

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

School Name: Belle Terre Elementary

I, Jessica DeFord (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

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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; (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 27:** 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:** \_\_\_\_\_

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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.**

*BTES will send out a Parent Survey through the Title I department. BTES will go over the results of the survey with parents at a PTO/SAC meeting and ask for suggestions on how our parent and family engagement events can be approved. Once the PFEP is written for next school year, we will post it on the school website for parents and families to refer. This will be documented by adding the topic to the SAC agenda and input will be recorded through SAC minutes.*

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

*In addition to posting the PFEP on the website where it can be translated using various technologies, BTES will send it to parents via REMIND, which has translation abilities. If any parents request it be sent in a different language, BTES will provide it in the language of request.*

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

*At BTES, our approach involves transparency and active participation. At a PTO/SAC meeting, we will provide the current Title I Compact for review. During this meeting, we will invite parents and families to suggest any changes or revisions they deem necessary to enhance the compact for the forthcoming school year. We will also add this to our school's weekly newsletter by adding the current compact and asking families for suggestions through Jamboard. Their feedback will play a pivotal role in shaping the document to accurately reflect the collective responsibilities and commitments of the school, parents, and students. This will be documented by adding the topic to the SAC agenda and input will be recorded through SAC minutes. In addition, families will be provided hard copies of the Title I compact in which they can write any suggestions or changes they may have.*

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

*The school's approach to educating its staff on the importance of parent and family engagement will be at the beginning of the year, a comprehensive training that will be designed to equip staff with the necessary tools and knowledge to effectively engage with parents and families.*

- 1. Title I Compact: 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. It will focus on how to effectively communicate the compact's contents to parents, emphasizing the importance of their involvement in their child's education.*
- 2. REMIND: Staff will be reminded how to best utilize REMIND, a communication platform that facilitates easy and efficient communication between teachers and parents. They will learn how to effectively utilize REMIND to share important updates, reminders, and information regarding student progress, assignments, and school events. It emphasizes the importance of timely and clear communication to foster strong partnerships between home and school.*
- 3. Parent/Teacher Conferences: The training will 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.*
- 4. Family Engagement Nights: Staff are encouraged to actively promote and participate in Family Engagement Nights, which serve as valuable opportunities for families to become more involved in their child's education. It will emphasize the importance of creating welcoming and inclusive environments during these events, offering informative workshops, interactive activities, and opportunities for families to connect with school staff and each other.*

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### **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.**

*The school's strategy to enhance the capacity of families in supporting their students' academics at home is to provide families with valuable resources and opportunities for involvement through the following initiatives:*

1. Math Night, Literacy Night, and Science Night: *These dedicated events are designed to offer families insight into the key academic areas of math, literacy, and science. Through interactive activities, workshops, and demonstrations, parents and caregivers will gain a deeper understanding of these subjects and learn practical strategies to support their children's learning at home. These themed nights provide a platform for meaningful engagement between families, educators, and students, fostering a collaborative learning environment outside the traditional classroom setting.*
2. Weekly Bobcat Blast: *Our weekly Bobcat Blast will serve as a vital communication tool to keep parents informed and engaged in their child's education. This weekly newsletter will feature updates on school events, important announcements, tips for supporting student learning at home, and highlights of student achievements and academic milestones. By providing relevant and timely information, we aim to empower families with the knowledge and resources they need to actively participate in their child's educational journey.*
3. Parents make the difference! Newsletter: *This newsletter fosters a strong school-home partnership by providing regular updates and academic resources. Available in English and Spanish, with age-specific versions, it overcomes language and literacy barriers. Its easy-to-read format ensures accessibility for all, promoting engagement and improving academic outcomes.*

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

*Our school's Annual Title I Parent Meeting is scheduled to take place after the September SAC assembly. This meeting will provide a comprehensive overview of Title I and its role in supporting our school community. Attendees will be briefed on our School Improvement Plan, serving as a strategic framework for advancing our educational goals. The session will also address parents' Right to Know, a federal law regarding parent's rights to know certain aspects of their student's teachers credentials. Additionally, we will discuss the use of Title I funds to enhance student learning experiences. The presentation of the Title I Compact will stress the commitment between parents and the school towards student success. Moreover, we will explore avenues for parental engagement and encourage the sharing of ideas. Following the meeting, families will have the opportunity to provide feedback and pose questions through a survey accessible via QR code, ensuring their voices are heard in our decision-making processes.*

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

*Parents will be informed of their Right-to-Know during the initial weeks of the 2024-2025 school year through our weekly family email, message sent through Remind, and postings on our website. Through Remind, digital access will be available, and parents can request a hard copy if preferred. Additionally, written notifications will be issued to parents if their child has been taught for four or more consecutive weeks by a teacher who lacks the required state certification or licensure for the grade level or subject area.*

### **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.**

We collaborate closely with a FIT Liaison to ensure that our Families in Transition (FIT) receive the support and resources they need. Through partnerships with local organizations and access to state and federal programs, such as Love in a Backpack, we provide essential materials and transportation assistance to our FIT families. Additionally, we work hand-in-hand with the Volusia/Flagler Early Learning Coalition to facilitate a smooth transition for parents transitioning from Voluntary Pre-Kindergarten (VPK) to kindergarten. Parents can schedule a tour of our school on Thursdays through our registrar, allowing them to explore our learning environment and become familiar with our community.

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**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.**

*To ensure that Title I funds are reserved and allocated for parental involvement activities in a manner that aligns with the needs and preferences of our families, the school will actively seek input and feedback. We plan to initiate this process by reviewing last year's Title I budget with parents and caregivers, providing transparency regarding past allocations and expenditures. Additionally, we will solicit feedback from families to gauge their priorities and preference for parental involvement initiatives both through a survey sent out and discussion at a PTO/SAC meeting. We will document parents suggestions and document them through SAC minutes.*

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

*The school will provide full opportunities for involvement in activities for all parents (including parents with limited English proficiency, disabilities, migratory children and Families in Transition (FIT) letters and information are provided in the native language, when feasible. TRANSACT is the service that is used to provide translated documents to non-English speakers. We use Echo Ed Interpretation Services for interpretation of most any language during meetings and parent conferences. Translators will be provided at parent night activities and meetings, when possible. In addition, we are committed to ensuring full accessibility for all members of our community. We provide comprehensive resources and accommodations for individuals with disabilities, ensuring that every student has the opportunity to thrive academically, socially, and emotionally. From accessible facilities to specialized learning materials and support services, we create an inclusive environment for every student.*

**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.)**

During a SAC meeting, Belle Terre engaged with parents and guardians to discuss how to best schedule school events to accommodate varying family schedules. Following the discussion, a decision was reached to arrange Parent-Teacher Organization (PTO) meetings in the morning, offering the flexibility of participation virtually. Additionally, after-school events will be scheduled on different days and at different times throughout the week to ensure inclusivity for families with varying after-school commitments. Furthermore, end-of-year promotion ceremonies will be rescheduled to take place during the day and virtually, expanding the accessibility of such events to a broader range of participants. These adjustments aim to enhance parental involvement and maximize attendance at school events by aligning schedules with the diverse needs of families within the Belle Terre community.

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

BTES will send out a survey with the help of the Title I department asking questions to best determine the barriers of family engagements in addition to asking parents at a SAC/PTO meeting.

**List top 3 barriers:**

**Steps or strategies that will be implemented to reduce the barrier:**

1. Having family engagement events in the evening and on different days.

BTES will hold meetings at different times of the day both in the AM (PTO/SAC) as well as the evenings (Math Night, ELA Night, Science Night, Meet the Teacher Curriculum Night). These events

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	will have different start and end times to allow for families with different schedules to attend some events. In addition, as a result of parent input, we will be scheduling these events on different days of the week to help with families that have other obligations. Events will also be held virtually when appropriate.
2. Earlier notice of the events	Each family engagement event will be scheduled and placed on the school calendar at the beginning of the year. The school will also advertise the events again well before the date using a variety of mediums such as fliers, REMIND, school newsletter, Peachjar, school marquee, etc.
3. Childcare being offered	When possible, the school will offer childcare at events through the use of volunteers

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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 Allocation 23-24	Total Funds Expended	Total Funds Remaining
<b>\$5,045.00</b>	<b>\$1,646.01</b>	<b>\$3,398.99</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.**

*There was a small amount remaining from the PFE funds and this was a result of not spending the full amount budgeted in each of the areas resultings in the accumulation of approximately \$200. Next year we plan to make sure our initial budgeted items are as accurate as possible and spending more of the Title I budget toward PFE than required.*

Family Engagement Event Name	Date Event Occurred	Number in Attendance	Evidence Examined for Effectiveness	Was there a measurable impact on student achievement?
Publix Math Night/2 nights:K-2 and 3-5	2/20/24	300	iReady growth reports	Yes, the median percent progress towards Typical Growth at the end of the 23/24 school year is 78% in math.
K-2 ELA Night: Literacy Kits & 3-5 ELA Night	11/2/23	280	ELA county assessments, progress monitoring, iready diagnostics	Yes, the median percent progress towards Typical Growth at the end of the 23/24 school year is 104% in ELA.
ESOL Parent Information Night	4/11/24	40	Sign In Sheets from Conferences and Family Involvement Events	Yes, the goal was to get as many families as possible on campus and to learn about some of the resources provided to them. Many of our ESOL families attended.
Progress Monitoring/ FAST & STAR	9/23, 1/24 & 5/24	N/A	Progress monitoring reports	Marginally... students in 3rd-5th grades had an average of 57% proficiency.
Science Night	4/23/24	Combined with Science Fair and	Science quarterly data and PENDA reports	Yes...students at BTES scored an average of mastery of 88% on

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		Flagler Counties Science Expo		PENDA when focusing on the Nature of Science standards.
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<b>23-24 Parent Events Not Completed</b>	<b>Reason</b>
Fall Family Fun Night	We already had planned to do a Technology Night so we decided to have only one of these events as many of the items to be covered overlapped. Technology Night was held on 8/24/23
Mental Health Meetings for Families	Due to the fact that this school year, most of our referrals came from a few students, we decided it would be better to focus on those students instead of holding an event open to all parents.



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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
Literacy Night	October 3, 2024	The median percent progress towards Typical Growth at the end of the 24/25 school year is above 70% in ELA.	Literacy Coach/Literacy Committee
Math Night	December 3, 2024	The median percent progress towards Typical Growth at the end of the 24/25 school year is above 70% in math.	Math-Science Coach/Math Committee
Science Night	March 11, 2025	PENDA reports in January and in May	Math-Science Coach/Science Committee
Parents Make the Difference! Newsletter	Monthly	Usage Report monitored in January and May	Title I Teachers

Event Name	<u>Level of Evidence</u> (Strong, Moderate, Promising or Demonstrates a Rationale)	<u>Evidence Link or Study</u>	How this event strategy will impact your school's goal(s)
Literacy Night	Promising	<a href="#">Family literacy nights : factors for success</a>	Hosting an Elementary School Literacy Night plays a pivotal role in advancing our school's goal of raising F.A.S.T. scores in reading. This event serves as a platform for families to engage in literacy-rich activities, phonics activities, and guided reading exercises with their children. By involving parents and caregivers in fostering a culture of literacy at home, Literacy Night reinforces the importance of reading proficiency and comprehension skills crucial for success in standardized assessments like F.A.S.T.
Math Night	Promising	<a href="#">Family Math Nights: A Tool for Fostering Home, School, and University Connections</a>	This event provides a unique opportunity for families to engage in hands-on math activities,

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			<p>interactive games, and collaborative learning experiences alongside their children. By actively involving parents and caregivers in their child's mathematical education, Math Night not only reinforces the importance of numeracy skills but also strengthens the school-home partnership crucial for student success. Through this event, we aim to instill a positive attitude towards math, build confidence in problem-solving abilities, and promote a growth mindset among our students which will then result in higher math scores in FAST and iReady.</p>
<p>Science Night</p>	<p>Promising</p>	<p><a href="#">Engaging the Community through Science Nights: An Elementary School Case Study</a></p>	<p>Hosting a Science Night at aligns with our overarching goal of fostering a passion for Science education among our students. By providing an interactive and engaging platform for hands-on scientific exploration, we aim to ignite curiosity and enthusiasm for learning in our young learners. This event not only reinforces classroom teachings but also encourages critical thinking, problem-solving, and teamwork skills outside the traditional academic setting. Ultimately, this event is expected to translate into higher science grades in assessments, PENDA, and the 5th-grade FSSA.</p>
<p>Parents Make the Difference! Newsletter</p>	<p>Promising</p>	<p><a href="#">Evaluating the Effects of Family-School Engagement Interventions on Parent-Teacher Relationships: A Meta-Analysis</a></p>	<p>Through regular communication channels provided by the newsletter, parents are encouraged to actively participate in their child's educational journey, contributing to the school's overarching goal of enhancing parent engagement and strengthening the bond between home and school.</p>

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<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>
12/12/2024	4/10/2025	Assistant Principal		

Revised 3/28/24-dh