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’s plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

*All families and community members were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I Parent Notebook located in our front office. If you would like a printed copy of this document, or require translation, please contact our Title I Contact, LaToya Smith via email at* *smith.latoya@brevardschools.org* *or telephone (321)633-3570, ext. 45269.*

*Se invitó y alentó a todas las familias y miembros de la comunidad a proporcionar aportes y sugerencias sobre el desarrollo / revisión de este plan. Este plan está disponible en el sitio web de nuestra escuela y en el cuaderno de participación de padres y familias del Título I ubicado en nuestra oficina principal. Si desea una copia impresa de este documento o necesita una traducción, comuníquese con nuestro contacto de Título I LaToya Smith via email at* *smith.latoya@brevardschools.org* *or telephone (321)633-3570, ext. 45269.*

**School’s vision for engaging families:** Golfview Elementary partners with our community members and our parents, to help our students embrace learning and achieve their personal best, in order to enhance their emotional, social and physical well-being.

**Assurances**

**We will:** ☐ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the 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.

☐ Provide staff development to 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.

☐ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal: **Jeffrey E. Coverdale** Date: 10/31/2023

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

1. **Involve families and community members in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home Compact, with an adequate representation of families**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title I Documents** | **Date of meeting to gather family/****community input.** | **List outreach strategies used to invite families and community to provide input.** | **Describe the method in which family and community members were involved.** | **What evidence do you have to document family/community participation?** |
| **School Improvement Plan (SWP)****Comprehensive Needs Assessment (CNA)** | 2/13/20234/10/20235/11/20239/11/202310/23/2023 | Request for input was advertised via the school newsletter, website, automated phone calls, and FOCUS emails and text messages – to include requests for participation in School Advisory Committee (SAC) meetings; District Parent Survey; and at each parent and family engagement event or curriculum night in 2022 – 23. | Feedback was provided at the Avoid the Summer Slide curriculum night/event which included presentation of the 22 – 23 Title I Framework Evaluation – included school wide, grade level, subgroups, attendance, and discipline data. The importance and necessity of evaluation and comprehensive needs assessment were addressed. Information from feedback forms and SAC discussions – documented in meeting minutes were used to help determine goals for continuous school improvement. | 22 – 23 School Advisory Meeting Minutes22 – 23 School Newsletters22- 23 PFEP Event Feedback Forms22 – 23 District Parent Survey Feedback |
| **Parent and Family Engagement Plan (PFEP)** | 12/2/20221/26/20235/11/20239/25/2023 | Request for input was advertised in the school newsletter and at each parent and family engagement event or curriculum night in 2022 – 23. | Feedback was provided at family and parent engagement events and/or curriculum nights held in the 2022 – 23 school year, 22 – 23 District Parent survey, and 23 – 24 Title I PFEP Feedback form. Information obtained was used to revise our PFEP for continuous improvement based on the needs of our school. Feedback and school-based data from multiple sources were also used to determine and plan meaningful parent and family engagement events and/or curriculum nights for the 23 – 24 school year.  | 22- 23 PFEP Event Feedback Forms22 – 23 District Parent Survey Feedback23 – 24 PFEP Feedback Form |
| **School-Home Compact** | 9/25/2023 | Request for input was advertised in the school newsletter. | Feedback was provided on the 2023 – 24 School – Family Compact for Learning Survey. Information obtained from the survey was used to revise the compact to ensure continuous academic achievement and school - home partnerships. | 2023 – 24School – Family Compact for Learning Survey |
| **Title I Budget** | 9/7/2023 | Request for input was advertised at the Title I Annual Meeting. | Feedback was provided on the Title I Annual Meeting Parent Exit Slip - specific questions requested ideas for the expenditure of parent engagement funding. Information regarding the school-based Title I budget, expenditures, and parent engagement were included in the meeting presentation.  | 2023 – 24 Title I Annual Meeting Parent Exit Slip |
| **Parent & Family Engagement Funds** | 9/7/2023 | Request for input was advertised at the Title I Annual Meeting. | Feedback was provided on the Title I Annual Meeting Parent Exit Slip - specific questions requested ideas for the expenditure of parent engagement funding. Information regarding the school-based Title I budget, expenditures, and parent engagement were included in the meeting presentation.  | 2023 – 24 Title I Annual Meeting Parent Exit Slip |

***\*All Title I schools are required to hold at least one face-to- face conference in which the compact is discussed with families.***

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

|  |  |
| --- | --- |
| **Tentative date & time(s) of meeting** | Thursday, September 7th, 2023 at 5:00pm |
| **How are families notified of the meeting?** | The Title I Annual Meeting is advertised via the school newsletter, website, social media, marquee, electronic communication - FOCUS email and text messages, and print communication – sent home with students to encourage attendance and participation.  |
| **What information is provided at the meeting?** | Brevard Public Schools Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on:  The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved.  Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school’s curriculum. |
| **How are parents and families informed of their rights?** | Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack.  Schools are also required to have a copy of the “Parents Right to Know” letter in a parent and family engagement notebook kept in the front office.  The district Title I office monitors and keeps documentation of this on file. |
| **What barriers will you address to encourage parents/families to attend?** | To encourage parents and families to attend the Title I Annual Meeting, the meeting will be held immediately before Open House classroom visitations. The Title I Annual Meeting presentation will be posted on the school website where it can be viewed by parents and/or community members that are unable to attend in person. Notification of the meeting is will be advertised via the school newsletter, website, social media, marquee, electronic communication - FOCUS email and text messages, and print communication – sent home with students. The notifications will be disseminated in English and Spanish.  |
| **How will you get feedback from parents and families about the meeting?** | Feedback will be collected via the Title I Annual Meeting Parent Exit Slip (in English and Spanish).  |
| **How do parents and families who are not able to attend receive information from the meeting?** | The Title I Annual Meeting presentation will be posted on the school website where it can be viewed by parents and/or community members that are unable to attend in person. The presentation will include contact information for the school-based Title I contact for additional questions, comments, or concerns.  |

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

|  |  |
| --- | --- |
| **Title III-ESOL**  **\*District coordinator-Anne Skinner** | The school-based Title I teachers and ESOL contact collaborate with the District ESOL coordinator (Anne Skinner) to address the needs of English Language Learners (ELL). The school administration, Title I teachers, ESOL contact and ESOL instructional assistant make the necessary efforts to ensure that information is translated into a language that is accessible to all families.  |
| **Title IX-Homeless** **\*District contact-Ivette Collado** |  The Office of Title I and the Brevard Public Schools homeless liaison (Ivette Collado) collaborate with the school Title IX coordinator (Keltie Fernandez) to meet needs of students and families that are coded homeless or “in-transition”. The following services are available to students and families that have been identified as “in-transition”: tutoring services, assistance with school uniforms, and assistance with school supplies. |
| **FDLRS/ESE services** | Golfview Elementary Magnet School participates in and supports training opportunities for the parents and families of students with exceptionalities offered by the Office of Exceptional Student Education and FDLRS. Information regarding trainings, workshops, and opportunities are disseminated to parents and families via print and electronic communication methods.  |
| **Preschool Programs (Head Start/VPK)** | The Office of Title I and Voluntary Pre-Kindergarten offices collaborate and coordinate parent trainings, volunteer opportunities, and transitional services for students entering the public school VPK program. These opportunities include, but are not limited to, coordinated meetings with the Title I staff to address the needs of the school and families, and coordinated meetings with parents, pre-kindergarten teachers, and kindergarten teachers.Title I funding is used to support our annual Kindergarten Round Up to support the transition from VPK to kindergarten.  |
| **SAC**  | Golfview Elementary Magnet School extends the opportunity to all stakeholders - families, community members, school faculty, and staff – to participate in our Title I programs via the School Advisory Committee. The School Advisory Committee (SAC) is comprised of administration, faculty, parents, and community members. More than 50% of the members of the SAC are parent and community (non-employee) representatives. With every effort to create a committee representative of our school population, all parents are encouraged to attend SAC meetings and join as a voting member. The School Advisory Committee provides critical feedback in the development, implementation, and evaluation of the following: School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), use of Title I Parent and Family Engagement funds, and school budget. Each member of the SAC aids as liaison between the committee and our school with the goal of increased student achievement.  |
| **PTO/PTA** | Golfview Elementary Magnet School extends the opportunity to all stakeholders - families, community members, school faculty, and staff – to participate in our Title I programs via the Parent Teacher Organization. The Parent Teacher Organization (PTO) is comprised of parents, faculty, and retired faculty members. With every effort to create a PTO that is representative of our school population, all parents and teachers are encouraged to attend PTO meetings and join as a member. The organization provides critical feedback in the development, implementation, and evaluation of the following: School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and use of Title I Parent and Family Engagement funds.  |
| **Community Agencies/Business Partners** | Golfview Elementary Magnet School has established a number of business and community partnerships. Business and community partners aid with school supplies, clothing, personal hygiene items, and meals for consumption over the weekend and extended breaks from school. Business and community partners also donate food items and incentives to support parent and family engagement events, curriculum nights, and special events. These partnerships help to keep our students, parents, and staff engaged and motivated, which aids in the goal of continuous academic growth and achievement. |

1. **Utilize strategies to ensure meaningful communication and accessibility.**

|  |  |
| --- | --- |
| **Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.** | Golfview Elementary Magnet School offers multiple forms of electronic and print communication including: school and classroom newsletters, marquee, website, social media, FOCUS emails, text messages, and automated phone calls to disseminate school information and updates. Feedback from parent surveys help to assess the effectiveness of print and electronic communication tools and solicit suggestions for continuous improvement. |
| **Describe how you notify each family in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.** | The Right to Know Letter is sent home with each student that has been taught for four or more consecutive weeks by a teacher who is not highly-qualified or considered to be out of field. A photocopy of the Right to Know letter along with a list of the parents who receive the letter is kept on file as documentation for auditing purposes.  |
| **Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | Golfview Elementary Magnet School hosts Open House and classroom visitation for parents and families in September. The classroom teacher(s) provide information pertaining to the subject(s) they teach, educational standards and curriculum, assessments, and how parents can support their child’s academic progress at home. The classroom teacher(s) explains the FOCUS platform – including grade reports, messaging and the connection to statewide assessments results. Golfview Elementary Magnet School hosts an evening Parent Conference Night each semester - October and February. Additionally, Golfview Elementary Magnet School also plans to host Parent Data Meetings in the Fall and Spring for all students and families.  |
| **Describe how your school provides information to families in their native language.**  | Based on our Home Language Report, we provide information to families in the following languages: English and Spanish. All school-based documents and information is made available in English and Spanish. Additionally, our bilingual (Spanish-English) instructional assistant, assistant principal, and multiple other staff members are available upon request to assist parents and families with limited English proficiency with individual concerns.  |
| **How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | Golfview Elementary Magnet School, to the extent practicable, provides services for parents with disabilities that will enable them to fully participate in meetings, workshops, and events. Meetings, workshops, and/or events will be held in accessible locations and upon request can include support for auditory and translation needs. |
| **Describe the opportunities families have to participate in their child’s education.** | Golfview Elementary Magnet School offers multiple Parent and Family Engagement opportunities each semester based on the needs of the school community and as determined by student assessment data. For the 23 – 23 school year, we plan to host curriculum nights that focus on literacy, mathematics, science, and all of the components of STEAM. Each curriculum night will be designed with the intent of families acquiring information and learning innovate ideas to extend learning at home.  |
| **Describe how your school shares the PFEP, SIP, CNA and other Title I documents with community members.** | The Parent and Family Engagement Plan (PFEP), School Improvement Plan (SIP), and Comprehensive Needs Assessment (CNA) and other Title I documents are made available in the Title I Parent and Family Resource Binder located in the front office and on the school website. The goals and initiatives of each plan will be shared at School Advisory Committee (SAC) and Parent Teacher Organization (PTO)meetings. Any community members or stakeholder may request a copy of the Parent and Family Engagement Plan (PFEP), School Improvement Plan (SIP), and/or Comprehensive Needs Assessment (CNA) and provide feedback by means of email or applicable surveys. Printed (and as needed translated) copies of all documents will be made available upon request.The formal announcement of the availability of the PFEP, SIP, CAN and other Title I documents for 2023 – 24 will be disseminated via school newsletter, website, social media, and FOCUS automated phone calls, emails, and text messages.  |

1. **Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc) on ways in which to communicate effectively, build relationships, and engage families as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year. This section focuses on training staff to work with families to improve academic achievement.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic/Title** | **How does this help staff build school/family relationships?**  | **Format for Implementation: workshop, book study, presenter, etc.** | **Who is the audience?** | **Tentative Date/Time** |
| Building Positive Relationships with Families | The interactive presentation will include a collaborative discussion of how we build positive relationships with families and a video that supports additional practices and strategies that support developing positive relationships with families and the impact on student achievement. | Professional Development | Faculty and Staff | January 2024 |

1. **Provide assistance, training, workshops, events, and/or meetings for families 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 families in a timely manner and in an easy to read format.**
* **The pre-populated topics are required for ALL schools; schools may add additional topics, as needed, based on family feedback collected.**

|  |
| --- |
| **Building Capacity of Families to Support Learning at Home** |
| **Topic** | **Title** | **Tentative****Date/Time**Are they flexible? | **Adult learning goal: What skill that reinforces student learning at home will families gain during this training?** | **List the Schoolwide improvement plan (SWP) goal this event directly supports** | **Translation provided** | **Take home materials provided** |
| **Curriculum Areas** | Literacy NightSTEAM NightSummer Learning Night | 1/25/2024 @6:00 pm3/14/2024@ 5:00 pm5/16/2024@5:30 pm | Literacy Night – an emphasis will be placed on the Science of Reading to include - phonemic awareness and phonics; strategies for vocabulary development; and strategies to support reading comprehension at home. STEAM Technology & Engineering Night - focus on the use educational technology (FOCUS, Launchpad, iReady, Lexia etc) and the design engineering process. Families will engage in engineering design challenges in which they will use critical thinking and everyday materials to solve problems. Summer Learning Night – focus on how to keep students engaged and prevent academic loss over the summer.  | Instructional Practice Specifically Relating to ELA (English/Language Arts)Instructional Practice Specifically Relating to Math ESSA Subgroup specifically relating to Students with DisabilitiesPositive Culture and Environment specifically relating to Early Warning Systems (attendance) | Available as needed and/or upon request | Yes |
| **State Assessments & Achievement Levels** | Parent Data Meetings | 1/18/2024@6:00 pm | Parent and Student Data Meetings - focus on understanding of individual student data as compared to state, district, and grade level expectations for student progression. Each student and their family learn more about the meaning of their academic data and set goals to ensure academic growth. | Instructional Practice Specifically Relating to ELA (English/Language Arts)Instructional Practice Specifically Relating to Math ESSA Subgroup specifically relating to Students with DisabilitiesPositive Culture and Environment specifically relating to Early Warning Systems (attendance) | Available as needed and/or upon request | Yes |
| **Technology, FOCUS and Launchpad** | STEAM Night | 3/14/2024@ 5:00 pm | STEAM Technology & Engineering Night - focus on the use educational technology (FOCUS, Launchpad, iReady, Lexia etc) and the design engineering process. Families will engage in engineering design challenges in which they will use critical thinking and everyday materials to solve problems.  | Instructional Practice Specifically Relating to ELA (English/Language Arts)Instructional Practice Specifically Relating to Math ESSA Subgroup specifically relating to Students with Disabilities | Available as needed and/or upon request | Yes |
| **Transition (VPK-K, MS, HS)** | Kindergarten Round Up | 4/19/2024@ 8:00 am | Kindergarten Round Up – parents and families of current VPK students in our school and VPK programs in the surrounding area will be invited into the school to learn about kindergarten expectations and strategies to help ease the feelings of apprehension and anxiety that often occur with the transition to kindergarten. | Instructional Practice Specifically Relating to ELA (English/Language Arts)Instructional Practice Specifically Relating to Math ESSA Subgroup specifically relating to Students with DisabilitiesPositive Culture and Environment specifically relating to Early Warning Systems (attendance) | Available as needed and/or upon request | Yes |
| **Parent/****Teacher Conferences** | Parent Conference Night |  | Parent - Teacher Conference Night – an opportunity for parents and families to meet outside the parameters of the normal school day to discuss academic progress. Parent Conference Night is held once per semester. | Instructional Practice Specifically Relating to ELA (English/Language Arts)Instructional Practice Specifically Relating to Math ESSA Subgroup specifically relating to Students with DisabilitiesPositive Culture and Environment specifically relating to Early Warning Systems (attendance) | Available as needed and/or upon request | Yes |
| **\*College & Career** |  |  |  |  |  |  |
| **\*Graduation Requirements & Scholarships** |  |  |  |  |  |  |

**\* Required for secondary schools**

|  |  |
| --- | --- |
| **How will workshops/events for families be evaluated to determine their effectiveness?** | To evaluate parent and family engagement curriculum nights and events, feedback will be collected in the form of a feedback form, exit ticket, and/or survey.  |
| **How will the needs of families be assessed to plan future events?**  | Feedback collected from parents and families will be used to assess the effectiveness and meaningfulness of family engagement topics and curriculum nights. The topics to be addressed and curriculum nights will also be based on the academic needs of our students as indicated by district and statewide assessments data. These assessments include: Brevard Benchmark Assessment (BBA) for English/Language Arts, REVEAL Math Quarterly Assessment, Florida Assessment for Student Thinking (F.A.S.T.), STAR Early Literacy, STAR Reading, STAR Mathematics, and iReady (ELA and Math).  |
| **What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)** | As stated in the 2022 -2023 District Parent Survey, the greatest barriers for participation in informational meetings or parent and family engagement and/or curriculum nights were: work schedule, not enough prior notice, did not receive information about meetings/events, and meetings/events not at convenient times.To address these barriers, communication (and reminders) about informational meetings or parent and family engagement and/or curriculum nights will be distributed in a timely manner in multiple formats - school and class newsletters, marquee, website, FOCUS – text messaging and email, and social media. The communications will be made available in English and Spanish. The effort will be made to offer informational meetings or parent and family engagement and/or curriculum nights on varied days and at varied times to allow more parents and families the opportunity to participate. Presentations will be posted on the school website and will include contact information for the presenter and/or Title I contact in case additional information or support is needed.  |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | The effort is made to offer family engagement events, curriculum nights, parent meetings, and school activities on varied days of the week and at varied times. For example, the Title I Annual Meetings and Open House were held on a Thursday evening to accommodate parents that are employed and work during the day. Academic awards ceremonies are held on Friday mornings; Parent Teacher Organization (PTO) and School Advisory Committee meetings are held on Monday afternoons; curriculum nights are held in the evenings on Tuesdays or Thursdays; and musical performances are held on Wednesday, Thursday or Friday evenings. Parent conferences are held within the school day during teacher planning, after school and on selected parent conference nights during the evening hours. Donuts with Dads and Muffins with Mom are held on Friday mornings and the Multi-Cultural Festival and Spring Fling are held on Saturdays.  |
| **How do families who are unable to attend building capacity events receive information from the meetings?** | The parents and families that are unable to attend family engagement curriculum nights will have access to presentation(s) and associated information made available on the school website under the Title I tab. The website post and/or presentation(s) will include contact information for the presenter and/or Title I contact for questions, concerns or feedback. |
| **What strategies were used to increase family and community engagement in decision-making?** | To increase family and community engagement in the decision-making process, we will invite all stakeholders - parents, community members, and school business partners – to participate in our parent and family engagement curriculum nights and events. We request feedback from all stakeholders in attendance at each curriculum night or event and stakeholders are reminded of the importance, necessity, and value of their input. Feedback is analyzed for trends that can be used to make decisions about future events. We encourage our parents, families, community members, and business partners to become involved with our School Advisory Council (SAC) and Parent-Teacher Organization (PTO). |