**Bay Point Elementary**

**Parent and Family Engagement Plan**

I, Sara Broom, 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 (Optional)

|  |
| --- |
| Bay Point Elementary School unites with families and the community to foster a safe, positive learning environment for all students to develop into successful citizens, by providing quality instruction, enhancing self-esteem, and promoting highest student achievement and accountability. |

**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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

|  |
| --- |
| Bay Point ElementarySchool believes in involving parents in all aspects of our school wide program. The School Advisory Council and staff are responsible for developing, implementing, and evaluating the various school level plans including the School Improvement Plan and Parent and Family Engagement Plan. In addition, these various school groups will review the plan and offer input prior to approval. All stakeholders have reviewed the results of the Title 1 Parent Survey prior to formulation of the Parent and Family Engagement Plan. During the School Advisory Council, Parent Teacher Association, and Facility Meetings these groups will provide input on our School Improvement Plan and Parent, Family Engagement Plan, and how to use the schools paternal involvement funds. All parents are encouraged to join or support our SAC. Information about joining SAC was included in our Welcome Back Letter, School Website, Monthly Newsletter, and Connect Ed call. |

**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)].

|  |  |  |
| --- | --- | --- |
| **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 | Nutrition Plan | We provide a no-charge breakfast and lunch program for all students. In addition, an afternoon snack is provided to any students who attend our extended learning program. |
| 3 | Meals to Needy Families | Every Friday students receive meals to take home for the weekend. |
| 4 | VPK | Children that are 5 years old on or before September 1st can apply for our free VPK Program. |

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

**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)].

|  |
| --- |
| Bay Point ElementarySchool 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 flexible parental involvement meeting times that encourage our families to attend; We plan events that occur before as well as after school. In addition, we celebrate student success each month with a celebration. We have 2 student led conferences throughout the year. Parents can also schedule a conference that meets the need so their families. |

**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 | Meet the Teacher | Entire School | Parents and students will meet teachers and receive important information to help their students be successful. | August 2020 | Sign-in sheets, flyer and agenda |
| 2 | Title 1 Annual Meeting | Magnet Coordinator | Parents and students will learn about the Title 1 program, standards, testing, and parent and family engagement | August 2020 | Sign-in sheets, agendas,  Flyer |
| 3 | Open House | Classroom Teacher | Teachers will inform parents about classroom expectations to ensure 100% student success | September 2020 | Sign in sheets, agendas, Flyer |
| 4 | Fiesta Night | Spanish Team | Share what the students are currently working on in Spanish and learn about Spanish Culture | TBA | Sign in sheets, agendas, Flyer, photos |
| 5 | Black History Month Celebration | PTA | Students will display their Black History Month Projects for other families to learn from | February 2020 | Sign-in sheets, agendas,  Flyer, photos |
| 6 | Science Night | Science Coach | Students and classes display their science fair projects. Families participate in hands on science experiences. | April 2021 | Photos, Flyer |
| 7 | Reading Under the Stars | Magnet Coordinator | Families come to the school and learn how to help their students be successful reader. They also spend time reading with their families under the starts | TBA | Sign-in sheets, agendas,  Flyer |
| 8 | Student Led Conferences | Classroom Teachers | Students will conference with their parents about learning goals and current academic achievement. | 1st and 2nd semester | Sign-in sheets, handouts and agenda |
| 9 | Individual Parent Conferences | Classroom Teachers | Parents can ask questions that are specific to their child and learn strategies for helping their students achieve. | Throughout the year | Conference notes |
| 10 | School Website | Principal | Inform parents of Title 1 updates and provide resources for students to access to increase their academic learning. | Throughout the year | Parent Survey |
| 11 | District Website | LEA | Inform parents about district and state expectations to ensure student success | Throughout the year | Increase student achievement |
| 12 | Citizen of the Month Breakfast | School Counselor | Recognize students for being outstanding citizens in their classroom and displaying a specific character trait. | Monthly | Families that come to the breakfast |

**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 | Improve the ability of staff to work effectively with of staff members. | August 2019- May 2020 | Sign-in sheet and agenda |
| 2 | Cultural Competence | Principal, Assistant Principals, | To help staff build a relationship with students and parents to increase the support families can provide at home. | August 2019- May 2020 | Sign-in sheets and agendas |
| 3 | Rigorous Task Writing | Content Coaches | To help staff build their knowledge in the content of writing to strengths their teaching. | August 2019- May 2020 | Sign in Sheets |
| 4 | Standard Based Task alignment | Content Coaches | To help teachers create student centered rigorous tasks to meet the level of the standards | August 2019- May 2020 | Sign in Sheets |
| 5 | I Ready Reading and Math | I Ready Associates | To provide teachers the opportunity to review data and create lessons or small groups based on the students’ needs | August 2019- May 2020 | Sign in Sheets |
| 6 | Cooperative Planning | All grade level teams | Teams will collaboratively plan to ensure all students are receiving standard based rigorous task across the grade level. | August 2019- May 2020 | Sign in sheet and lesson plans |
| 7 | District Wide Reading, Science and Math | Site Based Coaches  District Coaches | To help staff build their knowledge and planning of standard based teaching in the content areas of math and reading. | August 2019- May 2020 | Sign in Sheets |
| 8 | Data Analysis | MTSS Coach | The MTSS Coach will meet with grade level teams and teachers to use data to drive instruction. | August 2019- May 2020 | Sign in Sheets |
| 9 | Rigorous Math Tasks | Content Coaches | To help staff build their knowledge in the content of math to strengths their teaching. | August 2019- May 2020 | Sign in Sheets |

**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)].

Bay Point ElementarySchool 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. We will use phone messages to remind parents of events, important dates etc. We also keep parents informed through monthly newsletters. Our school PTA purchased a planner/agenda for each student in order to increase parent/teachers communication. Teachers can notify parents of homework, class assignments, test dates, and any other information.

**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)].

|  |
| --- |
| Bay Point 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 Open House and stand alone 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 provide a response form to complete to provide input or to ask questions. The magnet coordinator will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. |

**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)].

|  |
| --- |
| Bay Point Elementary School will make the Parental and Family Engagement Plan (PFEP) available to parents in English and Spanish if needed. 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. |

**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

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

2020-2021 Title 1 Needs Assessment

Please complete the survey to help us create our Title I Plan and Budget for the 2020-2021 school year.

1.I am a

Bay Point Elementary School Staff

Bay Point Elementary School Parent

Community Member

2.What methods of communication do you prefer to keep you up to date about school information or events?

Flyers in student agenda book/take home folder

Facebook

School Messenger Calls

School Website





3.In which area should Bay Point Elementary Title 1 funds be spent? Please rank the following from most important to least important.

|  | Most Important | Somewhat Important | Least Important |
| --- | --- | --- | --- |
| School Personnel (Academic Coaches, Hourly Teachers & Paraprofessionals) |  |  |  |
| Classroom Materials (books, instructional programs & enrichment materials) |  |  |  |
| Technology Programs (web based interventions and enrichment activities) |  |  |  |

4.Which type of Parent Involvement Resources should Bay Point Elementary Title 1 funds support? Please rank the following from most important to least important.

|  | Most Important | Somewhat important | Least Important |
| --- | --- | --- | --- |
| Parent and Student Academic Events |  |  |  |
| Educational materials for at home use |  |  |  |
| Laptop for at home use |  |  |  |

5.Which type of Professional Development should Bay Point Elementary Title 1 funds support? Please rank the following from most important to least important.

|  | Most Important |  | Somewhat Important |  | Least Important |
| --- | --- | --- | --- | --- | --- |
| Content Training |  |  |  |  |  |
| Collaborative Planning Sessions |  |  |  |  |  |
| Equity and Bridging the Academic Gaps |  |  |  |  |  |
| Classroom Management |  |  |  |  |  |
| Technology/Online Program Training (I-Ready, Performance Matters, etc. ) |  |  |  |  |  |

6.What kind of support from Title 1 would help you support you or your child?



7.Do you have any additional comments or suggestions for the 2020-2021 Title I Budget?



**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)].  
  
**Bay Point Elementary**

**2019-2020 Title I**

**Shared Responsibilities for Highest Student Academic Achievement**

**Parent – Student – Teacher Compact**

***School Mission Statement:*** Bay Point Elementary School unites with families and the community to foster a safe, positive learning environment for all students to develop into successful citizens, by providing quality instruction, enhancing self-esteem, and promoting highest student achievement and accountability.

***Parent/Guardian Agreement***

I want my child to reach his/her full academic potential; therefore, I will do the following to support my child’s learning:

\*See that my child is at school daily, on time and for the full day.

\*Have on-going communication with my student’s school, including parent-teacher conferences.

\*Talk to my student weekly about homework and academic progress.

\*Maintain open lines of communication with the teacher/school.

\*Provide a home environment that encourages learning.

\*Support the school with the uniform dress code.[**http://www.pcsb.org/domain/5165**](http://www.pcsb.org/domain/5165)

\*Volunteer when available by calling Bay Point Elementary School at (727) 552-1449 to speak to the Volunteer Coordinator.

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_Parent/Guardian Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Student Agreement***

It is important that I do the best that I can; therefore, I will do the following:

\*Come to school each day on time and be prepared to learn.

\*Follow our guidelines to Success: Be Responsible, Respectful and Safe

\*Believe that I CAN and I WILL learn.

\*Work to the best of my ability.

\*Follow the rules of conduct at my school.

\*Follow the uniform dress code. <http://www.pcsb.org/domain/5165>

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

***Teacher Agreement***

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

\*Hold parent/teacher conferences.

\*Send reports to parents on their child’s progress.

\*Provide opportunities for parents to volunteer and participate in their child’s school activities.

\*Provide an environment conducive to learning.

\*Respect the student, their parents and the diverse culture of the school.

\*Enforce the uniform dress code. <http://www.pcsb.org/domain/5165>

Teacher Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This pledge is a voluntary agreement designed to promote a partnership between the home and the school.

The Parent-Student-Teacher Compact meets the requirement of the Title I Federal Guidelines. If you have questions or concerns, please contact the school at (727) 552-1449.

**White- School Yellow- Parent**

**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 | Meet the Teacher | 1 | 252 | Parents and students had the opportunity to get to know the teachers and learn ways to support students at home. |
| 2 | Stand-alone Annual Title I Parent Meeting and Open House | 1 | 108/130 | Parents understand what it is to be a Title I school, where to find important information and how to get involved |
| 3 | Student Led Conferences | 2 | 89/53 | Parents were invited to stop by the school to conference with their students and assistance from their teachers. Parents were able to see work students completed in school and plan for improvement where needed. |
| 4 | School Website | Monthly | n/a | Inform parents of Title 1 updates and provide resources for students to access to increase their academic learning. |
| 5 | FSA Parent Night | 1 | 89 | Parents were invited to stop by the school to learn how to help their students be successful on FSA. |

**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 | 60 | Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom. |
| 2 | Unconference | 10 | 60 | Specific professional development to meet the needs of the staff |
| 3 | Collaborative Planning with coaches | 36 | 31 | 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. |
| 4 | Cultural Competence | 5 | 60 | To help staff build a relationship with students and parents to increase the support families can provide at home. |
| 5 | After school planning/PD | 36 | 35 | After school planning or PD to strengthen teachers instruction |

**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 Title 1 Annual Meeting and Meet the Teacher (economically disadvantaged) | Send home missed meeting messages to inform parents of information missed at the meeting. |
| 2 | Unable to contact parents/multiple calls from several teachers in one day(African American, economically disadvantage) | Send home new information cards to all students. Track which ones we receive back. Remind parents to update their Focus information in the newsletter, website, and connect |
| 3 | Parents unable to get information on what is happening in their child’s classes (economically disadvantage) | Provide information to parents about standards and testing information. Conduct student led conference for parents to understand what is going on in the classroom. Use the school messenger system to contact parents via the phone. |

**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)

|  |  |  |
| --- | --- | --- |
| **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.