

2025-2026

**Parent and Family
Engagement Plan**

School: Belle Terre Elementary

Principal: Jessica Deford

INSTRUCTIONS

Complete the following sections of the Parent & Family Engagement Plan (PFEP). To be considered *complete* each section needs to have all the components included in language that is easily understandable to families.

- Assurances
 - Original Signature
 - Uploaded to Crate
- Needs Assessment and Evaluation using 2024-2025 data
- Evaluation of 2024-2025 PFEP
- Barriers
- Family Engagement Assessment Focus
- Involvement of Families and Stakeholders
- Flexible Parent Meetings
- Required Annual Parent Meeting and Communication
- Building Capacity of Families through Parent and Family Events
- Building Staff Capacity for Parent and Family Engagement
- Communication
- Access to Informed Participation
- Coordination with Other Programs
- 2025-2026 PFEP Team
- A summary one-page compilation of the highlights of this PFEP will be created by the school. This one-page document will be translated into Spanish (and other languages, as necessary and feasible)
- Dissemination of PFEP (or PFEP one-page summary) to Parents/Families
- Dissemination of School/Family/Student Compacts to Parents/Families

Key Components to Consider When Building Successful Family Engagement Opportunities

Effective parent and family engagement is crucial for student success. It's not just about occasional meetings; it's about building strong, ongoing partnerships and helping to empower families. Here's a breakdown of key components to consider when creating meaningful family engagement:

- **Relational:**
 - This emphasizes building trust and positive connections between educators and families creating a foundation for collaboration.
 - It involves:
 - Active listening.
 - Creating a welcoming and inclusive environment. Welcoming families by name.
 - Frequent and positive communication.
- **Linked to Learning:**
 - Engagement should be directly connected to student learning goals.
 - This includes:
 - Sharing information about curriculum and student progress.
 - Providing families with tools and strategies to support learning at home.
 - Involving families in learning activities.
 - Assessing the impact of the family engagement event by asking participating families if the tools and strategies have improved their ability to support learning at home.
- **Asset-Based:**
 - This approach focuses on recognizing and valuing the strengths and resources that families bring.
 - It involves:
 - Acknowledging families' knowledge and experiences.
 - Building on existing family strengths - meeting families where they are.
 - Viewing families as partners, not just recipients of information.
 - An asset-based approach empowers families and increases their engagement.
- **Culturally Responsive and Respectful:**
 - Engagement strategies should be tailored to the cultural backgrounds and needs of families.
 - This includes:
 - Providing communication in families' preferred languages as well as in English, when feasible.
 - Cultural responsiveness builds trust and ensures that all families feel welcome and valued.
- **Collaborative:**
 - True engagement involves shared responsibility and decision-making thus creating a sense of ownership.
 - This includes:
 - Creating opportunities for families to provide input and feedback.
 - Working together to develop goals and strategies.
- **Interactive:**
 - Engagement should be a two-way street, with ongoing communication and interaction.
 - This includes:
 - Providing opportunities for families to ask questions and share concerns.
 - Creating interactive events and activities, such as activities where families test out and practice new skills, knowledge, and tools.

ASSURANCES

This page will require an original signature and submission to the District. Print this page, sign, and upload to Crate.

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 school or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and 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, principals, other school leaders, paraprofessionals, specialized instructional support personnel, other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].

Assurance 5: Coordination of Programs: As appropriate, the school assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [Section 1112(a)(1)(B)].

Assurance 6: Parent Consultation: The school assures that in order to receive parent and family engagement funds under section 1116 the agency 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 7: School Parent and Family Engagement Policy: The school assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each 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 policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 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; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [Section 1116(b)].

Assurance 8: Policy 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 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; (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 program 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 9: 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 policy developed under subsection (b), each 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 10: 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, and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].

Assurance 11: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs, and 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, in a language such parents understand. [Section 1116(f)].

Assurance 12: Supplement, Not Supplant Methodology: The school assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [Section 1118(b)(1-2)].

Assurance 13: English Language Learners (ELLs) Notification Requirements: The school assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the school shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].

Assurance 14: Schoolwide Programs: The school will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

Signature of Principal: _____

Date: _____

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents, families and stakeholders, data from the needs assessment provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. Therefore, decisions are not arbitrary but data-driven, purposeful and with parental input.

PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal overview from the Previous Fiscal Year *(this section is not required for new Title I schools)*

Total Parent and Family Required 1% Allocation for the 2024-2025 School Year	Total Funds Expended	Total Funds Remaining
\$4,599	\$4,475.97	\$123.03
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.	Although only a small amount of funds remained at the end of the year, they were not fully spent due to circumstances beyond our control. Specifically, some items that were ordered were later discontinued by the vendor or had to be returned due to defects or incompatibility. As a result, we were unable to use those funds within the allotted time. Looking ahead, we anticipate fewer purchases during the current plan year, which should reduce the likelihood of items being discontinued or needing to be returned. Additionally, we will engage parents through our School Advisory Council (SAC) and other family engagement opportunities to review the budget and provide input. This collaborative planning will help ensure that all funds are thoughtfully allocated and fully expended to support student learning and family involvement.	

EVALUATION OF THE PARENT AND FAMILY EVENTS THAT OCCURED IN THE 2024-2025 SCHOOL YEAR

<p>Complete an annual evaluation of the effectiveness of the parent and family engagement plan to ensure effectiveness. (Some of the evaluation information may not be available until the end of the school year).</p>	<p><i>The table below outlines the events conducted in the 2024-2025 school year.</i></p>		
	Name of Parent and Family Engagement Activity/Event	Describe the evidence used to measure the effectiveness of the event and explain if this event yielded the anticipated outcome.	If this event will be repeated next year, describe any changes expected to be made to the event, based on this evaluation?
	Literacy Night	The evidence used to measure effectiveness was the median percent progress towards Typical Growth at the end of the 24/25 school year is above 70% in ELA. According to the iReady Diagnostic Data , by the end of the school year, we exceeded our goal of 70% and had 119% progress towards Typical Growth in ELA	This strong outcome indicates the strategies used were effective. Moving forward, we will build on these successes by refining the event activities to further support literacy growth, incorporating more targeted resources for families, and exploring opportunities for greater parent involvement to sustain and enhance these gains.
	Math Night	The evidence used to measure effectiveness was the median percent progress towards Typical Growth at the end of the 24/25 school year is above 70% in math. According to the iReady Diagnostic Data , by the end of the school year, we exceeded our goal of 70% and had 103% progress towards Typical Growth in math.	This positive outcome demonstrates that our efforts were effective. Next year, we will look to enhance the event by incorporating more hands-on math activities for families, increasing opportunities for at-home practice, and providing additional resources to support continued growth in math achievement.
	Science Night	The evidence used was PENDA reports in January and in May. In May, PENDA showed that students spent an average of 8hs 39 minutes and had an average of 85% proficiency.	While these results are strong, we see an opportunity to deepen learning by incorporating more interactive, hands-on science activities during the event. Additionally, we will provide families with strategies and resources to support science learning at home, including guidance on how to use PENDA effectively. These changes aim to make Science Night more impactful and better aligned with our instructional goals.
Parents Make the Difference! Newsletter	Usage Report monitored in January and May		

BARRIERS

Describe the barriers that hindered participation of parents during the previous school year.

Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families in the following subgroups: economically disadvantaged, disabled, limited English proficiency, limited literacy.

Response:

The school identified the following barriers to family engagement during the 24-25 school year:

Barrier	Steps to Overcoming Barrier	Persons Responsible
Days the events are held	Belle Terre Elementary School will offer meetings and events at various times throughout the day—some in the morning (like PTO and SAC meetings) and others in the evening (such as Math Night, ELA Night, Science Night, and Curriculum Night). To accommodate the diverse schedules of our families, each event will have its own start and end time. Based on feedback from parents, we will also host these events on different days of the week to better support families with other commitments. When suitable, events will be offered in a virtual format to increase accessibility.	Leadership Team
Language barriers	To help overcome language barriers during our school events, we will collaborate with our ESOL Team to provide translations whenever possible. Additionally, we will invite bilingual community members to assist with translating during events to ensure all families feel welcome and informed.	ESOL Team
Proper notice of events	All family engagement events will be scheduled in advance and added to the school calendar at the start of the year. To ensure families are well-informed, the school will promote each event ahead of time through multiple channels, including flyers, REMIND messages, the school newsletter, Peachjar, the school marquee, and more.	Asst. Principals

FAMILY ENGAGEMENT ASSESSMENT FOCUS

Based on the results of your Family Engagement Assessment Survey, identify and prioritize up to three specific areas for improvement in the 2025-2026 school year. Focus on the following areas and how you will incorporate these into your family engagement events:

1. **Welcoming:** Enhance the school’s environment to make all families feel included and valued.
2. **Communication:** Improve the effectiveness and clarity of communication between the school and families (the “how” you are communicating).
3. **Information:** Ensure families have easy access to relevant information regarding school activities and resources (the “what” you are communicating).
4. **Empowerment:** Foster a sense of agency among families to participate actively in their child’s education.

TOPIC:			
Area of Improvement: Welcoming			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Post Family Feedback QR code signs throughout campus (ie front lobby, car rider line, etc.) in order to get feedback from families	Asst. Principal	Hung by October, 2025	Number of responses from QR code
Enhance the Welcome to Belle Terre sign at the front of the school	Asst. Principal and Office Clerk	January, 2026	Family survey at the end of the year
TOPIC:			
Area of Improvement: Information			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Create a parent information area at the front lobby of the school	Literacy Coach and Asst. Principal	Created and advertised by November 2025	Usage of information area
Activate the Weekly Parent Newsletter section under	BTES Website Master	August, 2025	Increase of viewership of Weekly Parent Newsletter

the "Connect With Us" tab by uploading current newsletters			
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TOPIC:

Area of Improvement: Communication

Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Create a digital "Suggestion Box" for the front of the school	Literacy Coach and Asst. Principal	Created and advertised by November 2025	Usage of Suggestion Box
Expand the staff directory on the school website to include grade-level teachers. Each entry will provide clear contact information, including phone extensions and direct email links, ensuring families can easily connect with their child's teachers.	BTES Web Master	September, 2025	Parent Survey at the end of the year

INVOLVEMENT OF FAMILIES AND STAKEHOLDERS

Families and stakeholders shall be involved in ongoing and timely input regarding the planning, review and improvement of Title I program, including involvement in decision-making of how funds for Title I will be used.

How will the school involve the parents and families in the planning, review and improvement	<i>Evidence to support can be meeting notes from School Advisory Council (SAC) meetings, Parent Teacher Organization (PTO) meetings or other family meetings; emails sent to and received from parents/guardians. Remember to include dates, agenda, detailed meeting minutes, sign-in sheets including the role of participants, and evidence for the documentation in Crate.</i>
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<p>of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]? *If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]</p>	<p>Response: <i>BTES will engage parents and families in the planning, review, and improvement of Title I programs by distributing a Parent Survey provided by the Title I department. The survey results will be reviewed and discussed with parents during a PTO/SAC meeting, where families will be encouraged to provide feedback and suggestions, particularly on how to enhance parent and family engagement activities. Once the Parent and Family Engagement Plan (PFEP) for the upcoming school year is finalized, it will be posted on the school website for easy access. This process will be documented by including the topic on the SAC meeting agenda, and all input will be recorded in the SAC meeting minutes.</i></p>
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FLEXIBLE PARENT MEETINGS

<p>How will the school offer a flexible number of meetings, such as meetings in the morning or evening, virtual options, and/or on-demand recordings?</p>	<p>Response: BTES will offer a flexible number of meetings by hosting them once a month, which exceeds the required frequency. When possible, meetings will also be offered virtually, allowing parents and families the option to attend remotely. This flexibility ensures greater accessibility and encourages more consistent participation from our school community.</p>
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REQUIRED ANNUAL PARENT MEETING and COMMUNICATION

The school will provide timely information about the Title I program. The Annual Parent Meeting is required and must be a separate meeting with an invitation, its own agenda, meeting notes, and its own sign-in sheet indicating the roles of those in attendance.

Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program, curriculum, academic assessments and state standards. [ESEA Section 1116].

Include location, flexible time, and proposed schedule of required Title I annual parent meeting to be held during the first quarter of the school year.

Response:

Belle Terre Elementary School will conduct its Annual Title I Parent Meeting during the September SAC meeting to ensure high parent participation. During this meeting, families will receive a clear and comprehensive overview of the school's Title I program, including how it supports student achievement and family engagement. The presentation will explain how Title I funding is used to enhance instructional programs, provide academic interventions, and support student learning outcomes.

To ensure parents are fully informed, the meeting will include an overview of the curriculum used in core subject areas, a review of state academic standards, and an explanation of the assessments students take throughout the year—such as the FAST progress monitoring tools and i-Ready diagnostics. We will also address parents' Right to Know under federal law, ensuring they understand their rights related to teacher qualifications and student support services.

The School Improvement Plan (SIP) and the Parent-School Compact will be shared, highlighting how the school, families, and students work together to meet academic goals. To foster two-way communication, families will have the opportunity to ask questions and provide feedback. A digital survey will be available via QR code at the conclusion of the meeting to collect input and help guide future planning. The session will be offered in a welcoming, family-friendly format, with translation support available to ensure all families can fully participate and stay informed.

BUILDING CAPACITY OF FAMILIES THROUGH PARENT AND FAMILY EVENTS IN THE 2025-2026 YEAR

The school will implement activities that build the capacity of families to foster meaningful partnerships and enhance skills and knowledge while boosting confidence, all aimed at supporting student success. In planning, the school will consider academic data, barriers to family participation, and stakeholder input.

<p>How will the school implement activities to:</p> <ul style="list-style-type: none"> ● build capacity for meaningful parent/family engagement? ● foster relationships with the community to improve student achievement? ● support families with students transitioning to Kindergarten, Middle school, or High School. <p>[ESEA Section 1116]</p>	<p>Response: <i>The table below outlines the specific capacity-building activities and events.</i></p>			
	<p>Name and Description of Activity/Event and Person Responsible</p>	<p>What will parents learn that will have a measurable, anticipated impact on student achievement?</p>	<p>Proposed Timeline of Event Occuring</p>	<p>What feedback from parents/families will be used to measure effectiveness? <i>(surveys, ticket out the door, feedback data, etc.)</i></p>
	<p>Literacy Night: Literacy Night is a fun, family-friendly event designed to promote a love of reading through interactive activities, read-alouds, and take-home resources that support literacy development at home. (Literacy Coach)</p>	<p>At Literacy Night, parents will learn practical reading strategies and activities they can use at home to build their child’s vocabulary, comprehension, and reading fluency—key skills that directly impact student achievement in ELA.</p>	<p>Sept. 30, 2025</p>	<p>Family survey via QR code</p>
	<p>Math Night: Math Night is an engaging event where families participate in hands-on activities that build math skills and confidence, while learning strategies to support math learning at home. (Math/Science Coach)</p>	<p>At Math Night, parents will learn hands-on strategies and games to reinforce math concepts at home, helping students build fluency, problem-solving skills, and confidence—all of which support measurable growth in math achievement.</p>	<p>December 5, 2025</p>	<p>Family survey via QR code</p>
	<p>Science Night: Science Night is an interactive event where families explore hands-on experiments and activities that spark curiosity and support science learning at home. (Math/Science Coach)</p>	<p>At Science Night, parents will learn simple, hands-on activities and questioning techniques to support scientific thinking at home, helping students strengthen their understanding of key science concepts and improve performance on science assessments.</p>	<p>March 10, 2026</p>	<p>Family survey via QR code</p>
<p>Parents Make the Difference! Newsletter: <i>Parents Make the Difference!</i> is a monthly newsletter that offers practical tips and strategies to help families support their</p>	<p>Through the <i>Parents Make the Difference!</i> newsletter, parents will learn effective tips for supporting learning at home, improving study habits, and encouraging positive</p>	<p>Monthly</p>	<p>Usage Report monitored in May</p>	

	child's learning, behavior, and school success. (Curriculum AP)	behavior—all of which contribute to increased student engagement and academic success.		
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BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

The school will provide professional learning activities to enhance all school staff and faculty skills in forming meaningful partnerships with families and leveraging parent/family talents to support and boost student achievement.

<p>How will professional learning activities build the staff's capacity?</p> <p>Describe the <u>STAFF development activities</u> the school will provide to SUPPORT all school personnel:</p> <ul style="list-style-type: none"> • in the value of contributions of parents and families. • understanding how to work with parents and families as equal partners. • in building ties between parents and families and the school. <p>[ESEA Section 1116]</p>	<p>Response:</p> <p><i>The table below outlines the specific staff capacity-building activities and events.</i></p>			
	Name of person responsible, description of activity/event, and targeted staff identified	What will staff learn that will have a measurable, anticipated impact on parent & family engagement?	Proposed Timeline of PL	Evidence of Effectiveness <i>Change in practice; 'I used to think, now I think' form; increase in valuing the contributions of parents and families, and/or relationships with families as evidenced through attendance/surveys, etc.</i>
	BOY Family Engagement Training: At the beginning of the year, staff will participate in a training on the importance of family engagement and its direct impact on student achievement. The session will highlight how strong partnerships with families lead to improved attendance, behavior, and academic outcomes. (Admin.)	The training aims to equip staff with the knowledge and motivation to actively foster strong family partnerships, thereby directly influencing student attendance, behavior, and academic achievement. The measurable impacts will be seen in increased staff engagement with families, improved communication quality, and ultimately, enhanced family participation in their children's education.	August, 2025	Increase in overall attendance and/or decrease in overall behavior referrals
	Scholastic BOY First Contact Training: Teachers will learn the importance of contacting families in the beginning of the year and what to properly say when they contact families. (Admin.)	Staff will learn the critical importance of early, positive family contact to establish a collaborative tone for the year. They will gain specific, actionable language and	August, 2025	Increase in overall attendance and/or decrease in overall behavior referrals

		<p>communication strategies for these initial interactions, focusing on building rapport and setting a welcoming foundation. This will lead to a measurable increase in the number of positive initial family contacts, improved family receptiveness to future communications, and an anticipated positive shift in overall parent and family engagement throughout the school year.</p>		
	<p>Mid-Year Family Engagement Reminder: During the January Faculty Meeting, staff will be given an update on the importance of family engagement, what the school has done so far and what the staff can do to continue increasing family engagement.</p>	<p>Staff will be reminded of the ongoing importance of family engagement and gain clarity on collective school-wide efforts to date. They will learn specific, actionable strategies for sustaining and deepening family engagement in the latter half of the year, building on prior efforts. This will lead to a measurable increase in the consistency and quality of family outreach post-January, a rise in family participation in second-semester initiatives, and an anticipated positive impact on student outcomes through reinforced home-school partnerships.</p>	<p>January, 2026</p>	<p>Increase in overall attendance and/or decrease in overall behavior referrals</p>

COMMUNICATION

Describe how the school will provide regular, two-way, meaningful communication between family members and school staff, and, as required, in a language that families can understand.

Include information about:

- Title I supported programs
- Curriculum, forms of assessment used to measure student progress and grade level expectations and achievement levels
- Individual student progress
- Qualifications of staff (Parents Right To Know)
- Opportunities to participate, as appropriate, in decisions relating to the education of their child(ren)
- Opportunities for input in the schoolwide plan
- PFEP one-pager (translated, as feasible)

[ESEA Section 1116]

Response:

Belle Terre Elementary School is committed to maintaining regular, two-way, and meaningful communication between families and school staff to support student success. This includes ensuring all communication is accessible and provided in a language families can understand whenever possible.

To share important information—such as Title I supported programs, curriculum details, forms of assessment, grade-level expectations, and individual student progress—BTES uses multiple communication channels including weekly family emails, REMIND messages (which support translation), the school website, and printed materials upon request. The Parent and Family Engagement Plan (PFEP) will be posted on the school website and sent via REMIND. It will be made available in other languages upon request and can be translated online using built-in technology tools.

Parents will be informed of their “Right to Know” during the first weeks of the school year through email, REMIND, and website postings. Notifications will also be sent to parents if their child is taught for four or more consecutive weeks by a teacher not certified in the assigned subject or grade level.

To ensure families have a voice in decision-making, the school will review the previous year’s Title I budget with parents and gather feedback on future spending priorities through surveys and PTO/SAC meetings. Input will be documented in SAC minutes. Families will also be invited to participate in the development and review of the Schoolwide Improvement Plan and Parent and Family Engagement Plan.

ACCESS TO INFORMED PARTICIPATION

<p>Describe how the school will provide opportunities for the informed participation of parents with limited English proficiency, students with disabilities or migratory children.</p>	<p>Response:</p> <p>BTES is committed to full inclusion and accessibility for all families, including those with limited English proficiency, disabilities, and those identified as Families in Transition. When feasible, communications are provided in families' native languages using TRANSACT, and interpretation services are offered during meetings and conferences through Echo Ed. Translators will be available at parent events and meetings whenever possible. The school also ensures accommodations and accessible resources are available for individuals with disabilities, creating an inclusive environment that supports the academic, social, and emotional growth of all students.</p>
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COORDINATION WITH OTHER PROGRAMS

<p>Describe how the school will coordinate with other State, Federal or Local Programs to further support parents and families in their student's academic journey.</p>	<p>Response:</p> <p>Belle Terre Elementary School actively coordinates with state, federal, and local programs to ensure families receive comprehensive support throughout their child's academic journey. We work closely with our Families in Transition (FIT) Liaison to connect families experiencing housing instability with vital resources and services. Through strong partnerships with community organizations—such as <i>Love in a Backpack</i>—we provide essentials like school supplies, weekend food assistance, and transportation support, helping remove barriers to student success.</p> <p>To support early learners and their families, BTES collaborates with the Volusia/Flagler Early Learning Coalition and our on-campus VPK program to ensure a smooth and informed transition from preschool to kindergarten. One key initiative is our Kindergarten Round-Up, where we invite future kindergarten families to tour the campus, meet teachers, and receive valuable information on academic expectations and readiness skills. In addition, families can schedule personalized school tours every Thursday through our registrar to further explore our learning environment. These coordinated efforts reflect our commitment to building strong family-school partnerships that promote student success from the very beginning.</p>
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2025-2026 PFEP Team

Name	Role (Staff, Parent/Family Member, Community Member etc.)
Jessica DeFord	Principal
Tim Ruddy	Asst. Principal
Sarah Ashman	Asst. Principal
Dawn Emling	Literacy Coach
Carrie Harris	Math/Science Coach
Maria Ruiz	Intervention Teacher
Sam Smith	Parent

DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

<p>Describe how your school PFEP will be shared with families, staff and community. Remember to include strategies for electronic sharing, hard copy sharing, translated copies available for ESOL families, and one-pager availability. Remember, a copy of the PFEP and Title I Compacts should be housed or posted near the front office for visiting parents/families.</p> <p>Explain your school's process for discussing the Title I Compact with families at elementary conference time or process for disseminating Title I Compacts to middle school families for signatures. Include where signed compacts will be housed by the school, as required.</p>	<p>Response:</p> <p>Belle Terre Elementary School ensures that the Parent and Family Engagement Plan (PFEP) and Title I Compact are accessible and clearly communicated to families, staff, and the community through multiple formats. The PFEP will be posted on the school website, where families can use translation tools to view it in their preferred language. It will also be shared electronically via REMIND, which includes built-in translation features, and hard copies will be available upon request. Additionally, translated versions will be provided for ESOL families as needed. A one-page summary of the PFEP will be created and distributed to provide families with a quick and easy reference. Copies of both the full PFEP and the Title I Compact will also be housed near the front office for convenient access by visiting families.</p> <p>The Title I Compact will be discussed with families during elementary parent-teacher conferences, where teachers will review the shared responsibilities outlined in the compact and how they support student success. After the compacts are signed, teachers will store them in their classrooms for the remainder of the school year. At the end of the year, all signed compacts will be moved to a designated storage closet for secure housing, in compliance with Title I documentation requirements.</p>
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