



2024-2025 Title I Parent and Family Engagement Plan

School Name: Bay Point Middle

Please use the Comprehensive Needs Assessment Data and any other family engagement data to complete the following:

School's Mission Statement: Every student. Every day. Being prepared for high school, college, career, and life.

Measurable Outcomes: increased number in families participating in family engagement and academic events from 80-100.

Building Capacity of Families

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Bay Point Middle School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School

Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. Parents will receive individualized student reports about the performance of their child(ren) on the State assessments; timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who has not completed the criteria for state level certification; timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTO meetings.

We will schedule the following parent and family engagement events with a focus on building relationships/ building families' capacity to improve the academic achievement of our students:

- 6th Grade Orientation
- Annual Title I Meeting
- Behavior Interventions supports meetings
- Academic family nights

Staff Professional Development related to Family Engagement

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)]

How will school leadership actively build teacher and staff capacity related ongoing family engagement connected to academic goals?

How to reach out to, communicate with, and work with parents and families as equal partners:

- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources
- Review of professional expectations and provision of Talking Points guidelines to build proficiency in meaningful parent communication.
- Book study on culture and climate working with students/families in poverty.
- Leveraging the school Social Worker

How to value and utilize contributions of parents:

- The school will provide professional development that aligns to the contributions parents/families can make to assist with the goals of the school. They include:
 - MTSS, ESE and how to explain programs and interventions to parents
 - family and community liaison training,
 - family access parent portal training, and
 - Florida state standards training.
 - Effective parent/teacher conferences (including student led conferences) and the use of data to drive the conversations
 - Effective forms/strategies for two-way communication
 - Book study on culture and climate and working with students/families in poverty.

How to implement and coordinate parent programs, and build ties between parents and schools:

- The school will provide training in how to develop a parent engagement training/event for parents based on the needs of the parents (through a survey) and the needs of students (data) before planning and providing the engagement program/training.

School personnel will also receive training on current curriculum practices and the effective use of manipulatives and at-home strategies that parents can use to help their child to be shared with parents through an event or even a classroom conference.

Title I Annual Parent Meeting Experience

Each school will convene an annual meeting designed to inform parents of participating children about the schools Title I program, the nature of the Title I program (schoolwide or targeted assistance), school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].

How will you get recorded feedback from parents about the meeting? How will the recorded feedback be used to inform future events?

All aspects of Title I are shared using the district Title I PowerPoint template which includes information such as: What is Title I, Parent and

Family Engagement Plan, School-Parent Compact, Parents Rights, Assessments, Title I Funds, Title I Focus, school curriculum and programs

including parent engagement events for the year and allow time for open discussion and Q&A with parents/guardians.

Family and community feedback is collected during quarterly SAC meetings, annual Parent and Family Engagement Plan survey. Parent input is also collected at each parent engagement event/activity through the event/activity survey and reviewed during Admin, ILT and SBLT meetings and at quarterly SAC meetings.

How will you address barriers to increase attendance and academic support at home?

The school seeks parent input on which times are best to attend meetings and activities that meet the needs of parents through event/activity surveys, quarterly SAC meetings, and via the annual Parent and Family Engagement survey.

Childcare is provided for the parent engagement events/activities that do not include children participating with their parent/guardian.

Translators for the ESOL population are also provided for events.

Students are provided with a laptop that can use and keep at home to assist with academic support. Our student services, MTSS, and administrative team will contact parents of students with attendance issues to identify barriers and determine ways to improve their attendance.

How will you get the information home to parents using various modalities who do not attend?

Technology (phone, email, DOJO, social media, school website, and parent portal) is only one component of our comprehensive communication plan that also includes newsletters, flyers, paper-based progress reports/report cards and school marquee. We will also upload the PDF of the over-arching conversation to the school's website, social media pages, Focus and attached to our bi-weekly parent communication. Have a survey

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)] • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and • If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating

children, the school will submit the parents comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Example:

Timely information about the Title I programs [Section 1118(c)(4)(A)];

Our school is committed to ensuring that regular two-way, meaningful communication is established between all family members and

school staff. When families engage with schools to support their student's learning, several positive effects can take place:

1. Students learn to read faster.
2. Students typically score higher on tests.
3. Students attend school on a more regular basis.
4. Students experience less disciplinary occurrences.
5. Students are more likely to graduate.

Title 1 information will be available for parents via the school's web page and through the school front office. Parents will be made aware of related events through the school's web page, monthly newsletter, teacher communication, marquee, and emails with minimal 2 weeks' notice. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity. Most communication between school and home will be translated into Spanish, in addition to English.

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

1. We will describe and explain curriculum, forms of assessments and achievement levels during our Annual Title I meetings, school-based website, and newsletters.
2. Families will be notified about the forms of assessments through teacher communications, ongoing school meetings (ex: FAST night, SAC), Annual Title I Meeting, and parent-teacher conferences.
3. The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via phone calls or class/school newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which is also posted on the school website. Families may also contact the school for further information.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]

1. Families and community members have the opportunity to share feedback after each family and community engagement event, the annual survey for the school-based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via SAC meetings, as well as participation in the School-Parent Compact.

2. Communication of upcoming opportunities will include social media, school website, newsletters, email, school marquee, fliers, and School messenger messaging.

If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan are gained through the annual survey for the Annual District Family and Community Survey and via SAC meetings. The surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year.

Flexible Parent Meeting

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, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

The school seeks parent input on which times are best to attend meetings and activities that meet the needs of parents through event/activity surveys, quarterly SAC meetings, and via the annual Parent and Family Engagement survey.

Childcare is provided for the parent engagement events/activities that do not include children participating with their parent/guardian.

Translators for the ESOL population are also provided for events.

- Parent Conferences will be held in the evening as well as a virtual option to attend.
- Social workers are also available to do home visits if parents are unable to attend a meeting/conference.
- Activities will be on alternate days of the week as is appropriate for the nature of the activity.
- The SAC Committee will put to a vote an appropriate meeting time and day of the week for monthly meetings.
- Parent nights will be held on alternating nights to ensure more parents have the ability to attend. Meetings will cover yearly progress, school choice, and the rights of parents
- Admin team will stay behind at all meetings to answer any question parents or students may have.
- The parent survey will document the success of our flexibility.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Additional strategies will be applied as the need arises on a case-by-case need.

As a school, we will do our best, if informed in advanced, to have materials in their family's native language and Spanish translators.

Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.