiency has increased by 4% schoolwide as

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			feedback. Student growth and achievement on standardized assessments.	measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37%
ELL Parent Event	9/29/2023	6 Families	Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Reading proficiency has increased by 4% schoolwide as measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37%
Brave Summer Check-In	June 2024		Attendance and participation of families, event survey feedback. Student growth and achievement on standardized assessments.	BES Reading proficiency has increased by 4% schoolwide as measured by PM3 FAST data. Schoolwide iReady data shows an increase in proficiency on PM2 from 28%-37%

23-24 Parent Events Not Completed	Reason
N/A	

**Considering your academic data, barriers to family engagement, successful events and events that need improvement, describe your schools overarching goals for the 2024-2025 school year that will be represented in the parent and family engagement events you are planning to have.**

### 2024-2025 Planned Parent & Family Engagement Events

Event Name	Proposed Date	Evidence to Measure Effectiveness	Person Responsible for this Event
Bullpup University # 1 Math Night	Oct 2024	Evidence to measure effectiveness is collected through attendance and participation of families, as well as sign-in sheets and survey feedback. Additionally, impacts on student growth and achievement overall is considered.	Tom Westly / BES Admin
Family Art Night	Nov 2024	Evidence to measure effectiveness is collected through attendance and participation of families, as well as sign-in sheets and survey feedback. Additionally, impacts on student growth and achievement overall is considered.	Amy Wagner / BES Admin
Family Music Night	Dec 2024	Evidence to measure effectiveness is collected through attendance and participation of families, as well as sign-in sheets and survey feedback. Additionally, impacts on student growth and achievement overall is considered.	Bruce Scott / BES Admin
Bullpup University #2 Literacy Night	Jan 2025	Evidence to measure effectiveness is collected through attendance and participation of families, as well as sign-in sheets and survey feedback. Additionally, impacts on student growth and achievement overall is considered.	Jen Watt / BES Admin
Bullpup University #3 STEM	Feb 2025	Evidence to measure effectiveness is collected through attendance and participation of families, as well as sign-in sheets and survey feedback. Additionally, impacts on student growth and achievement overall is considered.	Tom Westly / BES Admin

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Family Movement Night	March 2025	Evidence to measure effectiveness is collected through attendance and participation of families, as well as sign-in sheets and survey feedback. Additionally, impacts on student growth and achievement overall is considered.	Cathie Zanella / BES Admin
Bullpup University #4 Bingo for Books	April 2025	Evidence to measure effectiveness is collected through attendance and participation of families, as well as sign-in sheets and survey feedback. Additionally, impacts on student growth and achievement overall is considered.	Wendy Neubauer / BES Admin
Targeted Family Support	Quarterly	Evidence to measure effectiveness is collected through attendance and participation of families, as well as sign-in sheets and survey feedback. Additionally, impacts on student growth and achievement overall is considered.	Hayley Marino / BES Admin

Event Name	Level of Evidence (Strong, Moderate, Promising or Demonstrates a Rationale)	Evidence Link or Study	How this event strategy will impact your school's goal(s)

<b>Proposed mid-year review date with SAC members:</b>	<b>Proposed end-of-year review date with SAC members:</b>	<b>Person responsible for PFEP reviews:</b>	<b>Actual date of mid-year review:</b>	<b>Actual date of end-of-year review date:</b>
December 2024	April 2025	Cari McGee-Principal		



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Revised 3/28/24-dh