2019-2020

**Parent & Family**

**Engagement Plan**

For: \_\_\_\_\_\_\_\_\_\_\_Bunnell Elementary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# INSTRUCTIONS

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to your Google folder by **May 31, 2019**.
4. Complete the SIP section (found at the end) when your school SIP is completed.

Evaluation of

2018-2019 School Year PFEP

# BUILDING CAPACITY

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| **Content & Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| Meet the Teacher |  | 462 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO Meeting |  | 17 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Come Glow With Us  Family Night |  | approx 35 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO Meeting |  | 13 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| SAC Meeting |  | 5 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Donuts with Dads |  | 123 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Open House |  | 323 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Parent/Teacher Conferences |  | 542 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO Meeting |  | 16 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Chick Fil A Night |  | approx 60 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO Meeting |  | 10 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Fine Arts Winter Program |  | 98 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Parents Night Out sponsored by Future Problem Solvers |  | 20 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO Meeting |  | 8 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO Meeting |  | 11 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Winter Festival |  | approx 300 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Kiwanis Kids Ceremony |  | 237 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO and SAC Meeting |  | 12 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Black History Celebration hosted by Ms. DeBodisco’s class |  | 22 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Family Art Night |  | approx 90 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| FSA Information Night 3rd Graders |  | 11 | Increased parent engagement increased our iReady scores and our 3rd grade FSA scores. |
| Parent Teacher Conferences |  | 275 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO Meeting |  | 10 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| K-2 Literacy Night |  | 40 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Tropicana Speech |  | 6 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Tropicana Speech |  | 14 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Tropicana Speech |  | 9 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| BINGO for BOOKS |  | 64 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO and SAC Meeting |  | 18 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Fine Arts Program |  | 178 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Math in Candyland Family Night |  | 53 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| PTO Meeting |  | 19 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Variety Show |  | 213 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Terrific Kids Ceremony (K-Kids) |  | 289 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| Kg and Pre-K Graduation Ceremony |  | 397 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |
| 6th Grade Graduation Ceremony |  | 209 | Increased parent engagement increased our iReady scores and our Guided Reading Levels |

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# STAFF FAMILY ENGAGEMENT TRAINING SUMMARY

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| **Content & Type of Activity** | **Number of Activities** | **Number of Participants** | **Impact on Student Achievement** |
| Effective Parent Conferences | 1 |  | Sign in-sheets of parent conferences showed an increase in attendance |
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# Best Practices:

# Include a description of the parent and family engagement activity or strategy implemented the previous year that the school considers the most effective including content/purpose and a description of the activity.

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| In 2018/2019, we held a Kg-2nd Literacy Night. Attendance shows that parents were interested and eager to learn ways to support their children’s literacy skills at home. The purpose of this family engagement activity was to inform parents on ways to help children develop literacy skills at home. Families worked together with their child to read directions for a project and create it together. The project was building a car from a cardboard box. Children attended a “drive in story” with their newly built cars and parents received helpful resources that support the reading continuum. Examples are; ways to increase vocabulary, suggested bedtime routines involving reading and family dinner book club. Families found the pamphlet with the ideas beneficial to keep as a “go to” resource. One parent in particular mentioned the impact that the vocabulary ideas have had on her Kindergartener. He is learning new words and using them in conversation. |

# SCHOOL NAME: DEFINITION OF FAMILY ENGAGEMENT

What is your school’s definition of Family Engagement?

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| Family engagement is the creation of partnerships between school, home and community. These partnerships are important for promoting student wellbeing and success. The connections between school, community and family should be ongoing and empower families to promote learning at home. |

# FAMILY ENGAGEMENT MISSION STATEMENT

* The parent and family engagement plan is a shared responsibility.
* The parent and family engagement plan will assist in providing high quality instruction for all learners.

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| Our mission is to raise the next generation as a shared responsibility. Our families, communities and schools will work together so that students are more successful and the entire community benefits. |

# ENGAGEMENT OF PARENTS

* The school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I Parent and Family Engagement Plan, including involvement in decision making of how funds for Title I will be used.
* Provide evidence of involving parents and families in planning, reviewing and improvement of Title I Parent & Family Engagement Plan, including involvement in decision making of how funds for Title I will be used. This can be meeting agenda and notes as well as parent sign-in sheets.

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| Our SAC/PTO meetings are held together so that our community and parents can provide input and suggestions for improvement. Families and community members are involved in the decision making processes that affect our school culture. Title 1 parent surveys provide important information that guide us in our decision making process involving curriculum and budget allocations. |

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# COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

* The school will coordinate and integrate parent and family engagement programs and activities regarding Foster, FIT, ESOL and Unaccompanied Homeless Youth.
* The school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| **Program** | **Coordination** |
| VPK/Pre-K ESE | Flagler County participates in the Volusia/Flagler Early Learning Coalition. Students who are in Pre-K ESE classes and who are at least 4 years old by Sept. 1st can participate in VPK classes for age appropriate mainstreaming. VPK and childcare students also participate in recess/PE time with age appropriate Pre-K students. |
| Title I and Title III | Funds are provided for translations of communication to parents and also pays for TRANSACT for online parent letters/school forms in multiple languages. |
| Title IV | A La Carte Federal Lunch Program |
| Title I, Title IV and Title III | Families in Transition and ESOL students are given priority with after school tutoring allocations. They receive 4 hours per week of additional instruction after school. They are also provided dinner before tutoring starts. |
| Title I | 21st CCLC provides after school academic enrichment and recreational activities. |

# ANNUAL PARENT MEETING and COMMUNICATION

* The school will provide timely information about the Title I programs.
* Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program.
* Description and explanation of
  + Curriculum used at the school
  + Forms of academic assessment used to measure student progress
  + Achievement levels of the Florida State Standards
* Description of the nature of the Title I program that is shared with parents.
* Description of how the meeting will cover school choice, input of parents on and the rights of parents at the annual meeting.
* If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
* The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]

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| **Activity/Tasks** | **Person(s) Responsible** | **Timeline** |
| Title I Parent Advisory Annual Meeting (Compact, What is Title I, Requests for Parent Input, description of Title 1 programs.) | Principal | September 2019 |
| Curriculum Night - (Parents will be informed of the grade level curriculum and expectations. Classroom assessments will be discussed and information on ways to support the standards at home.) | Administration, Guidance, Academic Coaches and Classroom Teachers | September 2019 |
| Parent Conferences- (Student achievement levels are shared with parents. Classroom teachers review other pertinent student data such as iReady etc.) | Administration, Guidance, Academic Coaches and Classroom Teachers | Once a semester October 2019 and March 2020 |

# FLEXIBLE PARENT MEETINGS

* How the school offers a flexible number of meetings, such as meetings in the morning or evening.
* How the school provides, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116]

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| The school will hold quarterly SAC/Title 1 Parent Advisory Council meetings with childcare provided. Home visits will be made via the Title 1 Parent Specialist and District Social Worker to address academic and attendance issues when the parent has been unreachable through conference or phone contact. When needed childcare will be provided for evening Family Nights or morning meetings when possible. The school offers flexible meeting times during morning and evening hours to accommodate parent work schedules. |

# BUILDING PARENT & FAMILY CAPACITY

* The school will implement activities that will build the capacity for meaningful parent/family involvement.
* Other activities, such as, but not limited to a Family Reading & Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]
* The school will implement activities that will build relationships with the community to improve student achievement.
* The school will provide materials and trainings to assist parents/families to work with their child(ren).
* The school will provide other reasonable support for parent/family engagement activities.

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| **Content and Type of Activity** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Reading/Literacy Night Kg-2nd | Smith/Vazquez | Increased reading vocabulary, fluency and comprehension | Fall 2019 | Sign in Sheets, Parent feedback, Guided Reading Data, iReady. |
| Literacy/FSA Night 3rd-6th | Newman/Vazquez | Increased reading vocabulary, fluency and comprehension | Fall 2019 | Sign in Sheets, Parent feedback, FSA Data, iReady. |
| Family Math Night | Anderson | Increased math scores | Winter 2020 | Sign in Sheets, Parent feedback, FSA Data, iReady. |
| BINGO for Books | Media Specialist | Increase parent involvement and reading achievement | Spring 2020 | Meeting Sign-In sheets and parent feedback. |
| Family Art Night | Music/Art Teacher | Increase parent engagement and appreciation for the arts | Winter 2019 and Spring 2020 | Sign in Sheets and parent feedback. |



# BUILDING STAFF DEVELOPMENT for PARENT & FAMILY ENGAGEMENT

Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families,

* in the **value and utility of contributions of parents/families.** [ESEA Section 1116]
* in **how to reach out to, communicate with, and work with parents/families as equal partners.** [ESEA Section 1116]
* with **the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school.** [ESEA Section 1116]

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| **Content and Type of Activity** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Effective Parent Conferencing Workshop | Blanchard | Increase parent engagement | September 2019 | Teacher survey and feedback |
| Building Parent/Teacher Relationships Workshop | Guidance Team | Increase parent engagement | Fall 2019 | Teacher survey and feedback |
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# FAMILY SURVEY

Using your school survey results, choose a topic (Barriers to Engagement, Family Support, Learning Behaviors or Family Engagement) to address this coming school year.

**Family Engagement**

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| **TOPIC: Families’ busy schedules** |

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| **ACTIONS and ACTIVITIES** | **Person(s) Responsible** | **What needs to be completed?** | **Timeline** | **Evidence of Effectiveness** |
| Giving Ample Notice of events | The respective responsible person tagged to that event | Plan the calendar of events | Sept/Oct 2019 | Parent sign-in sheets |
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# ACCESSIBILITY

* Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
* Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that he parents/families can understand.

“*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, to the extent practicable, in a language such parents understand*.” [ESEA Section 1116]

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| We utilize several formats to ensure that parents are informed of activities in a timely manner. We use parent call outs, Facebook and Twitter accounts, the school marquee and the school website. We also send home backpack flyers.  We ensure that our ESOL families are also informed by sending home communication in native language when possible. We also use language/ASL translators when needed. All school are handicap accessble. |

# DISCRETIONARY ACTIVITIES (optional)

* Any activities that are not required, but will be paid through Title I, Part A Funding (for example, home visits, transportation for meetings, activities related to parent/family engagement. etc.)

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| **Activity** | **Description of Implementation Strategy** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
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# BARRIERS

* Describe the barriers that hindered participation by parents during the 2018-2019 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 who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

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| **Barrier** | **Steps to Overcoming Barrier** | **Persons Responsible** | **Timeline** |
| Childcare not always available | Planning family events that involve children (child friendly) | The respective responsible person tagged to that event | When applicable |
| School staff seems too busy | Provide staff workshops on effective parent/teacher relationship building | Guidance | Fall 2019 |
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Attach evidence of parental input on this PFEP.

Attach your school compact and evidence of parental input on your school’s compact.

PARENT & FAMILY ENGAGEMENT PLAN

# ASSURANCES

* The parents of Title I students are involved in decisions about how Title I funds are spent.
* A description of how your school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA.
* The plan was jointly developed/ revised with parent and made available to the local community.
* The parents and families are involved in planning, reviewing and improving the schoolwide program.
* How the plan uses the findings of the parent and family engagement plan to review design strategies for more effective engagement, and to review, if necessary, the school’s parent and family engagement plan.
* The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals.
* The school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is assigned out of field.
* The school will provide each family with an individualized student report about the performance of their child(ren) on State assessments. [ESEA section 1116]

THIS PAGE WILL NOW BE UPLOADED DIRECTLY TO CRATE FOR PRINCIPALS TO SIGN.

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Principal’s Signature Date Signed

2019-2020

SCHOOL IMPROVEMENT PLAN GOALS

Complete this section AFTER your school has completed the SIP.

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| **GOALS** | **How will this goal be communicated to families?** | **How will you assist families in supporting this goal?** |
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**2018-2019**

**REVIEW**

**SCHOOL IMPROVEMENT PLAN GOAL**

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| **GOALS: 18-19 SIP** | **OUTCOMES & IMPACT ON STUDENT ACHIEVEMENT** |
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