



Pasco County Title 1 School Level  
**Parent and Family Engagement Plan 2018-2019**

**Bayonet Point Middle School**

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed on by parents periodically to meet the changing needs of parents and the school.

**School's vision for engaging families:**

**What is Required:**

**Assurances: We will:**

- Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- Involve parents in the planning, review, and improvement of the Title I program.
- Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
- Coordinate with other federal and state programs, including preschool programs.
- Provide information in a format and language parents can understand, and offer information in other languages as feasible.

Principal: Shelley Carrino

Date: May 13, 2018

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**EVERY TITLE I SCHOOL IN PASCO COUNTY WILL:**

- 1. Involve parents in the planning, review, and improvement of their Comprehensive Needs Assessment and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan with an adequate representation of parents.**

Describe the method in which parents were involved	Parents were invited to our SAC meetings in March, April, and May of 2018 to plan for our CNA, update our school compact, and provide input for the Parent and Family Engagement Plan.
Date of meeting to gather parent input for Comprehensive Needs Assessment	March 13, 2018, April 10, 2018, & May 8, 2018
Date of meeting to gather parent input for this Title I Parent and Family Engagement Plan	March 13, 2018, April 10, 2018, & May 8, 2018

*\*Evidence of the input gathered and how it was/will be used should be available at the school site.*

- 2. Develop a school-home compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents & teachers will communicate.**

How were parents invited to develop or revise the compact?	Parents were notified via weekly School Connects phone calls about the opportunity to provide input at our monthly SAC meetings.
Date of parent meeting to develop or revise the compact	On April 10, 2018, we reviewed the 17-18 compact and made recommendations for some minor grammatical changes. All SAC members were pleased with our revised compact from the year before which had significant changes to connect with our new STEM/LATIC school.
What communication methods will be used between teachers & parents as well as school & parents?	Communication will include weekly School Messenger calls, School Website, School CNXT app, School Facebook page, email, and at times paper copies sent home with students.
Elementary schools are required to hold at least one face to face conference with parents. Explain your process?	BPMS will be hosting Quarterly Parent Community Nights in which one aspect of that evening will be Face-to-Face Parent Teacher Conferences.

*\*A parent signed copy of the compact should be submitted to the Title I office as evidence of implementation.*

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*\*Evidence of the input gathered and how it was/will be used should be available at the school site.*

**3. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.**

What information is provided at the meeting? How are parents notified of the meeting?	Information that is provided to the parents include the following: What is Title I, Requirements for Title I, What Title I funds are used for, How BPMS uses their Title I funds, How parents can help the school and be involved, What parents can do to help their child, and Open Q&A.  Parents are notified of this meeting via the School Website, Weekly School Messenger calls, School CNXT app, Social Media, and our school marquis.
Tentative date and time(s) of the Annual Title I Meeting and steps taken to plan the meeting	Our Annual Title I Meeting is planned for our Open House Date in late August at 5:45 PM. The administrative team developed a brief Powerpoint to address frequently asked questions about Title I. The Powerpoint was revised from last year after we reviewed our CNA and School Improvement Plan goals for this year.
How do parents who are not able to attend receive information from the meeting?	The Powerpoint that was shared with parents at our Open House will be available on the School Website for parents who did not attend to view.
How are parents informed of their rights?	Parents are informed of their rights verbally at our Annual Title I meeting as well as via a letter that is sent home with their child.

**4. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.**

Title III-ESOL	Utilize the District resources to provide an after school program for our ESOL students to gain a better understanding of the English Language.
Title IV-Homeless	SIT Program
Preschool Programs	N/A
IDEA/ ESE	Title I funds – BPMS will offer quarterly Family Community Nights in which parents are taught how to help their children at home with their schoolwork.
Migrant/Homeless	SIT Program
Other	Professional Development/Title II – BPMS utilizes our IDE consultants for our LATIC teaching model to help grow teachers to develop 21 <sup>st</sup> Century Learners. This year we are also including a poverty component to our Summer LATIC training. Our teachers will be participating in the Poverty Simulation training on June 27, 2018. In addition, we will continue with our Poverty training on July 25, 2018 & July 26, 2018.

**5. Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are used.**

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<b>Minimum allocation</b>	\$3528.00
<b>Explain how these funds will be used this school year</b>	Money will be used to support our Quarterly Community Connection Nights.
<b>How are parents involved in deciding this?</b>	Parents provided input during our monthly SAC meetings in both March, April, & May of 2018.
<b>How will you document parent input?</b>	SAC Minutes & Parent Survey.

**6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.**

- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

<b><u>Building Capacity of Parents</u></b>		<b><u>How will this impact Student Achievement?</u></b>	<b>Tentative Date/Time</b> <small>Are they flexible?</small>	<b><u>Check all that apply.</u></b>				<b><u>How will this support learning at home?</u></b>
<b><u>Title/Topic of Event</u></b>				<b>Transportation</b>	<b>Meal Refreshments</b>	<b>Childcare</b>	<b>Translation</b>	
Curriculum Areas	Parent Community Nights	Parents will be more aware of the DESIGN PROCESS and be better equipped to support their child's learning at home. Students will be more engaged in their learning through problem based learning with a felt need.	Once per quarter. Tentative dates are: 9/20/18, 11/27/18, 2/19/19, & 4/30/19.	x		x		Students are being taught to take ownership of their learning & we anticipate them transferring this same skill while they are at home. These workshops aim to empower and build understanding with our parents so they can support and participate in their child's learning.
Achievement Levels, Expectations and Assessments	Information Only	Students will be provided with various resources to help them reinforce skills that will be assessed on high stakes tests.	Testing Windows			x		Parents will be aware of assessment windows and encourage students to practice and study consistently to prepare for high stakes testing. The information sent out will also include resources for students to use at home.
Progress Monitoring	Open House & Community Connection Nights	Parents and students are taught how to track progress and monitor their work as well as learn about the different methods to communicate with the teachers and how to get help.	Late August – Open House and then Quarterly for Community Connection Nights	x		x		Consistency from school to home will be reinforced with the student. More informed conversations will be had as a result of having detailed information available about grades, assignments, projects, and test scores are easily accessible.
Other Activities	Social Media/Cyberbullying presentation by the Sheriff's office  Fall Festival – October 18, 2018 – Combined with Schrader Elementary	Student focus will be more on academics than social allowing them to focus more & stay on task with their education.  Bringing families together to model the strength of community building.	October – possibly during Red Ribbon Week  October 18, 2018		x	x	x	Parents will be able to monitor their child's social media accounts with more confidence and teach their child about the negative consequences of abusing technology. Students will then put their focus more on academics over the social arena.

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	College Night	<p>Students feel a sense of belonging and part of a bigger family which will lead to increased engagement in the classroom.</p> <p>Planning for the future. Helping students and parents understand their options for post-secondary life. Ensuring that our students are informed and set up for success regardless of their post-secondary choices.</p>	November 2018 or January 2018			x	<p>Students will feel more comfortable sharing information about things that happen at school at home.</p> <p>Families will feel informed and more comfortable talking about the variety of options that are available for their child in the post-secondary world. Families will also know where to go if they still have questions.</p>
Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.			Information is updated regularly and posted on our website. In addition, teachers use CANVAS as a learning platform that is also accessible to parents who create an account. Parents can utilize myStudent to monitor student progress as well as staying in touch with the teacher via email, phone calls, CANVAS and myStudent.				
How will workshops/events be evaluated? How will the needs of parents be assessed to plan future events?			Events and or Workshops will be evaluated through attendance, verbal feedback from parents on the night of the event as well as feedback surveys.				
Describe how the needs of parents/families who speak a language other than English will be met at workshops/events.			We always do our best to provide a translator. If one is not available, then we will ensure the parents have handouts in their native language. We will also use Google Translate in attempt to communicate with our non-native speaking parents.				
What are the barriers for parents to attend workshops/events and how do you overcome these?			Transportation is always a barrier with some of our parents. One way to overcome this is to try and offer events at different times of the day when they may have transportation available. We can also video our events and post on our website for any family who was unable to attend an opportunity to access the information.				
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)			For committees that require teachers to serve on them the flexibility is not great. In general, we try to poll parents on the best time for them to meet via our annual Parent Survey and Open House. We have adjusted start times in the evening to 6:15 and 6:30 to give families time to have dinner before having to head out to a school event. If a meeting is in the AM, like SAC, we also provide breakfast.				
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?			BPMS does not have any stairs that would prevent parents from being an active participant. The three main areas that we conduct our meetings are the gym, media, and cafeteria. Both the media and gym have a ramp to accommodate family members in wheelchairs or scooters. The gym does not have any obstacles.				

*\*These events should be included on the Data Collection Sheet for School Events.*

**7. Utilize strategies to ensure meaningful Communication**

Describe the methods that will be used to ensure meaningful, ongoing communication between home and	Communication is key and BPMS prides itself in utilizing a variety of ways to keep our parents informed. We use social media, primarily Facebook and
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<b>school</b>	Twitter, the School CNXT app, School Messenger (weekly phone calls home), BPMS website, and our school marquis. With most of these communication methods, parents have the ability to respond, comment, or ask questions.
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**8. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.**

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation:</u> <u>workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Poverty Simulation Training	By participating in the Poverty Simulation training, staff will have a better understanding of where our students come from and their family dynamics.	The training will occur as part of our Summer LATIC training and funded through Title I. An outside company is providing the training.	BPMS Instructional Staff	June 27, 2018 from 12:30 – 3:30
Living in Poverty – Training Continued	Staff will continue their poverty training during our Summer 2-day retreat. Staff will take a school bus ride and tour the neighborhoods where our students live. Staff will then use the information and learning they had during the Poverty Simulation training and the 2-Day retreat training to develop new procedures for effectively communicating with families.	Workshop and presenters from District Office	ALL BPMS Staff	July 25 & 26, 2018 from 8AM – 3PM
Community Connection Nights	These nights will allow the staff to develop positive relationships with parents and partner with them to ensure their child is successful and supported in their learning.	Small group break-out sessions	Parents/Guardians	September 20, 2018 November 27, 2018 February 19, 2019 April 30, 2019
Science Fair & History Fair	Allows parents and students to take part in the recognizing and celebrating the work of all BPMS students. It is also an opportunity for learning about new topics/concepts that generate more curiosity for learning.	Open museum walk	Parents, students, family members, community members.	Science (November/December) Social Studies (January)

**9. Provide an easily accessible resource area where parents and families can get information about the school facility, school policies, contacts, academic assistance, community resources and other materials.**

<u>Location of Resource Center/Area</u>	<u>Person responsible for monitoring and updating Resource Center/Area</u>	<u>List a sampling of materials made available in the Resource Center/Area</u>
Front office/side desk & Media	Front office secretary and Parent Ambassadors	1) How to create a myStudent account 2) How to Access CANVAS 3) Insurance forms 4) United Way – 211

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**10. Evaluation of the 2017-2018 Plan:**

Data Collection Sheet for School Events submitted to Title I. Date of submission: May 16, 2018

Compliance items submitted to the Title I office. Date of notice of completion: May 16, 2018

N/A – not a Title I school in 2017-2018

Principal: Shelley Carrino

Date: May 12, 2018

**Drafts of PFEP's are due to the Title I office by June 1, 2018.**

*\*Copies should be placed on the school website as well as in the front office for parent and community access. Information regarding where the plan may be accessed should be communicated to parents and the community.*

*\*A “Family Friendly” version of this plan should be distributed to families and submitted to the Title I office.*