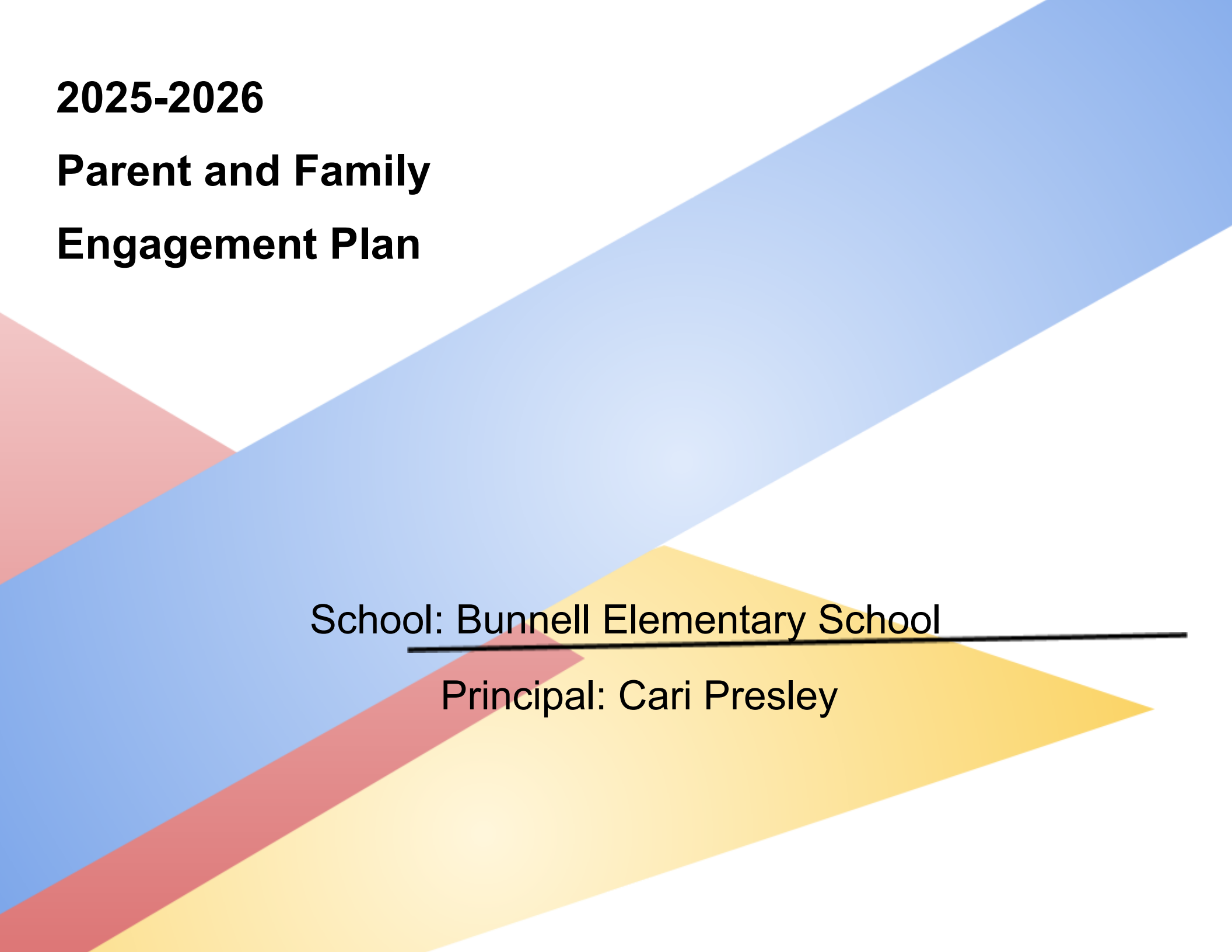




2025-2026

**Parent and Family
Engagement Plan**

School: Bunnell Elementary School

Principal: Cari Presley

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, Cari Presley, (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)].

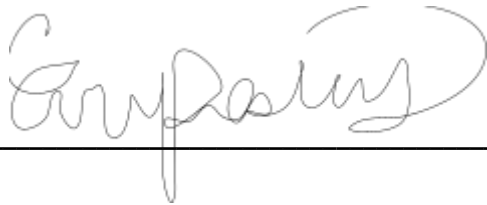
Assurance 11: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs, and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English 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: 5/20/25

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 Allocation for the 2024-2025 School Year	Total Funds Expended	Total Funds Remaining
\$6,600.00	\$5,098.57	\$1,501.43
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.	Primarily, leftover funds had to do with the many changes we experienced in staffing, including leadership on different events. This will be addressed through additional oversight in the upcoming which will include opportunities for review at SAC/PTO meetings and through focus groups.	

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

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).	<i>The table below outlines the events conducted in the 2024-2025 school year.</i>		
	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?
	Bullpup University #1 Math Night	We used parent participation and math achievement to measure the effectiveness of math night. Although we saw major growth in achievement in third-grade, this event was not determined to be a crucial part of that growth. Participation was high for this event. We will need to make changes to make the event more meaningful for families.	This event will change to our Math data meetings.
	Family Art Night	Parent participation was used to measure the	Will not be repeated, but we will adopt

		effectiveness of this event. There was an increase in parent participation in response to teachers personally inviting families.	the practice of personally inviting families to PFE events as this yields higher participation with our families.
	Family Music Night	Student and Family participation was used to measure the effectiveness of this event. Although many families were in attendance, they were mostly families of the students performing, however, we did have 2 kindergarten classes come and participate which did raise attendance numbers.	Will not be repeated through Title 1 funding.
	Family Movement Night	Family participation was used to measure the effectiveness of this event. We had many families come out and participate- more than any other event.	No changes expected.
	Bullpup Universities #2 Literacy Night	We used parent participation and ELA achievement to measure the effectiveness of this event. Although we have experienced growth in ELA achievement, the team feels there is a need to change the event to something that helps families better understand the demand of their individual student(s).	This event will change to our Literacy data meetings.
	Bullpup Universities #4 Bingo for Books	We used parent participation and ELA achievement to measure the effectiveness of this event. Although we have experienced growth in ELA achievement, the team feels there is a need to change the event to include more than just playing Bingo and getting a book to take home.	This event will change to include multi-sensory literacy stations to rotate through. Families will have a “bingo” board to complete while they go through stations and will be able to turn in their bingo card for a book before they leave.
	Targeted Family Support Meetings	Family engagement and district/state achievement scores were used to measure the effectiveness of these meetings. There was not a lot of family participation in this event.	Moving to combine with Math and Literacy data meeting nights.
	FAST ELA Information Night	Family engagement and ELA achievement scores were used to measure the	We will combine this event with the Literacy data meetings.

		effectiveness of this event. Families of students in 3-5 grades responded well to this event and the school has shown an upward trend in ELA achievement data.	
	ELL Night (Breakfast)	Family and Student participation was used to measure the effectiveness of this event. ELL families were provided an opportunity to come to the school and learn about resources we provide.	Although there was a lower amount of participation this year, this event is usually well- attended. We are combining this event with data meetings to create a more inclusive parent and family environment for our ELL families. We will also continue to have the ESOL breakfast for families to receive additional support through the school.

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:		
	<i>The school identified the following barriers to family engagement during the 24-25 school year:</i>		
	Barrier	Steps to Overcoming Barrier	Persons Responsible
	Parent availability and participation	1. Welcome Center for families who need assistance with registration, accessing community resources and basic needs. 2. Personally invite families (the teachers) to all PFE events. 3. Limit reading material for parents to include pertinent information. Create more infographics to support limited literacy families.	Cari Presley Eron Riley Tamara Payne Tamara Haymes Jerri Berry Michele Luedke Melissa Atkinson-Brock
	ELL family participation-language barrier	1. ESOL teachers and para(s) will call and personally invite families to PFE events. 2. ESOL teacher and para(s) will translate all communication sent home to the families' home languages. 3. ESOL teachers and para(s) will attend all PFE	Eron Riley Tamara Haymes

		events to help with translation to ensure equal access to information and ability to participate in school- based decision making.	
	Transportation Concerns from families	1. Provide digital access to information presented at meetings. 2. Provide virtual opportunities to participate in meetings. 3. Possibly offer community- based meeting places throughout the year.	Cari Presley Eron Riley Tamara Payne Tamara Haymes Jerri Berry Michele Luedke Melissa Atkinson-Brock

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>

Signage for parking lot in multiple languages that would translate to say “Family and Friends” instead of visitor. Create a standard greeting for front office staff to use.	Eron Riley Tamara Payne Tamara Haymes	Order signage and have greeting by August 2025	Parent survey comparison from 24-25 and 25-26.
Create a welcome center that would assist families with registration and access to community resources.	Eron Riley Tamara Payne Tamara Haymes Melissa Atkinson-Brock Jerri Berry	Open Welcome Center by August 2025	Parent survey comparison from 24-25 and 25-26.
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 Subcommittee of stakeholders to collaborate and improve communication.	Jerri Berry Tamara Haymes Eron Riley	Subcommittee should be formed and have a meeting within the first 9 weeks of school.	Parent survey comparison from 24-25 and 25-26
Create a designated time for BES News Crew broadcasts of students sharing school updates and interviews.	Jerri Berry Tamara Haymes Eron Riley	First News broadcast should be within the first 3 weeks. Links on the school website for families to watch as well.	Parent survey comparison from 24-25 and 25-26
TOPIC:			
Area of Improvement: Empowerment			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>

Focus Groups of stakeholders to assist in planning for PFE nights. Focus Groups will also collaborate on ways to increase family input for school-based decision making.	Cari Presley Tamara Payne Melissa Atkinson-Brock	2025-26 School year	Parent survey comparison from 24-25 and 25-26

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 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)]	<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> Response: Parents and Stakeholders participating in SAC and PTO meetings will have an opportunity to review the PFE and Title 1 budget at their first meeting in August 2025. Feedback will be taken and shared. Title 1 meeting for parents will be held in August 2025. We will review the proposed budget and list of events. Feedback will also be taken and shared in the form of an “exit ticket” for families to complete using their phone. Focus Groups will be developed and begin their meetings in August 2025 and continue throughout the year providing feedback. Minutes will be shared.
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FLEXIBLE PARENT MEETINGS

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?	Response: SAC and PTO meetings will be offered on a virtual platform. Meeting times will alternate between early afternoon (4:15) and evening (6:00) to accommodate working families. Title 1 informational meeting will be recorded and shared on the school website. Parents will have a place for feedback under the video. PFE plan and Student Compact will also be shared on the school website with a place to provide feedback. A copy of the PFE and Student Compact will also be available in the Welcome Center for families to review and provide feedback.
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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].	<i>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.</i> Response: A Title 1 meeting will be held in late August 2025 to inform families and students of the programs offered and curriculum used. Feedback will be taken in the form of an “exit ticket” survey that can be completed on a phone or tablet. (paper copies available upon request)
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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.

How will the school implement activities to: • 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. [ESEA Section 1116]	Response: <i>The table below outlines the specific capacity-building activities and events.</i>			
	Name and Description of Activity/Event and Person Responsible	What will parents learn that will have a measurable, anticipated impact on student achievement?	Proposed Timeline of Event Occuring	What feedback from parents/families will be used to measure effectiveness? <i>(surveys, ticket out the door, feedback data, etc.)</i>
	Literacy Data Meetings	Tamara Payne Robin Jaques Jennifer Watt Melissa Atkinson- Brock Tamara Haymes	3 times throughout the year. One in Fall, Winter and Spring	Feedback Forms following each meeting.
	Math Data Meetings	Eron Riley Tamara Payne Thomas Westly Melissa Atkinson- Brock Tamara Haymes	3 times throughout the year. One in Fall, Winter and Spring	Feedback Forms following each meeting.
	Science Night	Eron Riley Tamara Payne Thomas Westly Melissa Atkinson- Brock Tamara Haymes	Spring- coincide with Science Fair	Feedback Forms and Parent/Family Participation

	Bingo for Books Literacy Night	Robin Jaques Jennifer Watt Wendy Wentz- Neubauer Melissa Atkinson- Brock Tamara Haymes	Fall/Winter- coincide with book fair	Feedback Forms and Parent/Family Participation
	Kindergarten Round Up	Tamara Payne Robin Jaques Melissa Atkinson- Brock Tamara Haymes	Spring	Feedback Forms and Parent/Family Participation

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.

How will professional learning activities build the staff's capacity?

Describe the STAFF development activities the school will provide to SUPPORT all school personnel:

- 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.

[ESEA Section 1116]

Response: Professional Learning will provide an opportunity for professional collaboration among teachers and coaches. Coaches will strengthen coaching skills to ensure all teachers are building capacity through guided inquiry and data analysis.

The table below outlines the specific staff capacity-building activities and events.

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>
New Teacher Orientation	New members of the BES team will learn how we communicate with families and the importance of including parents and guardians in their classroom.	July 2025 Ongoing with mentor program throughout the year	Relationships with families as evidenced in parent surveys.
Data Meeting Preparation Training	During Planning meetings prior to PFE data meetings, Teachers will learn which data they should share and collaborate to determine strategies for families to learn and use to increase ELA and Math skills.	Throughout the year. Fall, Winter, and Spring.	Participation of parents and families in data meetings and Parent and family feedback forms from the events.
Math Learning Leadership team PLC	Math leaders on campus will attend summer training for train the trainer. This team will collaborate and present training to BES staff. Teachers and support staff will have opportunities to share their	Throughout the year.	Participation of parents and families in data meetings and Parent and family feedback forms from the events.

		math strategies at data meetings and through grade-level newsletters.		
	BES onboarding for new members of the team.	New faculty and staff will learn about BES's standard operating procedures regarding the PFE plan, expectations about parent and family outreach, and data related to individual students, family, and community.	Throughout the year as needed.	Pre and post survey of participants.

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

Response:

The school will use Remind, weekly phone calls, and an open- door policy through the welcome center to provide a way to communicate with school staff.

SAC and PTO meetings will be shared on the school website with an opportunity to share comments and questions through a comment box monitored by the SAC chair.

When it is needed, the ESOL teacher and para(s) will translate communication for the teacher and families. They will be available to families at all PFE events and parent conferences/IEP meetings as- needed.

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]	
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ACCESS TO INFORMED PARTICIPATION

Describe how the school will provide opportunities for the informed participation of parents with limited English proficiency, students with disabilities or migratory children.	Response: ESOL teacher and para will translate communication for the teachers and families. They will be available to families at all PFE events and parent conferences/IEP meetings as needed. Families will be personally invited by their child's teacher and Support Facilitation teachers will be available for all parent teacher conferences and data meetings to ensure families are aware of their child's current goals and progress.
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COORDINATION WITH OTHER PROGRAMS

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.	Response: Through the use of the Welcome Center, we will provide a link to community resources and programs offered in Bunnell. BES will also work with the Office of Federal Programs to implement research based parent, family, and community outreach initiatives throughout the year.
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2025-2026 PFEP Team

Name	Role (Staff, Parent/Family Member, Community Member etc.)
Cari Presley	Staff
Eron Riley	Staff
Tamara Payne	Staff
Tamara Haymes	Staff
Melissa Atkinson-Brock	Staff
Jerri Berry	Staff
Michele Luedke	Staff

DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

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. 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.	Response: SAC and PTO meetings in August 2025 will include a presentation of the PFE and provide time and a place for parent and family feedback. Title 1 meeting will be recorded and shared on school website. Parents will have a place for feedback under the video. PFE plan and Student Compact will also be shared on the school website with a place to provide feedback. A copy of the PFE and Student Compact will also be available in the Welcome Center for families to review and provide feedback.
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