**Bear Creek Elementary**

**Parent and Family Engagement Plan**

I, Willette Houston, 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)].

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| **Signature of Principal or Designee** | **Date Signed** |

**Mission Statement**

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| Bear Creek Elementary School believes in providing all children with a challenging, high-quality education for their academic and vocational success. |

**Engagement of Parents**

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| Bear Creek 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 Parent and Family Engagement Plan (PFEP). 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.  SAC meeting minutes are shared with Bear Creek's Parent Teacher Association (PTA) and are located at the Parent Station in the front office for review by all parents. Information on upcoming meetings, how to access school wide plans, and parental involvement activities are posted in monthly newsletters that go home with all students, advertised on the school marquee, provided through the school messaging system, agenda reminders, and through parent flyers and handouts. We also encourage communication and collaboration with parents by fostering daily home/school communication through the agenda and school compact, through scheduled parent teacher conferences, and posting additional information on our school web site.  Strong responses include:   * Identification of the group responsible for the development, implementation and evaluation of the plans; * Description of the procedures for selecting members of the group; * Explanation of how the input from parents will be documented; and * Description of the process and involvement of parents in the development of required plans; and * Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e) (14)]. |

**Coordination and Integration**  
  
Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **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 | Bear Creek Elementary and the VPK Office will work together to coordinate transition programs for students entering the regular public school program. Activities include: coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc |
| 3 | Title III | Services are provided through the district for educational materials and ELL support to improve the education of immigrant and English Language Learners. |
| 4 | Ready, Set…Kindergarten | Incoming Kindergarteners to Bear Creek are invited to the Kindergarten Round-Up. It is announced in the newsletter and on the school marquee. Students who have registered at the school or who are scheduled to attend Bear Creek receive an invitation in the mail. A follow-up telephone call is made to families reminding them of this event. Our Community Liaison also contacts local Pre-K programs and sends a flyer announcing the Kindergarten Round-Up. During the Kindergarten Round-Up students and parents receive information regarding what to expect in Kindergarten, a review of the kindergarten curriculum for the year, and have an opportunity to ask questions. Families are given a take home bag with school supplies and activities to use over the summer. |
| 5 | Title I | Bear Creek Elementary and the District Title I Office work together to provide information and education on ways parents can help their children at home. |

Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Principal and Assistant Principal | September, 2020 | Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box |
| 2 | Stand Alone Virtual Annual Title I Parent Meeting | Assistant Principal | September, 2020 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | Assistant Principal | September, 2020 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal and Assistant Principal | September, 2020 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, teachers, and Assistant Principal | September, 2020 | Flyer with date of dissemination and posting on school website |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal and Assistant Principal | September, 2020 | Copies of agendas, PowerPoint presentation, and handouts |

Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Flexible Parent Meetings**  
  
Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** Bear Creek Elementary staff members strongly believe in the importance of parental involvement and have put measures in place to offer parent meetings and family events on a flexible schedule. Based upon the Title I Parent Survey Results, our parent meetings and family events have been scheduled on various days of the week and times that the majority of parents indicated a preference for. The Title I Contact will maintain records of parent participation. The schedule may be modified as needed based on parents' participation and preferences. |

Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | SAC/PTA Leadership and decision making | Principal | Family involvement increases student academic achievement improves | August 2020 - June 2021 | Increase in student achievement as measured by MAP and/or FSA |
| 2 | Title I Annual Meeting | Multi-Tiered System of Support (MTSS) Coach and School-wide Instructional Coacn | Families learn about the benefits and programs of Title I in an effort to inform and promote family engagement. Family involvement increases student achievement. | September 24, 2020 | Increase in student achievement as measured by MAP and/or FSA |
| 3 | Individual Student Conferences | Classroom Teachers | Teachers will hold individual student conferences with families to share individual student's assessment results, expectations, and goals for the school year. Title I Compact to be discussed and signed. . Family involvement increases student achievement. | October 2020 - June 2021 | Increase in student achievement as measured by MAP and/or FSA |
| 4 | Canvas Technology Assistance | MTSS | Technology Technician will provide assistance to families on how to access web-based resources. Family involvement increases student achievement. | August 2020 - June 2021 | Increase in student achievement as measured by MAP and/or FSA |
| 5 | Grade Level Curriculum Meetings | Teacher | Content specific math, language arts and science grade level sessions will be provided for parents. Information will include grade level proficiency, Florida Standards expectations, assessment methods, and strategies families can use at home to increase student achievement. | September 2020 -May 2021 | Increase in student achievement as measured by MAP and/or FSA |
| 6 | Ready, Set...Kindergarten | Kindergarten Teachers | Families will receive information regarding what to expect in Kindergarten including academic expectations and assessments. Families will receive a take home packet of learning activities to do at home to increase student achievement. | Jan/Feb  2021 | Increase in student achievement as measured by MAP and/or FSA |
| 7 | Open House | All Staff | Orientation/information specific to Bear Creek to inform and encourage engagement of parents in achieving highest student achievement. | September 24, 2020 | Increase in student achievement as measured by MAP and/or FSA |
| 8 | Literacy, Math, Writing and Science Family Involvement Activities | Classroom Teachers/ Staff SAC Members | Provide the opportunity to actively engage families in a variety of grade level, subject specific activities to increase parental involvement and highest student achievement. | September 2020 through May2021 | Increase in student achievement as measured by MAP and/or FSA |
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**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Presentation of Parental Involvement Plan at a Faculty Meeting | Multi-Tiered System of Support (MTSS) Coach, Principal, Assistant Principal | Set clear goals of parent involvement with staff. Family involvement increases student academic achievement. | By October 2020 | Increase in student achievement as measured by MAP and/or FSA |
| 2 | Training on the Implementation and Coordination of Parental Involvement and Volunteer and Mentor Program | Family/Community Liaison | Improve the ability of staff to work effectively with parents and school volunteers. Family participation in their student's education positively affects student achievement. | By November 2020 | Increase in student achievement as measured by MAP and/or FSA |
| 3 | SBLT Meetings | SBLT members | Communicating, training and discussing how to interpret DATA with teachers and how to share that with parents so parents are better able to assist their students at home. | September 2020-June 2021 | Increase in student achievement as measured by MAP and/or FSA |
| 4 | PLC Grade Level Meetings | Team leaders/ Administrators/Coaches | PD for teachers during PLC meetings regarding parent communication, use of the compact, cultural sensitivity, and working successfully with parents. Communication with parents/families has a positive effect on student performance | August 2020- June 2021 | Increase in student achievement as measured by MAP and/or FSA |
| 5 | SIP Committee Meetings | Committee Members | SIP committee members plan high interest activities for parents in the various content areas. Activities include information on how parents can use the skills taught to help their students at home, which positively impacts student performance at school. | September 2020- June 2021 | Increase in student achievement as measured by MAP and/or FSA |
| 6 | PTA/SAC Meetings | All Members | Workshops on recruitment of parents. Parental involvement has a positive impact on student academic achievement. | August 2020- June 2021 | Increase in student achievement as measured by MAP and/or FSA |

**Review Rubric:**

Content and type of activity including the following:

* Valuing of parent and family engagement,
* Communicating and working with parents,
* Implementation and coordination of parent and family engagement program,
* Building ties between home and school, and
* Cultural sensitivity;
* Identification of person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**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)].

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| **Response:**Bear Creek Elementary 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. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication.  Dissemination of Title I information to parents will occur through the school newsletter and the school website which will have a link to Title I/Parent Involvement information, which will have monthly activity calendars, upcoming events, parent resources and location of information and hours of operation. Bear Creek also has a Parent Resource Station in the front office with a resource book and various flyers and brochures of interest to families. |

**Review Rubric:**  
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**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:**At the beginning of the school year, parents are given a copy of the school handbook, which includes detailed information about school policies and procedures.  At the Title I Annual Meeting in September, families are informed of curriculum, assessments, meetings, student progress, proficiency levels, and the Title I program. Families learn about opportunities for participation in decisions related to the education of their child as well as volunteer opportunities. Information regarding this event will be sent home in a flier, advertised in the Bear Creek Newsletter, sent home via School Messenger, posted on the school marquee and on the school web site. In addition, students will get a final reminder with a label in their agenda books. The same information will be provided at the Parent Station in the front office.  During the Open House in September, as well as during on-going curriculum activities scheduled for families throughout the year, descriptions of the Florida Standards will be provided along with expected proficiency levels, and the forms of academic assessments used to measure that progress . Teachers will also provide information on how parents can support their child's learning at home. Documentation will be through sign-in sheets and evaluation surveys of events.  The monthly school newsletter will inform parents of any new information and remind them of information that has already been sent home. Other forms of communication will include the use of student agendas on a daily basis, contacting parents by phone and by email as appropriate.  Any parental concerns about the school wide program will be submitted to the Title I office. |

**Review Rubric:**  
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Accessibility**  
  
Describe how the school will provide full opportunities for participation in parent and family engagement 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)].

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| **Response:**Bear Creek Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at school site on the school's website. A hard copy of the PFEP 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. |

**Review Rubric:**  
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**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:

X Not Applicable

**Review Rubric:**  
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Open House | 1 | 68 | Increase student achievement by developing parents |
| 2 | Title I Annual Meeting | 1 | 68 | Increase student achievement by developing parents |
| 3 | Books for Breakfast | 1 | 48 | Increase student achievement by developing parents |
| 4 | Kindergarten Round-Up | 1 | 3 | Increase student achievement by developing parents |
| 5 | Muffins for Math | 1 | 51 | Increase student achievement by developing parents |
| 6 | Success Squad Induction | 1 | 11 | Increase student achievement by developing parents |
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**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | SBLT Meetings | 25 | 16 | Improving the academic, behavior and social-emotional well being of all students. |
| 2 | PLC Grade Level Meeting | 30 | 30 | PD for teachers during PLC meetings regarding parent communication, use of the compact, and working successfully with parents. |
| 3 | SIP Committee Meetings | 7 | 30 | SIP members plan high interest activities for parents in all content areas. |
| 4 | Training on the implementation and Coordination of Parental Involvement and Volunteer Program | 1 | 15 | Improve the ability of staff to work effectively with parents and school volunteers. |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Working/busy parents (all subgroups) | Offer activities and conferences with flexible scheduling |
| 2 | Parent and Community Involvement (all subgroups) | Use local churches and business partners to promote community and increased family involvement |
| 3 | Transportation issues (subgroup: economically disadvantaged and families relying on public transportation) | Use technology and newsletters to keep parents and community informed |
| 4 | Child Care Issues (all subgroups | Encourage parents to attend meetings right after dismissal when picking up students. |

**Review Rubric:**  
Strong responses include:

* Identification of barrier which hindered participation by parents in parent and family engagement activities (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); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

**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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| **count** | **Content/Purpose** | **Description of the Activity** |

* **Review Rubric:**  
  Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.