

# Bardmoor Elementary School

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## Parent and Family Engagement Plan

I, Leigh L. Brown, do hereby certify that all facts, figures, and representations made in this application 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 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.

### Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- 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 program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

  
Signature of Principal or Designee

  
Date Signed

## Mission Statement

### Parent and Family Engagement Mission Statement

**Response:** Bardmoor Elementary is committed to educate and prepare each student to be productive, well rounded citizens.

## Engagement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** Bardmoor Elementary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school-level plans, including the School Improvement Plan (SIP) and Parental Involvement Plan (PIP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings. Strong responses include:

## Coordination and Integration

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.
2.	VPK	Bardmoor and VPK will work together to coordinate transition programs for students entering the regular public-school program. Activities may include coordinate meetings with parents, PK teachers and kindergarten teachers discuss the specific learning needs of students, transition to kindergarten events.
3.	Kindergarten Orientation	All incoming kindergarten students and parents are invited to visit the school and see a day in the life of a kindergarten.

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop and disseminate invitations about Open House/Title I Annual Meeting	Principal, teachers, and Assistant Principal	August, 2020	Flyer with date of dissemination and posting on school website
2	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August, 2020	Copies of agendas, PowerPoint presentation, and handouts
3	Parents are welcomed to the school and general school procedures are discussed.	Principal/AP	September 2020	Survey results from open house/Title I Annual meeting.
4	Power point of Title I and how it impacts the school is shared with families.	Principal	September 2020	Survey results from open house/Title I Annual meeting.
5	Parents provide input into Title I activities	Principal/AP	September 2020	Surveys
6	Develop and disseminate invitations about Title I Annual Meeting	Principal, teachers, and Assistant Principal	August, 2020	Flyer with date of dissemination and posting on school website

## Flexible Parent Meetings

Bardmoor Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer events at varying times, including SAC/PTA in the morning, afternoon and evening throughout the year so that all can attend. We also combine chorus/family events with SAC/PTA. Students-led conferences are a highlight for parents because they can come at any time during the school day to meet with their child to discuss progress. Online meetings will be discussed depending on COVID-19 situation.



## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Curriculum/Back-2-School Annual Title I Meeting	Principal and Assistant Principal	Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	September 2020	Sign-in sheets, handouts, agendas, and presentation materials
2	Curriculum Nights – ELA, Math and Science	Principal and Assistant Principal	Parents will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home to promote highest student achievement specific to reading, writing, math and Science as measured by FSA gains.	November 2020, January 2021 and March 2021	Sign-in sheets, handouts, agendas, and presentation materials
3	ESOL family morning meetings.	Principal, DMT and Bi-ligual assistant	Parents of EL students will be invited in to have coffee Tatiana (bilingual assistant) to discuss curriculum questions and parent concerns.	October 2020, January 2021 and April 2021	Sign-in sheets, handouts, agendas, and presentation materials
4	Student-led conferences	Principal and Assistant Principal	Parents will be invited in to learn about the progress their child is making from their child.	March 2021	Sign-in sheets, handouts, agendas, and presentation materials
5	AVID nights	Jessica Reissman	Parents will be invited to learn more about AVID and how it impacts their child's learning during the school year.	February 2021	Sign- in sheets, surveys, agendas

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Ongoing PLC	Principal, Assistant Principals, Instructional Coaches, Assistant Principals	Improve the ability of staff to work effectively with parents.	August 2020- May 2021	Conference agenda and other appropriate documentation as required
2	Cross Content Parent Outreach	Principal, Assistant Principals, Team Leaders, teachers	Work within cross content teams to identify students' strengths and areas of support and reach out to parents to work with them to support their children throughout the year	August 2020- May 2021	Cross Content Weekly meeting agendas
3.					

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Bardmoor Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. Furthermore, Bardmoor Elementary will inform parents regarding the Parent Resource Center provided at the Title I Center. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication.

## Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
  - Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
  - 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[Section 1118(c)(4)(C)]; and
  - If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].
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**Response:** Bardmoor Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School night / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the

## Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Bardmoor Elementary School will make the Parental Involvement Plan (PIP) available to parents in English and Spanish on the school's website. A hard copy of the PIP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.

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## Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

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## Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

Upload evidence of parent input in the development of the plan

## Upload Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at school site.



## Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

## Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title I Parent Meeting	1	300	Parents understand what it is to be a Title I school, where to find important information and how to get involved
2	Student-led Conference Night	1	250	Parents were invited to stop by the school to conference with their students about their progress.
3.	Open House	1	225	Parents learned more about what is happening in their child's classrooms. Rules, expectations and curriculum were discussed by teachers.
4.	Kinder round up	1	17	Families toured kinder classrooms, reviewed kinder curriculum and discussed activities to get their students ready for their kindergarten school year.



## Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ongoing PLC's with Instructional Coaches	36	42	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.
2	AVID Spotlight and Showcase	9	50	Once a month, staff will come together and learn about an AVID strategy that they will use in their class. At this time, we will also showcase strategies that teacher have been using and have them share evidence of the effectiveness.
3	Cross Content PLCs	4	50	Work within cross content teams to identify student's strengths and areas of support and reach out to parents to work with them to support their children throughout the year.

## Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent involvement at Curriculum Nights.	<ul style="list-style-type: none"> <li>Offer alternate meeting times in the morning periodically throughout the year.</li> <li>We will use our bilingual assistant to work with our EL parents to attend, help parents feel comfortable at school.</li> </ul>
2	Parents unable to get information on what is happening in their child's classes (economically disadvantage)	<ul style="list-style-type: none"> <li>Keep website updated for parents to review school and curriculum expectations throughout the year.</li> <li>Offer online options for parents to attend meetings</li> </ul>

## **Best Practices (Optional)**

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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