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, Liana Coulson @ (321)269-4530.*

*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 (Liana Coulson, 321-269-4530).*

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

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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**.

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| **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)** | September 21, 2023October 17th, 2023 | All meetings advertised via flyers/FOCUSSAC Survey School Survey link posted on FOCUSOpen Survey on School website | After reviewing school needs and data at SAC Meetings, family and community members were asked to give suggestions and input on what Pinewood’s greatest needs are. Paper surveys and digital surveys were also offered to collect input from families and community members. All data and information needed to review was available on our school website. | meeting agendas and minutesReturned surveysScreenshots of Website survey |
| **Parent and Family Engagement Plan (PFEP)** | September 21, 2023October 17th, 2023 | All meetings advertised via flyers/FOCUSSAC Survey School Survey link posted on FOCUSOpen Survey on School website | Family and community members were asked to give input on how to better serve our families. Families had the opportunity to give information on engagement opportunities that they preferred, spending suggestions, as well as a chance to offer any other suggestions they might have. The surveys used were done via SAC Meetings, sent home with every student, and offered digitally. | meeting agendas and minutesReturned surveysScreenshots of Website survey |
| **School-Home Compact** | September 21, 2023October 17th, 2023 | All meetings advertised via flyers/FOCUSSAC Survey School Survey link posted on FOCUSOpen Survey on School website | Family and community members were asked to provide feedback on the roles and responsibilities of teachers/staff, parents, and students on several occasions. We will use this feedback when developing the Compact. | meeting agendas and minutesReturned surveysScreenshots of Website survey |
| **Title I Budget** | September 21, 2023October 17th, 2023 | All meetings advertised via flyers/FOCUSSAC Survey School Survey link posted on FOCUSOpen Survey on School website | Our Title I Budget and Framework were reviewed at SAC meeting and feedback was requested in person, paper surveys and digital surveys.  | meeting agendas and minutesReturned surveysScreenshots of Website survey |
| **Parent & Family Engagement Funds** | September 21, 2023October 17th, 2023 | All meetings advertised via flyers/FOCUSSAC Survey School Survey link posted on FOCUSOpen Survey on School website | Our meetings, digital surveys, and paper surveys ask specific questions about what kind of events parents and families prefer. We also have exit slips at every parent event for parents to give us feedback, positive or negative. | meeting agendas and minutesReturned surveysScreenshots of Website survey |

***\*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.**

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| **Tentative date & time(s) of meeting** | September 21, 20235:00 p.m. |
| **How are families notified of the meeting?** | Parents were notified through FOCUS communications, school newsletters, paper fliers sent with students |
| **What information is provided at the meeting?** | The 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?** | One barrier we face at Pinewood is most of our parents work. As a result, we offer our meeting in the evening, which is the most desired meeting time for parents according to surveys. We also elaborate on what our Annual Meeting is so parents have a better understanding of why they would be interested in attending. We have incentives for our students to encourage parents to attend. We have a very small ESOL population (2 families) however, we still offer translations to encourage their attendance as well. |
| **How will you get feedback from parents and families about the meeting?** | We provided a digital exit slip and a paper exit slip to each parent that attended. |
| **How do parents and families who are not able to attend receive information from the meeting?** | We posted a presentation of the meeting on the Pinewood Website and a link to the digital survey. Both remain available to parents and the community all year round. We publish a notification in the October Newsletter that it is available to them on the webpage. |

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.**

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| **Title III-ESOL**  **\*District coordinator-Anne Skinner** | At Pinewood we identify our ELL population at the beginning of the year and with the use of Title I funds, we are sure to offer and provide translations of documents in the languages that are identified at our school We personally reach out to our ELL families to see if they need translation. Title I is prepared to translate any document into a foreign language, and we offer translation services on communication that goes home. |
| **Title IX-Homeless** **\*District contact-Ivette Collado** | We partner with homeless students to offer free tutoring through the Students in Transition program. We also offer many resources to students identified as being in transition.  |
| **FDLRS/ESE services** | Our ESE Program goes hand in hand with our Title I program. Our MTSS process is supported by Title I, therefore supporting ESE. We support ESE parents by working as a team with them to identify lower achieving students and provide interventions through the IPST process. All Title I at home resources are also available to families of ESE students. |
| **Preschool Programs (Head Start/VPK)** | The Title I program supports our VPK program by offering the same communication to VPK students that the rest of the school receives. We also ensure and support and seamless transition to Kindergarten with our Title I program. |
| **SAC**  | School Advisory Council and Title I programs work together as the first line of communication between school and family/community. Many things go before SAC before they are publicized/requested of the rest of our Parents and community. SAC is used as a sounding board for our Title I program. |
| **PTO/PTA** | We currently do not have a Parent Teacher Association/Organization |
| **Community Agencies/Business Partners** | We utilize community agencies and business partners in many ways through Title I. Many of our parent nights are accompanied with donations from our business partners. We have used numerous businesses and faith-based organizations to support implementation of our Title I program. |

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

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| **Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.** | At Pinewood we have multiple and varied forms of communication. Regular communication outlets include monthly paper newsletters, paper flyers for specific events, very frequent Facebook updates, synervoice phone calls, texts, and email, Class Dojo is used in many classrooms, Focus updates, and an up-to-date website. |
| **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.** | Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who not state-certified in the subject area they are assigned. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation. |
| **Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.** | Families are given information on curriculum at parent nights where they visit the classroom specifically to learn about the curriculums used, subject areas, and what they can do at home to help to help support learning. Focus online portal is used so parents have up-to-date information on their child’s progress. State Assessments are disseminated as quickly as possible with an explanation of scores as well as an opportunity to receive additional support. |
| **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: Spanish |
| **How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | We have a variety of ways to help parents and families with disabilities. In addition to adhering to all accommodations required by law, they include custom-formatted information, hearing assistance when at an event at our school and home visits when necessary.  |
| **Describe the opportunities families have to participate in their child’s education.** | We post all these documents to our website and there are also paper copies located in the Parent Binder in the front office. We notify parents that these documents are available by newsletter and social media. |
| **Describe how your school shares the PFEP, SIP, CNA and other Title I documents with community members.** | We post all of these documents to our website and there are also paper copies located in the Parent Binder in the front office. We notify parents that these documents are available by newsletter and social media. |

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.**

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| **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** |
| Curriculum Updates | Teachers were trained on how to help parents locate materials and resources for ELA and Math support at home. | Presenter | Instructional Staff | August 28, 2023 |
| How to Love Teaching Again | Teachers participated in a book study that focused on strategies for increasing positive relationships with parents and engaging environments for students. | Book Study | Instructional Staff | August 31, 2023-October 5, 2023 |

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.**

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| **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** | Grade Level Curriculum Nights | 11/09/23 | Parents will understand the grade level expectations for reading and math. They will be given details of each curriculum so that they are able to use what is sent home to support their child’s learning. | The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates. | Yes | Yes |
| **State Assessments & Achievement Levels** | Understanding FAST, Early Literacy, STAR and iReady Testing Parent Meeting | 9/21/23 | Parents will become more familiar with FAST and iReady testing and scoring information. They will make the connection between scores on these tests and how work at home can improve these scores. | The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates. | Yes | Yes |
| **Technology, FOCUS/LaunchPad** | Focus Information | 7/31/2311/09/23 | Parents were informed of what Focus is and the importance of having access to it. Assistance was provided for any parent who needed additional help. | The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates. | Yes | Yes |
| **Transition (VPK-K, MS, HS)** | Kindergarten Orientation 6th Grade Visit to Madison Madison Visit to Pinewood | April/May | At Kindergarten Orientation parents meet the K team and are given an overview of our kindergarten program. They are shown a schedule, expectations, and given a tour of the classrooms. 6th graders are visited by Madison Faculty and students for an information meeting to fill out scheduling information. They also make a field trip to Madison to become familiar with the school. Madison also holds an open house in the spring. | The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates. | Yes | Yes |
| **Parent/****Teacher Conferences** | Parent Conference Night | 10/25/23End if 2nd quarter (TBD) | Parents are invited to schedule a meeting with their child’s teacher. This gives them a chance to focus solely on their child’s progress and get information specific to their child. | The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates. | Yes | Yes |
| **\*College & Career** |  |  |  |  |  |  |
| **\*Graduation Requirements & Scholarships** |  |  |  |  |  |  |

**\* Required for secondary schools**

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| **How will workshops/events for families be evaluated to determine their effectiveness?** | Workshops and events will be evaluated in several ways. Attendance will be our first and most obvious evaluation. We will offer exit slips/surveys at all parent events with questions specifically written to gather input so we can improve the event. We will also gather input from the teachers and staff that hold the event, specifically if they feel parents were engaged and are likely to use what they learned, also if they believed they would attend again. |
| **How will the needs of families be assessed to plan future events?**  | Primarily, assessment will be done through exit slips at events. Surveys are also done throughout the year to get parent suggestions. We will also use teacher feedback. |
| **What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)** | We feel the barrier that is most often mentioned at Pinewood is time. One way we overcome this barrier is to offer different times. Some of our events are in the morning, some are in the evening, and some are offered multiple times. We also try to offer information that was given at events online afterwards when appropriate. Transportation has proven to be a barrier for some, and we are able to offer donated gas cards when appropriate. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | Many of our parent involvement events are offered at flexible times. The Focus training was all day from 10:00am to 6:00pm. Our Kindergarten Orientation is offered on two different days and two different times. Our Understanding FSA and iReady scoring event will be in the morning and will have an evening option if needed. We offer our parent and student meetings in the evening so that parents can participate with their children. |
| **How do families who are unable to attend building capacity events receive information from the meetings?** | When it is appropriate, we post recordings and the information online. We also send home resources that were given out with those that didn’t attend when possible. |
| **What strategies were used to increase family and community engagement in decision-making?** | Giving multiple opportunities with multiple approaches were our main strategies. We offered paper surveys and digital surveys, and gave access to these multiple times. Some are given in person at the school (when able) and some were sent home with students. We also accept feedback on decision making at any time, there are no deadlines given. Opportunities to provide feedback are anonymous, in hopes of getting honest opinions. SAC is an important part of decision making at Pinewood and we remind parents and families multiple times a year that you do not have to be a member to attend, that everyone is welcome. |