

(Bayside High School)

Parent and Family Engagement Plan

I, Konrad McCree, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee



Date Signed

December 1, 2021

the progress of our Title I program and expenditures and to increase the training of our teen parents with their own children present.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.

Title I: Funds are used to purchase postage to mail communication home.

Annual Parent Meeting

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

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	Principal and Assistant Principal	September, 2021	Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box
2	Stand Alone Annual Title I Parent Meeting	Assistant Principal	September, 2021	Agendas and sign-in sheets
3	Create sign-in sheets	Assistant Principal	August, 2021	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event Annual meeting, quarterly meetings, PTC nights	Principal and Assistant Principal	August, 2021	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations General meeting, PTC night, Annual meeting	Principal, teachers, and Assistant Principal	August, 2021	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials	Principal and Assistant Principal	August, 2021	Copies of agendas, PowerPoint presentation, and handouts

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Information Sessions	Principal and Assistant Principal	Assist parents and students with Graduation requirements, testing, extra help, Florida Standards Strategies to help student pass the reading test	February 2022- April 2022	Virtual Platform Forms sign in documents Handouts Agenda Presentation Materials
2	Open Conference Day	Principal and Assistant Principal	Parents will be invited to meet with teachers throughout the day.	October 21/March 22	Sign in sheets and conference notes Phone logs
3	ACT Boot Camp	Principal and Assistant Principal	Students will be provided with content specific sessions, aligned with FL standards, identifying strategies they can use at home and during assessment to promote student growth.	December 21/ March 22	Sign in Sheets
4	FSA/ACT Webinar	Principal and Assistant Principal	Parents and students will be provided with content specific sessions aligned with FL Standards identifying strategies they can use at home. Session topics will include making learning gains, understanding scores and areas for improvements.	March 2022	Virtual platform Forms sign in sheets

Staff Training

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

count and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1 Ongoing PLC's	Principal, Assistant Principals,	Improve the ability of staff to work effectively with parents.	August 2021- May 2022	Conference agenda and other appropriate documentation as required

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Bayside High School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. After parent meetings, a survey will be completed by the parents.

Parents are contacted and given information by school regarding Title I programs in many ways to include school phone calls, and advertisement on the school marquee.

Bayside High School will share information in general meetings to discuss curriculum, programs and general information as well as offering counseling via email, telephone, etc. to encourage families to take on an active role in the long term goal setting of their children, review the progress of our Title I program expenditures, and to increase training of our teen parents with their own children present. Teachers and guidance counselors work 1:1 with all of our students to assist them with and explain to them state assessment scores. Lastly, during the application process and orientation meeting, to which parent/guardians must attend, we review graduation requirements and each child's progress toward that goal.

To attend to parents' desire to participate in educational decisions, we ensure that:

1. Each family is personally invited to their child's IEP meeting
2. Meet with families during orientation to discuss each student's educational needs and develop a plan with the parent/guardian to meet those needs
3. Call, email and/or meet with families often to provide updates on progress

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title I meeting September, 2020	1	This information was not available to new Admin.	Virtual/in person meeting to communicate the Title I program information as well as the Bayside Compact
2	PathE program, October, 2020	1	This information was not available to new Admin.	Virtual program that presents information on different types of post-secondary education opportunities, application tips and deadlines associated with the different types, financial aid information and how Covid-19 implicates these opportunities.
3	FAFSA presentation by St. Petersburg College November, 2020	1	This information was not available to new Admin.	Virtual presentation about FAFSA. The presentation was from St. Petersburg College on one of three nights, November 5, November 12, or November 19 from 5:30 to 7:30 pm. The presentation will talk about how to get your Financial Aid application done.
3	Title I Survey, January, 2021	1		Virtual, asking parents to participate in the Annual Title I Parent Survey
4	Graduation requirements and opportunities for post-secondary education, March, 2021	1	2	Virtual presentation for parent to take part in by listening to a power point presentation created by the district that reviewed graduation requirements and opportunities for support.
5	Information on the State Emergency Order with regards to State	1		Virtual presentation about the State Emergency Order on State Assessment for the Spring which included the graduation

Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count Content/Purpose Description of the Activity