

# 2020-21 Title I, Part A **School** Parent and Family Engagement Plan



**School Name: Bayview Elementary**

**School #: 84**

Principal Name: Claire St. Amand

School Website: <https://dcps.duvalschools.org/bayview>



# TABLE OF CONTENTS

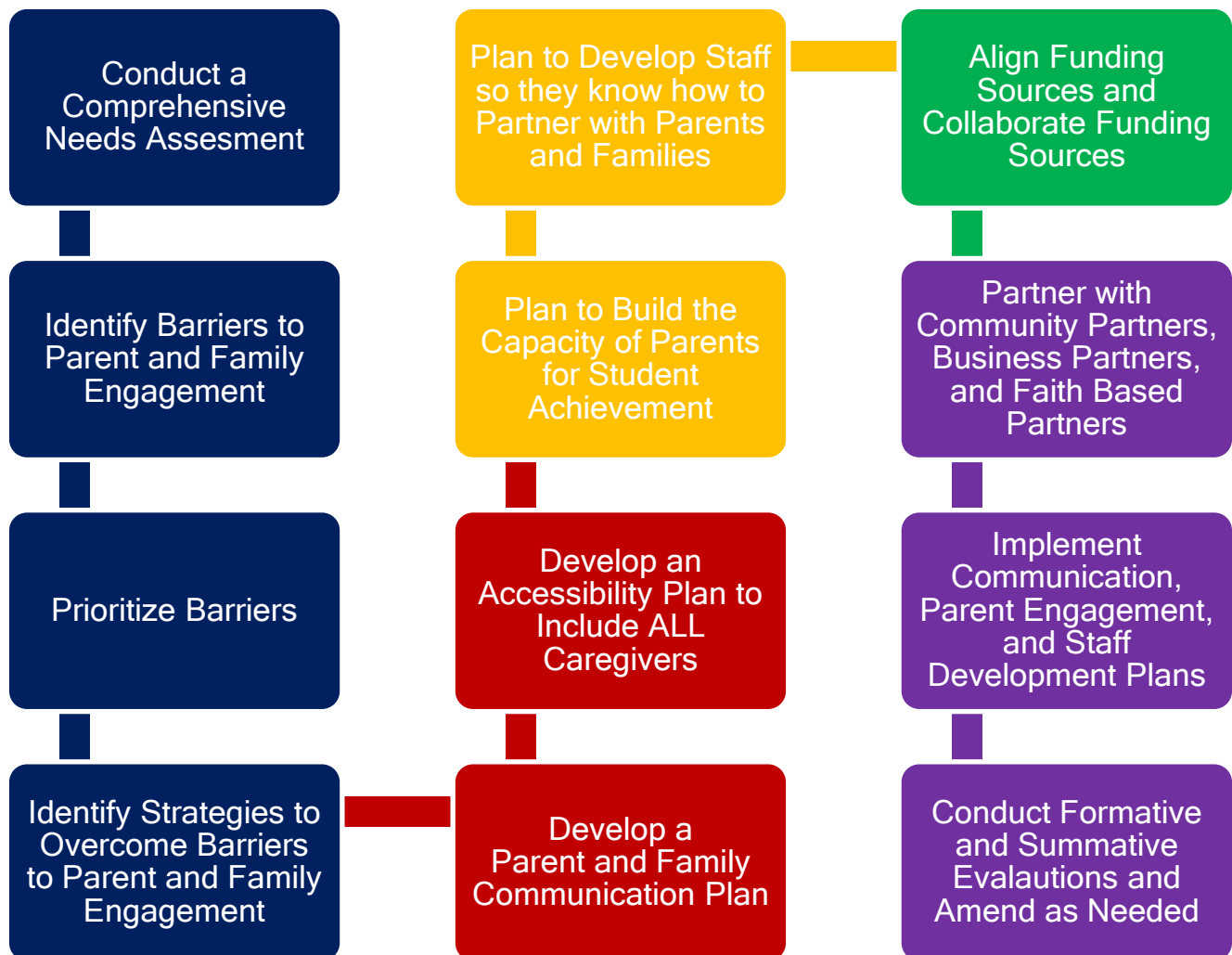
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	7
Overarching Outcomes/Goals for the Current School Year _____	7
COMMUNICATION AND ACCESSIBILITY _____	9
FLEXIBLE PARENT AND FAMILY MEETINGS _____	12
INVOLVEMENT OF PARENTS and FAMILIES _____	12
FLEXIBLE FAMILY MEETINGS _____	13
REQUIRED ANNUAL MEETING _____	13
REQUIRED DEVELOPMENTAL MEETING _____	14
BUILDING CAPACITY _____	15
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	15
PARENT AND FAMILY ENGAGEMENT EVENTS _____	16
PARENT COMPACT _____	21
INSTRUCTIONAL STAFF _____	22
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	23
COLLABORATION OF FUNDS _____	24

# OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



*"Treat children like they make a difference and they will."*



# ASSURANCES

I, Claire St. Amand, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	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 ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, 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 school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family 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)];
<input checked="" type="checkbox"/>	Provide each parent and family 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

\*click to select each assurance, this page will require an original signature and submission to the District.  
 Claire St. Amand August 17, 2020

Signature of Principal/School Administrator

Date Signed



# NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

## Previous Year Financial and Programmatic Outcomes

### Fiscal Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3,400.00	\$493.73	\$2,906.27
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
During the 2019-2020 school year, Bayview Elementary did not have a bookkeeper and as result some funds were not spent. Also, due to the Coronavirus Pandemic, multiple Parent and Family Engagement Activities were cancelled in order to ensure no more than 10 people were gathered in the same location. Parents were fully engaged in the plan for all funds to be used during the current school year through the Development Meeting.		

### Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
There were a total of 7 visits to the Parent Resource Room.	7	Bayview has allotted time during the morning and afternoon to have parents come in and visit the Parent Resource Room, use any of the parent resources, and check them out to use at home. Also, during each Parent and Family Engagement Night as well as during SAC meetings, the Parent Resource Room will be available to visit and check-out resources.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	12	There was a participant sign- in sheet and survey. Based on the parent survey, feedback received showed that parents felt they were well informed about Title I, parent compact and further parent and family engagement nights and the supports provided

		to reduce or eliminate any barriers in preventing their attendance. In order to eliminate barriers, Bayview will start parent nights later in order for parents to leave work and attend parent nights on time, Spanish interpreters and Babysitters will be provided for most parent nights.
Developmental Meeting (End of Year)	22	Due to the Covid-19 Pandemic, this meeting was held digitally with 22 participants. A survey was provided both on paper and distributed and collected via lunch and packet handouts and as well as provided digitally to reach as many parents as possible. Parents were provided the opportunity to discuss barriers that they face when participating in parent and family nights and how we, as a school and community, and provide support to reduce or eliminate these barriers. The barriers include: providing Spanish interpreters for our parents/guardians who speak Spanish, parents/guardians having multiple non-school aged children who need babysitting, and the times in which parent nights were held did not give enough time to leave work to attend parent nights.
Growth Mindset Matter! Dream More, Learn More, Do More...	33	There was a participant sign-in sheet and survey. Based on the parent survey, feedback received showed that parents felt that they received powerful tools to challenge and empower children to succeed in all situations in life. A follow up was scheduled for January 2020.

*Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.*

**Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.**

The survey given to parents indicated that parents enjoyed the range of events offered but would like to have more family friendly activities, such as Family Fun Night and Fine Arts Night as well as Academic Support Nights, such as Literacy, Math and Science Nights. Parents also indicated that they would like multiple methods in which they receive information about both Title I parent events and any other parent events, specifically via text messaging and email. The barriers discussed that parents face when participation in parent engagement activities are the times in which parent engagement activities were scheduled, lack of Spanish Interpreters, and lack of child care for non-aged school children.

Bayview has taken into account parent feedback and has included in this plan the following:

Parent nights with on the following topics have been added for the 2020-2021 school year: Family Fun Night, Fine Arts Night, Literacy Night, and Math and Science Night. Bayview will use multiple platforms to advertise upcoming school activities to reach all parents, in both English and Spanish. Also, Parent nights will be scheduled later in the day/night, as well as, Spanish interpreters and Babysitters will be provided for most parent nights to ensure that all barriers for parent/guardian participation have been eliminated.

## Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Barrier 1- Bayview has many Spanish speaking families that require a Spanish Interpreter.
2. Barrier 2- Parents work multiple jobs with odd hours and are unable to come to parent nights when starting at 5:00 pm.
3. Barrier 3- Families have multiple children of various ages and have to get a babysitter.

- (1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)  
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Barrier 1	Times for parent nights will begin at 6:00 pm or later. This will allow parents to not have to rush after work to make it in time for any engagement activities.
2)	Barrier 2	A Spanish interpreter will be provided along with Spanish speaking staff at every parent engagement activity to assist with interpreting.
3)	Barrier 3	Classrooms will be set up with adult staff to babysit younger students in order for parents to participate.

## Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

Bayview's goal for parent and family engagement is to increase parent and family participation by offering more family friendly events by breaking down the barriers that have historically kept many parents and families from participating: interpreters assisting Spanish speaking parents/ families, early start times for parent nights, and childcare for younger children in order for parents to attend.



# COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility
<p><b>Describe how the school will provide full opportunities for <u>all</u> parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs <u>such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc.</u> Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?</b></p>
<p>Bayview will provide multiple opportunities for all parents and families to participate in parent and family engagement activities throughout the entire 2020-2021 school year. Flyers in both English and Spanish will be sent home a minimum of 2 weeks prior to all events. School Messenger, OneView, Class Dojo, Bayview's School Website, Classrooms Individual Newsletters, and School Marquee will also be utilized for communication of the upcoming events. A translator will be provided for parents and families who speak Spanish as well as childcare during specific family engagement activities to allow for all parents and families to participate, even those with younger children who are not yet school aged. Whenever possible, Bayview will modify additional activities to meet the needs of parents who are unable to attend. For examples, separate individualized or small group meeting with the Liaison or phone conferences will be utilized for parents who are not able to attend. Materials discussed will also be provided to parents and families who request additional information due to not being able to attend the event. Attempts to ensure materials and resources are provided for diverse families will be strategic based on input and demographic data.</p>
<p><b>Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?</b></p>
<p>All Flyers in both English and Spanish will be sent home a minimum of 2 weeks prior to all events. School Messenger, OneView, Class Dojo, Bayview's School Website, Classrooms Individual Newsletters, and School Marquee will also be utilized for communication of the upcoming events. Data and reports will be strategically created to enable all families to access information through multiple formats and in easy to understand language. Language learning strategies will be utilized, as well as, translations/translators when possible. Images, text features, word count, and presentation of information and data will be purposefully designed for easy access of content.</p>
<p><b>What are the different languages spoken by students, parents and families at your school?</b></p>
<p>The different languages spoken at Bayview Elementary are English and Spanish.</p>

## COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

Bayview will have established which Title I, Part A programs and activities we will host along with the days and times prior to the start of the 2020-2021 school year. This information will be provided on the Bayview's school website and given to parents at orientation and Open House. Bayview will also share information on Title I, Part A programs and activities a minimum of 2 weeks prior to all events in the following ways:

- (1) Flyers in both English and Spanish will be sent home
- (2) School Messenger
- (3) OneView
- (4) ClassDojo
- (5) School Website
- (6) Newsletters
- (7) School Marquee (Updated Monthly)

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

Bayview will describe and explain the curriculum of the school, forms of assessments used to measure student progress, and the achievement levels students are expected to obtain in multiple ways. Primarily it will take place during individual monthly parent nights focusing on specific grade levels and subject areas. The curriculum that Bayview implements will be discussed by teachers and instructional coaches as per the grade level and subject area taught; it is during these discussions of curriculum that assessments that are used to measure student progress will also be discussed. Achievement levels students are expected to obtain will be discussed individually and on a greater school wide scale.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

Decision-making opportunities are available for parents during our monthly SAC meetings as well as during our Annual and Developmental meetings; accompanying these meetings, parents will also be given surveys and/or questionnaires to complete to further participate. Flyers along with agendas in both English and Spanish will be sent home a minimum of 2 weeks prior to all events. School Messenger, OneView, Class Dojo, Bayview's School Website, Classrooms Individual Newsletters, and School Marquee will also be utilized for communication of the upcoming events.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

Bayview will provide parents and families with the district Title I office information to allow them to send or submit any concerns that they may have about the implementation of the Title I school-wide plan or submit the concerns on their behalf. Parents may also voice any concerns they may have during any Title I Parent Engagement Night/ Activity.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

Bayview will publish in both English and Spanish and communicate the “Title I, Part A Parent and Family Engagement Plan” to Parents and families via flyers sent home of the completed plan and where to locate it in the main office, Parent Involvement room, and on the school website.

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



## INVOLVEMENT OF PARENTS and FAMILIES

**Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].**

Bayview involves parents and families daily through the use of Class Dojo by both classroom teachers and Administration. Teachers are able to communicate behavior, instructional focuses, and homework and school happenings through their homeroom page on class dojo. Administration is able to communicate school- wide notices concerning parent and family engagement nights, School Advisory Committee meetings, along with other important information such as grades and community involvement opportunities. Parents and families are also invited to participate in the planning, reviewing, and improvement of Title I programs, including involvement in decision making about Title I funds by conducting a Developmental Meeting in the Spring that affords parents the opportunity to give input as to what activities they would like to see take place to help the school meet School Improvement goals. The parents also helped to identify barriers that prevented past family involvement. Parents had the opportunity to contribute to the school-parent compact and the parent and family engagement budget.

**How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]**

- Transportation is not needed at this time.
- Childcare is offered in a designated classroom at Bayview.
- Home Visits will be implemented by counselors, administration, and the school social worker.
- Additional Services to remove barriers to encourage event attendance will include a Spanish Interpreter.

## FLEXIBLE FAMILY MEETINGS

<p><b>How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]</b></p> <p>Parent input was gained from the Annual Title I meeting from parents about the times that best met their need for parent involvement meetings and activities. Input was also gathered via emails, phone calls, and parent surveys from the Developmental meeting at the end of the 2019-2020 school year.</p>
<p><b>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</b></p> <p>The documentation that Bayview has collected that documents what parents need for meeting times, childcare, interpreters, and home visits for family engagement are the meeting minutes and parent surveys from the school events, in particular from the Developmental Meeting at the end of the 2019-2020 school year and the Annual Meeting at the beginning of the 2020-2021 school year.</p>
<p><b>How flexible meetings will be offered to accommodate parents? Check all that apply.</b></p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> Mixture of AM &amp; PM Sessions (Some meetings will be provided in the morning and evening)</p> <p><input type="checkbox"/> AM &amp; PM Sessions (ALL meetings will be provided both in the morning at in the evening)</p> <p><input type="checkbox"/> Other _____</p>

## REQUIRED ANNUAL MEETING

<p><b>Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]</b></p> <p><u>Step 1:</u> Determine date and time for Beginning of the Year Annual Meeting</p> <p><u>Step 2:</u> Update School website with the date and time for the Beginning of the Year Annual Meeting.</p> <p><u>Step 3:</u> Provide the district website with the date and time for the Beginning of the Year Annual Meeting.</p> <p><u>Step 4:</u> Send out a parent call on School Messenger and update the school Marquee.</p> <p><u>Step 5:</u> Review last year's PFEP, meeting minutes and yearly evaluations from previous events to see what possible barriers to plan.</p> <p><u>Step 6:</u> Prepare meeting agenda, PowerPoint presentation, parent sign-in, and parent survey.</p>
<p><b>Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.</b></p> <p>Bayview's Annual Title I meeting will take place in September. The information shared with parents during the Annual Meeting will include all pertinent documents and PowerPoint(s) as per the Title 1 program to include the Title I PowerPoint supplied by the district, data, school choice, and</p>

upcoming events. Also, data concerning the School Advisory Council (SAC), both religious and business partners, and what are the barriers that the school faces on a yearly basis concerning parent involvement and engagement will be shared with parents.

**Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.**

(1) Using the District supplied PowerPoint, the Adequate Yearly Progress (AYP) is broken down by each subgroup; the PowerPoint includes the breakdown of the subgroups and how the school disaggregates the data to drive our instruction to make sure the Adequate Yearly Progress (AYP) is being met.

(2) School Choice information is also included in the PowerPoint. The information provided explains how it has influenced our increased enrollment and allowed parents and students to have a choice in both their education and which school can provide the educational opportunities that they are looking for.

(3) Title I, Part A Funds: The district supplied PowerPoint includes information on the rights of the parents and the opportunities and voice that they have when developing the spending budget.

**How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?**

With the use of our multiple communication tools: Student Agendas, individual classroom newsletters, flyers, and weekly/monthly newsletters sent home with students. The school marquee is updated monthly on the events that are occurring at the school.

## REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

**Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.**

Bayview will hold the End of Year Developmental Meeting during the last School Advisory Council (SAC) meeting held in May. This meeting will be used to evaluate Parent and Family Engagement that occurred during the school year and plan for the next school year. This meeting will analyze the effectiveness of parent and family engagement, develop next steps, and discuss what was effective.



# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

## BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

**Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?**

At Bayview, activities will be developed based on input from our parents during the previous year's Developmental meeting. The activities will apply to each student with a focus on ensuring that parents see the individual benefit and how it is applicable to their child which allows for parent buy-in. Feedback after events will guide opportunities for Bayview to improve and offer activities which may not have been previously considered. School partners and the Parent Academy will be integrated into activities as much as possible to maximize our outcomes.

**How will the school implement activities that will build relationship with the community to improve student achievement?**

Bayview will host during and after school events that encourage parents, stakeholders and community members to attend. These events will showcase student work, such as, Fine Arts night, Quarterly Awards Ceremonies, and Play day. During these events, all stakeholders will work on engagement activities, which in turn, will increase parent and student engagement. By increasing engagement, student achievement will also increase.

**(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.**

- (1) Bayview's Parent Resource room is structured to provide academic and family support. Through the use of games, activities, etc. -parents can check out items that foster family time. The Parent Resource room is available before, after, and during the day as requested by parents and/or families.
- (2) A sign locating and advertising the Parent Resource Room is posted in the front office. We will advertise our Parent Resource Room at each parent night.
- (3) During Early Dismissal/Professional Development meetings - Teachers/Staff are trained on what the Parent Resource Room is and how the check in/check out system works.

**If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?**

Should a parent have any questions about any of the resources, trained personnel are available to assist as needed.

**Counselor** refer students to the Full Service Schools and Westside Resource Center to assist parents or families who need additional support for their child's academic and social/emotional success.

Services can include:

Behavioral help

Individual/family counseling

Mentoring

Parent Support

Medical/health services

#### **Volunteer**

Promote volunteering and how to get more involved with Bayview Elementary School at the following events in addition to the District and School's Websites:

Events held at school and through the District

Family engagement activities to promote parental involvement throughout the year

## **PARENT AND FAMILY ENGAGEMENT EVENTS**

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

<b>Name of Activity</b>	<b>Person Responsible</b>	<b>What will parents learn that will have a measurable, Anticipated impact on student achievement</b>	<b>Month Activity will take Place</b>	<b>Evidence of Effectiveness</b>
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn: 1. How to complete the parent portions of FASFA 2. How to research college websites for what their child need for admission 3. How to use OneDrive and Focus to keep up on graduation indicators 4. About the most popular scholarship websites and tips for receiving funding</i>	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Claire St. Amand Kelly York	1. To review and explain Title I and how it effects student learning at Bayview Elementary 2. Understand Bayview's current data	9/2020	Parent Surveys that including feedback on understanding Title I and Bayview's current data; Parent understanding of school choice; Parent involvement increased as

		<ol style="list-style-type: none"> <li>3. Review school choice options</li> <li>4. Increase parent and family engagement through parent nights- 20-21 schedule</li> </ol>		demonstrated by sign-in sheets
Title I Developmental Meeting (required)	Claire St. Amand Kelly York	<ol style="list-style-type: none"> <li>1. Review the previous year's Parent and Family Engagement Plan</li> <li>2. Discuss previous barriers and determine if they were reduced or eliminated</li> <li>3. Make changes for the upcoming school year</li> <li>4. Increased parent and student engagement</li> </ol>	5/2021	Parent Surveys that include feedback on barriers preventing parent involvement; Create a Parent and Family Engagement Plan that addresses these barriers and results in increased parent involvement; Parent involvement increased as demonstrated by sign-in sheets
Bayview Elementary Orientation	Claire St. Amand Kelly York	<ol style="list-style-type: none"> <li>1. Parents and students will learn about school procedures, curriculum, and assessments</li> <li>2. Parents and students will be able to meet student's teacher(s) and tour the campus</li> <li>3. Review Parent Compact</li> <li>4. Review creating accounts in FOCUS</li> <li>5. Increased parent and student engagement</li> </ol>	8/2020	Parent Surveys that include feedback on understanding school procedures, curriculum used, and assessments; Parent involvement increased as demonstrated by sign-in sheets; Signed Parent Compacts for each student; Increase in parent accounts to access student's FOCUS
Bayview Elementary Open House	Claire St. Amand Kelly York	<ol style="list-style-type: none"> <li>1. Parents and students will learn about school procedures, curriculum, and assessments</li> <li>2. Parents and students will be able to meet student's teacher(s) and tour the campus</li> </ol>	8/2020	Parent Surveys that include feedback on parent understanding of curriculum, assessments and school rituals/routines; Parent involvement increased as demonstrated by sign-in sheets;

		3. Increased parent and student engagement		
Getting Focused-MTSS	Claire St. Amand Kelly York Veronica Mathews	<ol style="list-style-type: none"> <li>1. Review creating accounts in FOCUS</li> <li>2. To review MTSS process and introduce the team.</li> <li>3. To increase parent and student engagement.</li> </ol>	9/2020	Parent Surveys that include feedback on parent understanding of the FOCUS platform, creating accounts and MTSS purpose; Parent involvement increased as demonstrated by sign-in sheets; Increase in parent accounts to access student's FOCUS
Family Fun Night	Claire St. Amand Kelly York Veronica Mathews Ashley Gottberg Sheila Duck Randall Kizer 3-5 General Education Teachers	<ol style="list-style-type: none"> <li>1. To assist parents in learning creative ways to teach and reinforce academic concepts in fun and engaging ways</li> <li>2. Increased parent and student engagement</li> </ol>	10/2020	Parent Surveys that include feedback on parent comfortability with teaching and reinforcing academics in the home setting; Parent involvement increased as demonstrated by sign-in sheets
Books and Bingo Literacy Night	Claire St. Amand Kelly York Ashley Gottberg Sheila Duck K-5- ELA Teachers	<ol style="list-style-type: none"> <li>1. To assist parents in learning different strategies to help prepare their students for Literacy and Social Studies assessments</li> <li>2. Parents and students will participate in Literacy and Social Studies activities that mirror the curriculum activities that follow grade level standards that students are expected to master during the school year.</li> <li>3. To increase parent and student engagement.</li> </ol>	11/2020	Increase in student achievement on grade level district and state assessments in Reading, Language Arts, and Social Studies; Increase learning gains on the Florida State Assessment in Reading; Parent Surveys that include feedback on parent understanding of grade level requirements for Literacy and Social Studies; Parent involvement increased as demonstrated by sign-in sheets
Fine Arts Parent Night	Claire St. Amand Kelly York Terence Buggs Naida Leon	<ol style="list-style-type: none"> <li>1. Mid- year Music performance will be given for parents and students.</li> </ol>	12/2020	Parent Surveys that include feedback on direction of Fine Arts provided to the

	Caleb Angerman Mary Toliver	<ol style="list-style-type: none"> <li>2. Parents and students will have the opportunity to observe completed arts projects.</li> <li>3. To increase parent and student engagement.</li> </ol>		students at Bayview Elementary; Parent involvement increased as demonstrated by sign-in sheets; Increase in student participation in District Arts participation and submissions.
Math and Science Night	Claire St. Amand Kelly York Randall Kizer K-5- Math Teachers	<ol style="list-style-type: none"> <li>1. To assist parents in learning different strategies to help prepare their students for math and science assessments.</li> <li>2. Parents and students will participate in math and science activities that mirror the curriculum activities that follow grade level standards that students are expected to master during the school year.</li> <li>3. To increase parent and student engagement.</li> </ol>	1/2021	Increase in student achievement on grade level district and state assessments in Math and Science; Increase learning gains on the Florida State Assessment in Math and Science; Parent Surveys that include feedback on parent understanding of grade level requirements for Math and Science; Parent involvement increased as demonstrated by sign-in sheets
FSA Night	Claire St. Amand Kelly York Ashley Gottberg Sheila Duck Randall Kizer 3-5 General Education Teachers	<ol style="list-style-type: none"> <li>1. To assist parents in learning different testing strategies to help prepare their students for assessments.</li> <li>2. Parents and students will participate in a sample FSA as well as other FSA activities that mirror the curriculum activities that follow grade level standards that students are expected to master</li> </ol>	2/2021	Increase in student achievement on the FSA for grades 3 <sup>rd</sup> -5 <sup>th</sup> ; Parent Surveys that include feedback on parent understanding of testing strategies, examples of test questions and grade level expectations; Parent involvement increased as demonstrated by sign-in sheets

		<p>during the school year.</p> <ol style="list-style-type: none"> <li>3. To increase parent and student engagement.</li> </ol>		
CSS-FSAA Night	Claire St. Amand Kelly York Laura Shimer K-5 CSS Teachers	<ol style="list-style-type: none"> <li>1. To assist parents in learning different testing strategies to help prepare their students for assessments.</li> <li>2. Parents and students will participate in a sample FSAA as well as other FSAA activities that mirror the curriculum activities that follow grade level standards that students are expected to master during the school year.</li> <li>3. To increase parent and student engagement.</li> </ol>	3/2021	Increase in student achievement on the FSAA for grades 3 <sup>rd</sup> -5 <sup>th</sup> students on Access Point standards; Parent Surveys that include feedback on parent understanding of testing strategies, examples of test questions and grade level expectations; Parent involvement increased as demonstrated by sign-in sheets
6 <sup>th</sup> Grade Transition Night	Claire St. Amand Kelly York Veronica Mathews Mitchell Patch Kaitlyn Shallar	<ol style="list-style-type: none"> <li>1. To assist parents in determining which Middle School would be the best fit for their child.</li> <li>2. Middle School representatives will be present to represent their school and discuss what programs that they offer.</li> <li>3. To increase parent and student engagement.</li> </ol>	4/2021	Increased questions from parents regarding different Middle School options and programs provided in order for parents and students in 5 <sup>th</sup> grade to choose the best Middle School fit; Parent Surveys that include feedback on understanding magnet school options and middle school choices for their child; Parent involvement increased as demonstrated by sign-in sheets

*Schools may add or remove rows as needed.*



# PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

**As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?**

The school-parent compact will be developed in the Developmental Meeting with evidence provided in the School Advisory Council agenda and meeting minutes. Bayview will submit Conference Notes with a signed School-Parent Compact and a sign- in sheet for Conference days each nine-weeks.

**How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?**

Bayview Elementary's School-Parent Compact will be collected each nine-weeks, along with documentation of parent conferences in which the compact was discussed and signed. Parents will also be provided the School-Parent Compact at the Annual Meeting, orientation, and open house parent nights, as well, as copies will be made available in the main office and in the Parent Engagement room.

# INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

**As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.**

Bayview will provide all parents whose student was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed an Out of Field notice as well as provide it to the teacher is who is teaching out of field. A copy of this letter will be uploaded into digital compliance and available in the Parent Involvement room.

Parents will receive a certification notice in October to show evidence of notification informing parents of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in the Florida's Approved ESSA State Plan. A copy of this letter will be uploaded into digital compliance and available in the Parent Involvement room.

## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Book Study: Teaching with Poverty in Mind	Kelly York	Improved relationships between students and families and teachers and staff.	Sept-Dec. 2020	Sign- in sheets, teacher collaborative discussions
Mental Health Training	Veronica Mathews	Improved understanding of student mental health which will lead to improved relationships between teachers, students, and parents.	Aug. 2020	Sign- in sheets, teacher collaborative discussions, follow-up with teachers

# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	<b>IDEA</b> - The Individuals with Disabilities Education Improvement Act	All students and parents/guardians are involved in every activity that general education students and parents/guardians participate. Counselors, Site Coach, and ESE Teachers schedule one-on-one conferences with parents/guardians of students with disabilities. These meetings help to educate and inform parents/guardians about their rights, different ESE programs, requirements, as well as accommodations/modifications. Follow up meetings are coordinated through MTSS and MRT committees. Regularly scheduled progress reports keep parents informed of their child's progress.
<input type="checkbox"/>	<b>VPK</b> - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	<b>Title I, Part D</b> - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Bayview will host parent nights and workshops to provide opportunities for parent involvement and learning instructional strategies for all content areas. Parents will also be provided at these workshops different community resources, such as, Full Service.
<input checked="" type="checkbox"/>	<b>Title IX, Part A</b> - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	During the Annual Title I meeting, families will be informed of the MCKinney-Vento Homeless Assistance Act and rights associated with homeless families. Bayview works closely with the District to ensure policies and procedures are followed.
<input checked="" type="checkbox"/>	<b>SAI</b> - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	All students and parents/guardians are involved in every activity that general education students and parents/guardians participate.
<input type="checkbox"/>	<b>Title II, Part A</b> - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	<b>Title III, Part A</b> - Helping English Language Learners achieve English proficiency	

*Schools may add lines as needed.*