



OAK CREEK CHARTER SCHOOL

of Bonita Springs

Title I, Part A 2025 - 2026 Parent and Family Engagement Plan

I, **Leslie Stauss, Principal of Oak Creek Charter School**, 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

Parent Consultations

The school shall 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 this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Certifications

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

School Parent and Family Engagement Policy

The school will 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 Assurance 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.

Policy Involvement

The school will 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.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will 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.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- 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
- 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.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

Shared Responsibilities for High Student Academic Achievement

The school will 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 the means by which the school and parents will build and develop a partnership to help children achieve the 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;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **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;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- 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.

Accessibility

The LEA ensures in carrying out the parent and family engagement requirements of this part, 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, to the extent practicable, in a language such parents understand.

Leslie Stauss

July 1, 2025

Signature of Principal or Designee

Date Signed

Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Oak Creek Charter School**, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Oak Creek Charter School agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) families play an integral role in assisting their child's learning;
- (B) families are encouraged to be actively involved in their child's education at school;
- (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

Oak Creek Charter School will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

ANNUAL TITLE I MEETING

Oak Creek Charter School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

COMMUNICATIONS

Oak Creek Charter School will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

SCHOOL-PARENT COMPACT

Oak Creek Charter School will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.

RESERVATION OF FUNDS

Oak Creek Charter School will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

COORDINATION OF SERVICES

Oak Creek Charter School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

Evaluation of the 2024-2025 Parental Involvement Activities

2024-2025 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 1116)]. Include participation data on the Title I annual meeting.

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Welcome Back to School Event & BBQ	1	390	Positive start to the year, building family and stakeholder connections and rapport, meet the principal and administrative team, teachers and instructional supports; transportation support, connect parents with ParentSquare communication tool
2	Mighty Mussels game	7	10	Opportunity to connect students and families with local community events
3	End-of Year Academic Celebrations	5	515	Families are invited to come and celebrate their student achievements of academic and socioemotional accomplishments for the school year.
4	YMCA Family Day	7	10	Connection with our local YMCA to share local opportunities with our families for activities, health and wellness, day care and other local community connections.
5	Culvers Spirit Night	3	150	A local community fundraiser to give back to our school while connecting families together in the community and sharing the great school offerings
6	Riverside Park Halloween Event	1	400/	Gets our students and families out in the local community for halloween, while introducing families to other local resources and opportunities for community connections
7	Trunk-or-Treat	1	575	On campus event that has games, fun, learning opportunities and showcases our student are creations for the local community at large, other local resources are also invited to attend, set up and participate (ex. Girl Scouts, Boy Scouts, SNAP, and more)
8	Holiday In the Park	1	600	Families attend a student-led performance to showcase the many artistic talents of our OCCS students and share in sing-a-longs creating a sense of community
9	International Day Celebration	1	150	Families share in the student-created International Day of Cultural Celebration. Students choose a home country to create an authentic project on. Parents and guests assist with the cultural food display and serve the community. Local mirachi band comes and plays for the school community.

10	Jump Rope for Heart Schoolwide Challenge	1	750	Students learn all about cardiovascular health through fitness instruction and then perform a special jump rope challenge as the highlight and culminating activity where parents, families and community are invited to see on display.
		Total: 28	Total: 3,350	

2024-2025 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 1116)].

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	SIOP strategies	16	68	Increased staff awareness for ELL learners, how to differentiate and connect with this subgroup of learners and families
2	Schoolwide Expectations	5	68	Set expectation and clearly communicated how the team would operate, handbook, and set expectations for classroom management v. discipline
3	Discipline and Procedures	2	55	Reviewed expectations, set standard for all teachers to have a management procedure and appropriate sub plans to address the learning needs in the absence of the instructor
4	Curricular & Assessment Expectations	8	60	Facilitated the learning expectation for classroom engagement, following scope, sequence, pacing guides for curriculum and the assessment calendar
5	Small Group Instruction	5	55	Addressed small group instruction- what, how and why of implementing small group teaching
6	Data-Driven instruction/ PLCs	9	55	Met with PLC's and had data-led instructional conversations; facilitated PLCs on monthly data chats and reflective data-driving planning forward
7	MTSS	8	55	Facilitated teaching, learning, documentation on the MTSS process, interventions, progress monitoring and supporting students through fluid-flexible grouping.
		Total: 53	Total: 416	

2024-2025 Barriers Summary

Describe the barriers that hindered participation by parents during the previous school year in parental involvement 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 1116].

#	Barrier (Including the specific subgroup)- Be specific	Steps you put in place to overcome barriers - Be specific
1	Transportation for families– subgroup ELL	Offer local events to engage those that can walk, carpool, or ride share
2	Communication- subgroup ELL	Offer translation for newsletters, flyers, communications, phone calls, meetings, paperwork

Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier 1 –Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier 2 –Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier 3 –Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier 4 –Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

NEW 2025-2026 Parental Involvement Activities

2025-2026 Building Capacity Activities

Describe how the school will implement activities that will build the capacity for strong parental involvement, 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 1116]]. 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 1116]]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116]].

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;

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
1	Back to School Night	Leslie Stauss	Students and parents will be able to meet their teachers and administrators. Create an open line of communication between parent and teacher. Allow students to feel comfortable walking into school the first day.	4:30-7:30 August 6, 2025		\$200
2	Mighty Mussels Game	Trine Alfaro	Opportunity to connect our students and their families with community opportunities and events	2x throughout the year		\$0
3	Culvers Spirit Night	Leslie Stauss	Working together with our families and area businesses to bring money back to our school and share extended offerings with the rewards.	September 22, 2025 April 15, 2026		\$0
4	Wing Stop Spirit Night	Leslie Stauss	Working together with our families and area businesses to bring money back to our school and share extended offerings with the rewards.	November 2025		\$0
5	Literacy Nights	Leslie Stauss Britt Potts Jodi Schulin	Bringing students with their families together at school to begin to bridge the gap with our ELL students and parents. These evenings will encourage parents and students to work together to improve the language barriers	October January April		\$500
6	Trunk or Treat	Heather Brooks	On campus event that will showcase our students, allow families to interact with teachers and provide fun for our students. Local	October 24, 2025		\$100

			resources will be invited to attend- Bonita Arts, SNAP, Girl Scouts, etc			
7	Holiday Cookie-0 Night with Art Show	Leslie Stauss Heather Brooks	A night of Bingo and art displays bringing together students, families and staff. Showcase of students K-8 art abilities.	December 16, 2025		\$100
8	Holiday in the Park	Chad Abel Leslie Stauss	Student led performances sharing many artistic talents. Families participate in sing-a-longs within the community setting.	December 4, 2025		\$0
9	International Night	Leslie Stauss Heather Brooks Team of teachers	Students and families attend an on campus event to showcase various cultures from around the world. Students work will be displayed through an array of content areas	February 2026		\$300

2025-2026 Staff Training Activities

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)].

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	SIOP Strategies	Jodi Schulin Leslie Stauss	Increased ELL student understanding through differentiated instruction and implementation of effective strategies.	Continued from 24-25	
2	Classroom Management	Britt Potts Heather Brooks	Providing teachers with strategies to get the most from their students and diminishing classroom behavior issues	2025-2026	
3	Data-Driven Instruction	Charity Zawatski Britt Potts Nicole Hamper	Routine data chats with PLC's to assess data, create plan for what all students need, and implement differentiated instruction to meet the needs of all students.	2025-2026	
4	MTSS	Jamie Murphy Leslie Stauss Heather Brooks	Assess teaching, observe learning, and document results to assess the interventions and supports students need to improve performance	2025-2026	
5					

