

**Bernadette Pletcher - Principal**  
**Title I, Part A Parent and Family Engagement Policy**  
**Bayshore Elementary School - 0061**  
**2019-2020**

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 2018-2019 Parent and Family Engagement**

Describe which parts of your 2018-2019 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 2019-2020 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:**

Bayshore's parent workshops and the Adult English Classes are two effective Parent and Family Engagement activities from 2018-2019. Both activities had the most impact on our student learning, because parents learned standards for grade level expectation, strategies, and hands-on activities to help reinforce skills with their children at home. The Adult English Class allowed the ELL parents to acquire basic English to actively be engaged and help their children academically. Two barriers Bayshore will continue to work on for the 2019-2020 school year will be to improve communication with parents and to help empowered parents to be actively engaged in their children's academic success. It is important to have effective communication, so parents and school can work toward student academic success. Bayshore will develop efficient structures for getting information out on school Website and develop similar structures to ensure that feedback from parents is actively solicited through flyers, personal phone calls, and/or Connect Ed phone system. Bayshore will continue to promote effective communication through parent participation by offering Adult English Classes, parent workshops, the Bounce Pages App, school website, school Facebook page, ClassDojo App, and "PAWS" Before Bedtime with Bayshore to promote parent and family engagements.

### **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:

- Reflect the beliefs or values the school holds regarding the importance of family engagement;
- Explain the purpose of the parent and family engagement program;
- Be written in parent friendly language;
- Inspire stakeholders to be engaged and supportive of the program; and
- Be different from your school mission statement.

**RESPONSE:**

Bayshore will prepare each student to be an effective and self-directed contributor in a global society. We hope to accomplish this by working together with parents and the community in developing each child's unique abilities and potential. Our parents and our School Advisory Council (SAC) have the responsibility for developing, implementing and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Policy. Parent meetings are held at various times to provide additional opportunities for the involvement of parents to discuss carefully deliberate changes that are needed to the PFEP.

## 2019-2020 Engagement of Stakeholders (Parents, Families, School Personnel and Community)

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

### RESPONSE:

We believe in engaging parents at our school. Our parents and our SAC have the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PFEP. Annual Title 1 Parent Meetings are held at various times to provide additional opportunities for the involvement of more parents to discuss and carefully deliberate changes that are needed to the PFEP. We will host 6 parent workshops. We will ask for parent input and suggestions at these meetings. Results of the parent surveys are reviewed and discussed with parent workshop groups. Parent workshop groups and family events are offered at various times to increase parent engagement. Input is gathered during parent meetings regarding how parental involvement will be used. A yearly event calendar is given to parents, so they know the days and times that meetings and school events will be provided. All meetings are offered in both English and Spanish.

## 2019-2020 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]

<b>Count</b> <i>(add or remove rows as needed)</i>	<b>Program</b>	<b>Coordination</b>
<b>1</b>	Church of the Cross	We will work with this Faith Based Agency to provide support and resources for families and staff. Weekend food bags for students.
<b>2</b>	Adult English Classes	We will provide parents who do not speak English free classes to learn English, daycare is also provided.
<b>3</b>	Title 1	We will collaborate with our TI resource staff to maintain compliance and exemplary practices.

<b>4</b>	IDEA	We collaborate with our ESE department and ESE teachers to provide and offer supplemental instructional support for parents during the development of the student's IEP.
<b>5</b>	ESOL/Migrant	We will work with our ESOL HSL to assist with communication, increase communication and accessibility for non-English speaking families.
<b>6</b>	Homeless	We will work together with Project Heart and the One Stop Shop to provide resources, school supplies and uniforms for homeless students to remain in school. Weekend food bags for students.
<b>7</b>	VPK	In collaboration with volunteer preschool we will coordinate transitioning for students entering Kindergarten. SOAR in 4
<b>8</b>	Student Attendance	The school base Graduation Enhancement Technician will work with parents to increase student attendance.

### Annual Title 1 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)].

<b>Count</b>	<b>Activities and Tasks</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>1</b>	Develop agenda, handouts, and/or presentation materials that address the required components	Principal or designee	September 2019	Copies of documents uploaded to the online crate
<b>2</b>	Develop and disseminate invitations (flyers, Connect Ed calls, etc.)	Principal or designee	September 2019	Copies of invitations, call logs, and sign-in sheets uploaded to the online crate
<b>3</b>	Hold the Meeting	Principal or designee	September/ November 2019	Agenda/Sign-in Sheet uploaded to the online crate
<b>4</b>	Evaluate the Meeting	Principal or designee	November 2019	Aggregated Evaluation Form/Notes uploaded to the online crate

## Parent Notifications

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

- the parent's right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals
- how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
- how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field? [ESEA Section 1116]

### RESPONSE:

**The Parent Right to Know letter is sent home with students in English and Spanish in September.**

**State assessment information is made available for parents to pick up after the results arrive, any reports not picked up are mailed to families. Parents also have access to student assessment information via the FOCUS Parent Portal.**

**Teacher out of field letters are sent home in English and Spanish to the families in September to those students who are taught by teachers considered out of field.**

## 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:

We have a strong belief in the importance of parent engagement and therefore have put measures in place to offer parent meetings on a flexible schedule. We offer all parent meetings either in the morning, right after school, or in the evenings. We asked our SAC ~~mentas~~ and parent attending our workshops what times they felt were most convenient for them. Our Graduation Enhancement Technician will make home visits to accommodate families who are in need. Childcare is provided for our Adult English classes that occur 2X per week from October until May. Parent conferences are offered on conference night, teachers also will schedule meetings in the morning to accommodate parents.

## 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 engaged, 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 parent engagement activities under Section 1116.

<b>Count</b> <i>(add or remove rows as needed)</i>	<b>Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>1</b>	Parent Workshop	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	09/25/18-5/15/19	Evaluation form/sign in sheets/agenda
<b>2</b>	Parent Conferences	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	2X 1 <sup>st</sup> Quarter & 3 <sup>rd</sup> Quarter	Individual feedback
<b>3</b>	English Classes for Parents	Principal or ELL designee	Higher levels of parent's awareness correlates to higher levels of student achievement	On-going (Oct.-May)	Parent Feedback Survey and Sign in sheets
<b>4</b>	School Advisory Council Meetings (SAC)	Principal/SAC Chair	Higher levels of parent's awareness correlates to higher levels of student achievement	09/1/18-05/21/19	Parent Sign In sheets, SAC Minutes and agendas-End of year evaluation
<b>5</b>	Family Academic Nights	Principal or designee	Higher levels of parent's awareness correlates to higher levels of student achievement	09/1/18-05/21/19	Parent Sign In sheets

## 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]

<b>Count</b>	<b>Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>1</b>	Book Study	Instructional Coaches	Teachers will improve their craft in the area of assessing student, setting differentiated goals and creating action plans for student literacy success.	18-19 10 weeks	Collegial Walk-Throughs, Group shares, collaborative planning.
<b>2</b>	District PD / School	District Personnel Principal Assistant Principal Reading Coach	Increased student learning in all content areas	August 2018-May 2019	Classwork, iReady, District assessments, Math, Science, Reading, Avid

3	Acaletics PD	Mike Bell from Acaletics	Significant increase in math progress	August 2018-May 2019	Math Scrimmages, FSA, iReady, classwork
4	SRA PD	Lynn Yurshak	Significant increase in student progress in ELA	September 2018 – May 2019	Classwork, I Ready, District Assessments
5	Reading Academy	Cindy Pham	Significant increase in student progress in ELA	September 2018 – May 2019	Classwork, I Ready, District Assessments
6	PBS	Catherine Day & PBS Team	Increased student learning in all content areas and increase positive student behavioral as a school.	September 2018 – May 2019	Decreased Numbers of Referrals & Suspensions
7	i-Ready	Administrators & Teachers	Significant increase in student progress in ELA & math	August 2018-May 2019	Math Scrimmages, FSA, iReady, classwork

## 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:

We will ensure we have a family friendly school by offering 6 parent workshops for our parents because higher levels of parent awareness correlates to higher levels of student achievement. We also provide a year long calendar of parent events and activities including family academic nights, social events such as holiday shows and fall festival.

## 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 schoolwide 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:

At the annual meeting information will be presented about the Title 1 program, the curriculum and academic assessments. At the parent workshops parents will have the opportunities for participation in decisions related to the education of their child. Parents will be invited to visit their child's classroom and meet staff. During visits teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. Sign in sheets will document attendance. Written communication will be available in English and Spanish. Interpreters will be available to all parents to ensure that parents are able to fully participate in their child's education. This includes translation services if needed for deaf and blind parents.

## 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:

The school will provide opportunities for full participation in the parent engagement activities including parents with limited English proficiency, disabilities, and migratory children. The Parent and Family Engagement Plan is summarized into a brochure that will be printed in English and Spanish and provided to all parents. Written communication will be provided for parents in English and Spanish. Interpreters will be provided. If other languages are needed schools can contact the TI Office. American Sign Language translation will be available through coordination community agencies and Community Center for the Deaf and Hard of Hearing. We have acquired Connect Ed an automated telephone service. We use the telephone system to keep parents updated and engaged of activities. We provide these calls in English and Spanish.

## 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.]

### RESPONSE:

Family Math and Science Nights provide trainings for parents. Graduation Enhancement Tech. makes home visits and tracks attendance. Home School Liaison facilitates Bayshore parent events and communicates all events that occur at the school to parents.

## Uploads

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

**2018-19 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 Engagement in the Development of the Parent-School Compact  
(Invitation, meeting agenda, minutes, sign-in sheets and written suggestions/comments from parents)

**2019-20 Title I Crate**

- Copy of the school SIP
- Copy of the Parent and Family Engagement Policy (PFEP) (parent-friendly version)
- Copy of the Parent-School Compact (Both in English and Spanish)
- Copy of School 2019-2020 Events Calendar (Both in English and Spanish)