**The Boca Ciega High School**

**Parent and Family Engagement Plan**

I, Jennifer Gil, 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)].

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

**Mission Statement**

Parent and Family Engagement Mission Statement (Optional)

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| **Response:**To open doors of success. |

**Engagement 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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Boca Ciega High 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. 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 meetings.  Our school Compact and Family and Parent Engagement Plan is jointly developed by parents and other stakeholders. In an effort to build the capacity of our parents we will offer five different parent involvement opportunities. Additionally, our staff will build their capacity by participating in these opportunities, in order to create an atmosphere that is conducive to parental involvement and highest student achievement. We also coordinate with other federal programs such as our CEP lunch program.  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 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)].

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| **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 | CEP | Orientation for our new families |
| 3 | College/FAFSA Nights | Will host FAFSA and College and Career workshops for junior and senior students |
| 4 | FAFSA | Ongoing meetings with College & Career counselor by appt. and FAFSA fall/spring parent nights. |
| 5 | Title I Annual Meeting | Annual Meeting to share Title I information |
| 6 | Monthly Parent Meeting Options | Four options a month (Fundamental, CWMP, SAC, JROTC) |

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)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Principal & MTSS Coaches | October, 2022 | Title I audit box housed in the volunteer coordinators office and documentation will be uploaded to electronic audit box |
| 2 | Stand Alone Annual Title I Parent Meeting | Principal | October, 2022 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | Principal | October, 2022 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Principal | September, 2022 | School Messenger messages, school marquee, and posting on school website |
| 5 | Develop and disseminate invitations | Principal, teachers, and Assistant Principal | September, 2022 | Flyer with date of dissemination and posting on school website |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Principal | September, 2022 | 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 parental involvement [Section 1118(c)(2)].

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| **Response:**Boca Ciega High School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year, such as:   * SAC on the second 3rd Monday of the month * Monthly Fundamental Parent meetings (in-person & virtual) * JROTC Parent meetings * CWMP Parent meetings |

**Building Capacity**  
  
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, 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 parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement**  What skill that reinforces learning at home will families gain during this event? | **Timeline** | **Evidence of Effectiveness** |
| 1 | New Student Orientation | Principal and Assistant Principals | Provide information for students and parents new to Boca Ciega HS to help them become oriented to BCHS. | August 2022 | Sign-in sheets, handouts, agendas, and presentation materials |
| 2 | Back-2-School Night | Principal and Assistant Principal | Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. | August 2022 | Sign-in sheets, handouts, agendas, and presentation materials |
| 3 | Course Registration Night | Principal and Assistant Principal | Parents/students will be provided with content specific information along with information regarding graduation pathways and Bright Futures Scholarships so that they may have collaborative work with their child’s school counselor on the best course selection for their child’s post-secondary goals. | January 2023 | Sign-in sheets, handouts, agendas, and presentation materials |
| 4 | College and Career Evening | College and Career Counselor | Increase in student successful post high school transitions | January 2023 | Sign-in sheets, agendas, and handouts |
| 5 | Monthly SAC Meetings | Principal | Increase parental involvement | August 2022 – May 2023 | Sign-in sheets, agendas, and minutes |
| 6 | Monthly Academy/Program Parent Meetings (CWMP/JROTC/Fundamental | Assistant Principal | Increase parental involvement | September 2022 – May 2023 | Sign-in sheets, agendas, and minutes |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | **MTSS PD** | MTSS team | Increase student engagement – increase in academic proficiency, and decreases in discipline referrals and student absences | Bi-weekly | PLC agendas and minutes. |
| 2 | **Instructional Leadership PD** | Department Heads and Leadership Team | Alignment of department instructional common strategies with school goals | Monthly | PLC agendas and minutes. |
| 3 | **Subject department PD** | Subject area department teachers and Leadership Team | Effective implementation of pacing guide, standards | Monthly | Lessons aligned to standards, pacing. |
| 4 | **Subject area common planning** | Instructional staff | Lesson plan development and differentiation within departments | Every other school day | Lesson pacing and assessment alignment. |
| 5 | **Advanced Placement PD** | AP teachers and Leadership Team | Equitable access to rigorous coursework, with support as needed | Every Other Month | Enrollment, academic student data. |
| 6 | **Improvement Team PD** | Voluntary team members | Incentive based objectives and restorative practices use | Monthly | Climate survey for staff. |
| 7 | **AVID Site Team PD** | AVID Site Team members | Consistency of tutorials, schoolwide AVID strategies | Monthly | Enrollment, academic student data. |
| 8 | **Full Staff PD** | All staff | Refocus of school goals, initiatives | Monthly | Classroom observations. |
| 9 | **20 and Out PD sessions** | Instructional staff | Improve consistency within instructional strategies | Monthly | Participation rosters. |
| 10 | **Pre-School** | Whole Staff | Various topics – parent/family communication, instructional best practices, Naviance & Focus |  |  |

**Review Rubric:**

Content and type of activity including the following:

* Valuing of parent and family engagement,
* Communicating and working with parents,
* Implementation and coordination of parent and family engagement program,
* 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)].

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| **Response: Boca Ciega High School** will maintain a system to provide parent resources, as well as inform others, of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. Our school has developed a Title 1 Parent Resource Center located in our Front office lobby. This allows for all guests/parents and community members to access information we have on Title 1. We will host family outreach events at our school and work to create a warm and inviting setting where parents feel welcome to ask questions and offer input. |

**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)].

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| **Response:**  **Boca Ciega HS** 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. The compact included in first day packets and the stand-alone Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in. Sign-in sheets will be maintained copies will be provided to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will participate by responding to surveys and provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience. It will provide parents information on getting involved in our school’s various committees SAC/Fundamental/CWMP/JROTC and other volunteer opportunities. We will provide regular participation through our school’s Parent Center, monthly parent meetings previously mentioned , online access to student academic status, and weekly communication of activities. |

**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)].

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| **Response: Boca Ciega High School** will make the Parent and Family Engagement Plan (PFEP) available to parents in English and Spanish on the school's website and it can be provided in additional languages upon request. A hard copy of the PFEP will be housed in the Title I Parent Station located in the volunteer coordinator’s office and parents will be provided a copy upon request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. School Reports and opportunities are available for all parents in a clear and simple, understandable language and format. Translation features are available online and for routine and ongoing communication. |

**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 parental involvement 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 parental involvement activities. Check all activities the school plans to implement:

X 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 parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement 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 in all languages represented at school site.

**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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Monthly SAC Meetings | 9 | 15-30 | Increase parental involvement. |
| 2 | Monthly Fundamental Parent Meetings | 24 | 75-100 each | Increase parental involvement. |
| 3 | JROTC Parent Meetings | 8 | 20-30 each | Increase parental support for program. |
| 5 | CWMP Advisory Board | 4 | 10-15 | Increase guest speakers and application of knowledge. |
| 6 | College and Career Evening | 1 | Over 500 | Increase in student successful post high school transitions. |
| 7 | FASFA Night | 1 | 30-50 | Increase in student successful post high school transition |
| 8 | Freshmen Registration Night | 1 | 80-100 | Increase in parent support in student achievement |
| 9 | Parent Call Nights | Multiple | 100-200 | Increase in parent support in student achievement |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Preschool PD | 1 | 110 | Increased rigorous classroom lessons, engagement. |
| 2 | Full staff PD | 10 | 110 | Refocus of school goals, initiatives. |
| 3 | Subject Area PLCs | 8 | 100 | Effective implementation of pacing guide, standards. |
| 4 | Advanced Placement PLCs | 4 | 35 | Equitable access to rigorous coursework, with support as needed. |
| 5 | Department Head PLCs | 8 | 17 | Alignment of department instructional common strategies with school goals. |
| 6 | 20 and Outs | 6 | 40-80 | Alignment of instructional common strategies with school goals. |
| 7 | Summer Site-based PD | 1 | 30-40 | Alignment of instructional common strategies with school goals |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Inability to attend (for working parents) | Increase number of monthly parent involvement activities to provide more options. |
| 2 | Parents who are unable to come to school | Provide home visit, phone, and email support throughout the school year for these families. |

**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 plan 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)

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| **Count** | **Content/Purpose** | **Description of the Activity** |

* **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.