**Title I, Part A Parent and Family Engagement Policy**

**Bayshore High School 0072**

**2020-2021**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of 2020-21 Parent and Family Engagement

Describe which parts of your 2019-20 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2020-21 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

RESPONSE:

After reviewing parent surveys, teacher surveys, and other data, we continue to make the most impact in family engagement and student learning through staff development. Our Learn and Earns focuse on AVID teaching strategies and how these strategies could be used in the classroom to increase academic achievement and strengthen family engagement. The PD opportunities were designed to support our instructional focus on collaborative conversations, writing to raise achievement, vocabulary, and use of higher order thinking and questioning. Teachers who participated in the professional learning say the strategies positively influence their impact in the classroom and increase parents’ ability to contribute to their child’s education.

After reviewing parent surveys, teacher surveys, and critical barriers, it is reassured that we need to continue to connect with our parents in supporting their students through our Parent University. We implemented the Parent University two years ago and it has not been well attended however, with improved topics of discussion we hope to put a strong focus on engaging our parents. Parent Survey data and informal conversations provide us with the necessary feedback regarding the topics they would most like addressed in a parent university. We are scheduling a hot topic each month beginning with September 2020 and running through April 2021. Some of the topics parents have requested a workshop about include applying to college, financial aid, parenting skills, passing the FSA, etc.

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

**RESPONSE:**

I, Wendell Butler Jr, 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 parental involvement, 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 parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement 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 parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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

**Mission Statement**

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| **Response:** Partnering with parents: our mission is to provide an education to all students that prepares them to be college and career ready by engaging the students in rigorous academic work that promotes achievement. |

# 2020-2021 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

**Response:**

1. Parent input will be sought via survey to inform the parent compact, the Parent and Family Engagement Policy, and the School Improvement Plan.  
  
2. There will be an open invitation to all parents to join the school's advisory council. An information session will be held during Open House and representatives will be available to speak to parents at Back to School Night as well. We will continue to recruit and invite parents to SAC via phone messages in English and Spanish, and through announcements at extracurricular events.   
  
3. Communicating with parents utilizing print, social media, and telecommunications by keeping them informed about expectations, events, and issues impacting teaching and learning.  
  
4. Encouraging regular feedback to parents from teachers through a variety of media.  
  
5. Hosting events in a virtual environment that bridge the gap between home and school.

# 2020-2021 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | Title I, Part A | Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Part A provides supplemental instructional materials, resource teachers, technology for students, professional development for staff, and resources for parents. |
| **2** | ESOL | Quarterly ESOL parent nights will be held to ensure equal access to support resources and information available to students and families. |
| **3** | Project Heart | Homeless students will be referred to Project Heart so that they also have equal access to the resources, both free and paid, that contribute to achievement as well as physical and emotional support. |
| **4** | Migrant | Migrant Liaison is on campus weekly to assist in the coordination of support for migrant students. |
| **5** | TAPP | TAPP facilitates the completion of high school for students that are expectant mothers, fathers, or teenage parents. The program identifies, counsels, and supports students with special needs associated with teen parenting and makes community agency referrals. |
| **6** | Centerstone | Centerstone is a community behavioral health hospital and outpatient practice that works with our teens who face trauma, addictions, psychiatric illnesses and emotional disorders. |
| **7** | Unidos Now | Unidos Now is a non-profit organization that empowers the Hispanic/Latino community to elevate their quality of life through education, integration, and civic engagement.  They have a comprehensive college preparatory program that helps navigate first generation student’s pathway to higher learning through guidance, structure, and mentorship. |
| **8** | Take Stock in Children | Take Stock in Children Inc. is a nonprofit organization that aims to provide mentors and college scholarships to low-income students in Florida, in order to help students, graduate and successfully enter a career. |
| **9** | Youth for Christ | A faith-based community partner that pursues struggling students to engage them in healthy, supportive relationships through mentoring and working with local churches, agencies and other partners. |
| **10** | CROP | College Reach-Out Program (CROP) is a pre-college program designed to increase the number of students who successfully enter and complete a postsecondary institution. Their objective is to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in grades 7 through 12, representing various cultural backgrounds. |
| **11** | AVID | Advancement Via Individual Determination (AVID) is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization, and reading skills. |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **Count** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agenda, handouts, and/or presentation materials that address the required components | Lindy Carlson | July 2020 | Parent Sign-In and Parent Involvement Feedback Form |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Wendell Butler | September 8, 2020 | Copies of ConnectEd Message and flyers,  Parent Sign-In |
| **3** | Hold the Meeting | Wendell Butler | September 15, 2020 | Parent Sign-In |
| **4** | Evaluate the Meeting | Lindy Carlson | September 17, 2020 | Reflection/After Action Report |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

**Response:**

1. In accordance with the ESEA Section 1116, BHS provides Parent-Right-to Know letters regarding

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals,
* how the school provides each family with an individualized student report about the performance of their child(ren) on the State assessments,

Letters are dated, signed by the principal, printed in English and Spanish, and sent home with students. BHS posts a copy of the letter on our school website. In addition, we provide copies as requested. A copy is kept on campus and one is uploaded to the Title One crate.

1. In addition, BHS sends a non-state certified letter home to notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.

3. Parent input will be sought via survey to inform the parent compact, the Parent and Family Engagement Policy and the School Improvement Plan.  
  
4. There will be an open invitation to all parents to join the school's advisory council. An information session will be held during Open House. Representatives will be available to speak to parents at Back to School Night as well.   
  
5. Communicating with parents utilizing print, social media, and telecommunications by keeping them informed about expectations, events, and issues impacting teaching and learning.  
  
6. Encouraging regular feedback to parents from teachers through a variety of media.  
  
7. Hosting events on campus that bridge the gap between home and school.

# 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 [ESEA Section 1116]

**Response:**

Normally, the school would schedule Title I parent meetings on days when parents will be on campus in support of student activities. During our current situation, meetings will happen in a virtual environment via live phone conferences or tape-recorded messages with presentations for parents to review. Parents will be given an opportunity via digital documents and forums to provide feedback and ask questions of school leadership and personnel. Title I information will be shared with all parents at multiple times and in multiple ways flyers sent home with students, website, Connect-Ed, Facebook page, etc. If parents are more likely to get their information and give feedback via the web, they can do so. Parents can also provide hard copy responses and feedback to the school sent via their student. We do not offer any assistance with transportation but are considering after-school childcare services based on feedback from our AVID/Title I Meeting.

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, 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. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Virtual New Student Orientation after Virtual Annual Title One Meeting | Wendell Butler Jr. | New Student Orientation provides the opportunity to introduce parents and students to the culture and expectation of student achievement at BHS. Opportunity to solicit parent input on compact and parent involvement in our plan. Many rising ninth graders attend to get their schedule so there is a mutual coincidence of wants; common ground. | 8/13/2020 | The percentage of parents in attendance relative to the parent population is modest due to it being limited to new students, thereby limiting its impact.  Problem solving question: How can we increase the percentage of parents participating in the Title I Annual Meeting. |
| **2** | Virtual Back to School Night | Wendell Butler Jr. | Back to School Night provides the opportunity to partner with parents in support of student achievement very early on. We use this as an additional opportunity to solicit parent input on compact and parent involvement plan. This is when we solicit the information we need from the parents of our current students. As parents follow students’ schedules through the course of a “day”, they learn about expectations and how to specifically support their students in ways in class. The more parents in attendance, the greater one can anticipate the impact on student achievement. | 9/24/2020 | The percentage of parents in attendance relative to the student population is relatively small, thereby limiting its impact.  Problem solving question: How can we increase the percentage of parents participating in Back to School Night and building relationships and connections with their student’s teachers. |
| **3** | Virtual AVID Meeting | Lindy Carlson, Angelia Gilley | AVID is based upon the premise that if you hold students accountable to the highest standards and provide academic and social support, they will rise to the challenge. Parents are an integral part of that support. When parents partner with schools in support of students, the students make gains. | 9/2020  1/2021 | 100% graduation, 100% college acceptance, and $350,000 in scholarships earned. AVID targets the academic middle. The percentage of the “middle” enrolled in AVID is relatively small, thereby limiting its impact.  Problem solving questions: What can we do to encourage more students to enroll in AVID? How can we implement AVID strategies school-wide to expand the impact? |
| **4** | Virtual Parent University | Wendell Butler | Parents, teachers, and administrators will provide workshops for parents on College/Career Readiness, Standards and Graduation Requirements, Parenting and School, Community Resources, Assessment – Now and in Preparing for College, Workplace Skills, Attendance, and Technology Assistance | 9/2020  10/2020, 11/2020, 12/2020, 1/2021, 2/2021, 3/2021, 4/2021, | This new endeavor will connect parents with the knowledge they need to support the achievement of their children.  Problem solving questions: How can we effectively communicate the importance of each session to insure adequate attendance. |
| **5** | Virtual College Night | Dwight Gilmer | Colleges and technical schools from around the country visit BHS to explain the benefit of their schools to our students. | 10/2020 and 2/2021 | Parents and students have the opportunity to visit colleges from around the country in a virtual environment. Schools are very open about costs and financial aid, so families begin to get a sense of how much additional schooling will cost.  Problem Solving Question: How can we help students narrow down choices prior to arrival so that they spend their time productively with the right types of schools? |
| **6** | Athletic Meetings | Chris Brady | Parents, coaches and students make a compact to support student achievement and to support students’ athletic and scholastic growth. | 8/2020 and  12/2020 (if needed) | Parents are appreciative of the time the coaches spend on academics with their students.  Problem Solving Question: What else can we do to convince student athletes that academics does play a role in their athletic abilities? |
| **7** | Virtual Senior Parent Meeting | Wendell Butler Jr, Angelia Gilley | Parents, Teachers and Administrators must work together to maximize the graduation rate. As students become increasingly independent, it can become difficult to keep their eyes on the prize, so to speak. The Senior Parent meeting ensures that parents not only understand graduation requirements, but also provides parents with important information about senior events, fees, timelines and deadlines. | 1/2021 | + Parents grateful for the information provided. Responses ranged from “my son never tells me anything” to “with this information, I can try to save her from herself.”  Problem solving questions: What can we do to find a more adequate venue to accommodate parents, seniors and siblings? |
| **8** | Family Financial Aid Night (FAFSA) | Dwight Gilmer | Title I school graduates face the same economic hardships they experienced in high school. As parents partner with teachers to support achievement, they foster the notion that post-secondary education is possible. Faced with the prospect of exorbitant and rising costs, their hopes become quickly dashed. Family financial aid night provides parents with the opportunity to file for financial aid with the support of trained professionals. Technology is provided and assistance, when necessary. | 10/2020-1/2021  (Date to be established by the district) | Parents able to complete FAFSA with support. Strategies for navigating education financing.  Problem solving questions: Some parents unable to secure/find necessary documents. How can we help them find documents ahead of the meeting? |
| **9** | CHOICE/ AVID Discovery Night | Don French/Lindy Carlson | Future students and parents are encouraged to attend Bayshore High because of the academic program and the support from Title I. | 11/2020 | + Strong Attendance correlated to enrollments  Problem solving questions: How can we showcase our strengths to students and parents? |
| **10** | Virtual Awards Ceremony | Dwight Gilmer | Student achievement is celebrated with the teachers, parents, and students in our community. | 5/2021 | Attendance is strong and provides an opportunity to gather additional feedback from parents.  Problem Solving Question: How can we streamline the ceremony and increase its meaning to parents and students? |

# Staff Development

Describe the professional development activities the school will provide, with the assistance of parents/families, to educate the teachers, specialized instructional support personnel, school leaders, and other staff in the following:

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

Activities 2-4 were intentionally designed to highlight the potential power of the parent-school relationship. Facilitators gave examples of how to highlight the contribution of our students’ parents and how to encourage additional communication.

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| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | ESOL-WIDA Review | Carol Foye | Teachers of English Language Learners will have a better understanding of the Can-Dos and students will receive the appropriate accommodations. | 9/2020 | Accommodations marked in lesson plans. Teachers optionally complete the Can-Do’s while reviewing student levels. |
| **2** | Collaborative Conversations | Holbrook, Hayes, Wilson | In this session, teachers will learn how to modify the classroom culture through accountable conversations including Numbered Heads Together, Think-Pair-Share, and more. | 8/2020 | Evidence of effectiveness will be provided through teacher documentation of strategy implementation in daily lesson plans. |
| **3** | Writing to Raise Achievement and Vocabulary | Avalos, Lamar, Dischino | Writing to raise achievement is a critical focus to help students improve their reading comprehension and understanding of content. Students will be able to effectively write about what they have learned using exit slips, 3-2-1, and PEARL. | 8/2020 | Evidence of effectiveness will be provided through teacher documentation of strategy implementation in daily lesson plans. |
| **4** | Learn and Earn | Don French, Robert Wilson, Sylvia Avalos and AVID Site Team | Teachers will alter instructional practice to achieve school improvement goals. | 9/2020-4/2021 | Teacher Instructional Practice Scores, Student Achievement Data |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**Response:**

1. A mini lab is available to parents in the front office "college center." Here, parents without Internet access can use the Parent Portal to monitor students' grades and attendance, apply for financial aid, and complete surveys and any other school related activity that requires use of the Internet.  
  
2. Progress Reports are sent out 4 times a year to communicate information about student achievement and attendance. Weekly progress reports are available upon request.  
  
3. Parent Conferences are available upon request and scheduled through the Guidance Department.

4. "At Risk" Letters are sent to parents notifying them that students are at risk for graduation because they have either not met certain requirements, or because they are low on credits or GPA.  
  
5. Quarterly, the school's newspaper, "The Paw Print," is mailed home and is posted on the website. It includes stories of school events, informs students/parents of upcoming events, and encourages parent participation.  
  
6. Teachers will mail home gold cards weekly informing parents of students recognized for effort, citizenship or achievement.

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* Timely information about the Title I programs
* 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 obtain
* 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
* If the school-wide program plan under 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.

# **Response:**

# All communications to parents are made in multiple modes. For instance, events are placed on the marquee, are disseminated through ConnectEd in English and Spanish, are placed in our quarterly school newspaper, and are on our website. We also use the app Remind which sends a text message to parents that enroll.

# Parents are encouraged to attend our monthly SAC meetings to participate in discussions and have input in the decision-making process affecting our school.

# Parents receive information about the Title I program throughout the school year via planned meetings, BHS website, Paw Print school newsletter and administrative call outs.

# Information about the curriculum and assessment are available in the guidance office and posted on the BHS web site.

# Group and private meetings are scheduled with students to communicate the results of major assessments.

# Guidance appointments are available to parents upon request.

# Books in both English and Spanish are available to parents in the reception area that provide information on how to support high school students academically, emotionally, and socially. This information will also be made available on line for parents participating in eLearning and Hybrid Learning.

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (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 [ESEA Section 1116]:

**Response:**1) The school PEFP will be available in English, Spanish and Haitian/Creole on the school web site and in the front office.  
  
2) Translators are available for parent involvement activities upon request.  
  
3) Bayshore High School is equipped with an elevator for those with physical conditions that would prevent them from climbing stairs.

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Flexible scheduling | Administration | Providing meetings at flexible times should increase parent engagement, thus improving overall achievement. | Ongoing |

Uploads

Please prepare evidences below. Refer to your Beginning of the Year Timeline and Title I Crate for resources and sample documents.

**2019-20 Title I Crate**

* Evidence of parent input in the development of the school SIP/Title I Plan and Title I Budget (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of parent input in the development of the school Parent and Family Engagement Policy (PFEP) (Invitation meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)
* Evidence of Parent Involvement in the Development of the Parent-School Compact (Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)

**2020-21 Title I Crate**

* Copy of the school SIP or Title I Plan (charter)
* Copy of the Parent and Family Engagement Policy (PFEP) (parent-friendly version)
* Copy of the Parent-School Compact (Final in all languages)