

Bay Point Middle School

Parent and Family Engagement Plan

I, Mrs. Dena Collins, 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 and distribute it to parents of participating children and make available the parent 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 policy 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 policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement 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)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parent and Family Engagement Mission Statement (Optional)

Our mission is to provide a professional learning community that sustains school wide improvements, promotes academic excellence and character development and fosters a safe and caring environment to adequately prepare students to be productive citizens in school and beyond.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Bay Point Middle School believes in involving parents in all aspects of their Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PFEP. 50+ percent of the members of the SAC are parent (non-employee) representatives and community members. BPMS advertised on Facebook, and the BPMS website inviting parents to be a part of SAC. BPMS also invites parents to serve by posting it on the electronic sign in front of the school. The PFEP will be presented to the families and community members for review and input in May 2019. The input from parents will be documented by meeting minutes and survey results. A parent survey will determine input on activities, trainings, and materials to support children. Results of parent surveys will be reviewed by the SAC to determine needed changes. SAC will also provide input on how the parent and family engagement funds will be used, based on parent input.

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e) (14)]

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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.
2	H.E.A.T.	Bay Point has a need for assistance with our families that are homeless. When the staff becomes aware that a student is homeless it is reported to the school social worker who then refers them to the homeless social worker. This social worker works with the families to find them shelter and jobs. The homeless social worker also helps people that have multiple families living in one home, and grandparents that are raising their grandchildren. This is through Title III for homeless families.
3	21 st Century	Bay Point Middle School students are able to sign up for a free after school program where they can receive free tutoring and other services. This program also works to involve parents in their child's education. 21 st Century is a grant funded by JWB from the DOE.

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

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	September, 2019	Title I audit box housed in Curriculum Specialist's office and documentation will be uploaded to electronic audit box
2	Annual Title I Parent Meeting	Principal	September, 2019	Agendas and sign-in sheets
3	Create sign-in sheets	Principal	August, 2019	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal	August, 2019	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations	Curriculum Specialist	August, 2019	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	Teachers and Curriculum Specialist	August, 2019	Copies of agendas, PowerPoint presentation, and handouts

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

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 parent and family engagement [Section 1118(c)(2)].

The leadership and staff of Bay Point Middle School have a strong belief in the importance of parental involvement. Measures are in place to offer parent meetings on a flexible schedule. BPMS will implement parent/student workshops in the evenings. BPMS will also offer parent/student workshops on different days of the week. The parent involvement committee will maintain records of parent participation. The meetings will be modified as needed based on parents' participation.

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, 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 [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 parent and family engagement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting/Back to School Night	Principal	Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	September 2019	Sign-in sheets, handouts, agendas, and presentation materials
2	Family Resource Night	Curriculum Specialist and Magnet Coordinator	Parents and students will rotate to a variety of classrooms to learn about resources they can access from home.	November 2019	Sign-in sheets, handouts, agendas, and presentation materials
3	6 th Grade Boot Camp	Curriculum Specialist and Magnet Coordinator	Bay Point Middle School invites sixth graders and anyone new to our school before school starts. Parents get to tour our building and	May 2019	Sign-in sheets, handouts, agendas, and

			we provide a session of general information for parents. BPMS sixth grade teachers instruct the students how to open a lock, organizational skills, how to read their schedule who to contact for different problems and where their classes are located. This will increase student achievement in core curricular areas.		presentation materials
4	Full STEAM Ahead	Magnet Coordinator and Curriculum Specialist	Bay Point Middle School invites all families to a Full STEAM ahead night where parents and students pick a from a variety of sessions to attend related to Math, Science, Technology, Art and Engineering. They then are given a challenge where they must figure out problems or build an object to get a stamp in their passport. At the end of their challenges/evening they meet in the cafeteria for a drawing. Families also get to see their children's work on display in the cafeteria from the school year.	April 2020	Sign-in sheets, handouts, agendas, and presentation materials
5	6 th Grade Orientation	Principal	Parents will have the opportunity to meet with the principal and learn about Bay Point Middle School. Incoming families tour the campus and familiarize themselves. The principal does a presentation of an overview about expectations, supplies, dress code, etc.	February 2020	Sign-in sheets and handouts

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parent and family engagement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;

- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

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	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Ongoing PLC	Principal, Assistant Principals, Instructional Coaches, Assistant Principals	Improve the ability of staff to work effectively with parents.	August 2019- May 2020	Conference agenda and other appropriate documentation as required
2	Cross Content Parent Out Reach	Principal, Assistant Principals, Team Leaders, teachers	Work within cross content teams to identify students strengths and areas of support and reach out to parents to work with them to support their children throughout the year	August 2019- May 2020	Cross Content meeting agendas
3	Building Bridges Effective Parent Communication	Curriculum Specialist	Strategies on communicating with students' families. This training will also provide strategies on ways to increase parent involvement and effective communication. This will also increase student achievement in core curricular areas.	September 2019	Sign-in Sheets

Review Rubric:

Content and type of activity including the following:

- Valuing of parental involvement,
- Communicating and working with parents,
- Implementation and coordination of parent and family engagement plan,

- Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
 - Correlation to student academic achievement;
 - Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Guidance counselors provide resources to parents and students.

Front office computer is available and devoted to parents for Portal sign-up and progress checks.

Title I Family Resource Center is available to secondary families. More information is available on their website.

Parent Involvement Community Liaison working on getting the community involved and increasing volunteer participation.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

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)].

Flyers and information about Title I parent/student workshops are on the website and in the front office. Personal invitations to target population to increase attendance.

BPMS disseminates information to its families by mailing postcards, giving flyers to students, sending automated messages and posting events on the electronic sign in order to invite parents to workshops.

BPMS sends out invitations at least two weeks in advance to parents and sends a reminder via automated message the night before.

BPMS monitors the dissemination of parent information by keeping sign-in sheets from the workshops.

Bay Point gives the parents a survey to ask them their preference for ways of communication.

If Bay Point Middle School's parent involvement plan is not satisfactory to the parents of participating children the school will collect the parents' concerns and submit the parent's comments on the plan that will be available to the local education agency.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

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)].

Response:

BPMS has Spanish speaking teachers and students to help translate when necessary. BPMS also distributes materials in a variety of languages.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parent and family engagement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

Not Applicable

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parent and family engagement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parent and family engagement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

- Upload evidence of parent input in the development of the plan

Upload Parent-School Compact (into the Audit Box KIA Folder)

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 an electronic version of the Parent-School Compact.

Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

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	Incoming 6 th Grade Orientation	2	140	Parents and students had the opportunity to get to know the teachers and learn ways to support students at home. Parents were able to see work students completed in school and plan for improvement where needed.
2	Family Resource Night	1	563	Students and parents participated in a variety of sessions where they received a variety of online resources to help their child at home.
3	Full STEAM Ahead	1	84	Parents and students went to different sessions where they had a challenge they had to participate in and solve the challenge/puzzle and they also had the opportunity to see their students work showcased in the cafeteria.
4	Annual Title I Parent Meeting	1	444	Parents understand what it is to be a Title I school, where to find important information and how to get involved

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ongoing PLC's with Instructional Coaches	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.
3	Cross Content PLCs	36	60	Work within cross content teams to identify student's strengths and areas of support and reach out to parents to work with them to support their children throughout the year.

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent involvement at Title I School (African American, economically disadvantage)	Offer alternate meeting times in the morning periodically throughout the year
2	Unable to contact parents/multiple calls from several teachers in one day(African American, economically disadvantage)	Structured cross content teams with time built in to work with parents through parent calls, emails and conferences

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement policies described in Section 1118.

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
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- **Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.