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 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 and family engagement 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, Megan Arnold, at 321-676-5700.*

*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, Megan Arnold, at 321-676-5700.*

**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 “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.

√☐ 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?** |
| **Schoolwide Improvement Plan (SWP)**  **Comprehensive Needs Assessment (CNA)** | -Monthly SAC meetings  -Annual Title I meeting 9/10/20  -Program Evaluation Meeting  -Community End of Year Data Meeting 5/21 | School Newsletter, Teacher’s Classroom Newsletters, Blackboard Connect, Email | Virtually present PowerPoint presentation to parents and family on Zoom and provide slides with our data analysis. Parents were able to ask questions and complete a feedback form via Google Survey. | Sign in, Agenda, Minutes, Surveys |
| **Parent and Family Engagement Plan (PFEP)** | -Annual Title I meeting  -Monthly SAC and PTO meetings  -Program Evaluation Meeting in May 2020 as well as May 2021 | School Newsletter, Teacher’s Classroom Newsletters, Blackboard Connect, Email | Virtually present PowerPoint presentation to parents and family on Zoom and provide slides with our data analysis. | We will gather feedback from parents by using a virtual exit slip at meetings. A Title I teacher will be present at our SAC meetings to obtain feedback verbally from each meeting.  We will also have parents participate in the mid-year survey and end of the year survey.  Agenda, Sign in, Minutes |
| **School-Home Compact** | -Annual Title I meeting 9/10/20  -Monthly SAC meetings  -Program Evaluation Meeting, May 2020 as well as May 2021 | School Newsletter, Teacher’s Classroom Newsletters, Blackboard Connect, Email | Virtually present PowerPoint presentation to parents and family on Zoom and provide slides with our data analysis. | We will gather feedback from parents by using a virtual exit slip at meetings. A Title I teacher will be present at our SAC meetings to obtain feedback verbally from each meeting.  We will also have parents participate in the mid-year survey and end of the year survey.  Agenda, Sign in, Minutes |
| **Title I Budget & Framework** | -Annual Title I meeting 9/10/20,  -monthly SAC meetings  -Program Evaluation meeting in May 2019 as well as May 2020 | School Newsletter, Teacher’s Classroom Newsletters, Blackboard Connect, Email | Virtually present PowerPoint presentation to parents and family on Zoom and provide slides with our data analysis. | Exit slips |
| **Parent & Family Engagement Funds** | -Annual Title I meeting 9/10/20  -Program evaluation meeting in May 2021 | School Newsletter, Teacher’s Classroom Newsletters, Blackboard Connect, Email | Virtually present PowerPoint presentation to parents and family on Zoom and provide slides with our data analysis. | Exit slips |

***\*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 10, 2020 at 5:00pm via Zoom link that links to YouTube video presentation of PowerPoint |
| **How are families notified of the meeting?** | Parents are notified through a school wide flyer, individual classroom teacher newsletters, school newsletter, Blackboard Connect email. Students will put it in their student planners. It is also on our school website |
| **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?** | Attendance of economically disadvantaged parents is low at our annual meeting. Through surveys we know parents do not attend because they have multiple children. In order to address the language barrier, we will provide Spanish translation during the meeting – via translated PowerPoint. Our ESOL teacher will be available to translate questions asked at the meeting. Meeting was virtual this year and was presented right before virtual Open House, so parents only had to log on one time in September to view school presentations. A copy of the presentation & survey link were also uploaded to YouTube and linked to our website so parents can view the presentation and provide feedback at any time throughout the school year. |
| **How will you get feedback from parents and families about the meeting?** | Parents will have the opportunity to provide feedback by completing an online exit slip after the meeting. Our Title I team will also be available after the virtual meeting to answer any questions parents and families might have. We will have our online exit slips in Spanish as well as staff available to assist in translation. |
| **How do parents and families who are not able to attend receive information from the meeting?** | We will notify our parents and families that the Title I Power Point for our annual meeting will be on our website and available in our Title I parent binder in the front office. We will also communicate that any parent can schedule a meeting with our Title I team to go over all information presented at the meeting. |

**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 II- Professional Development** | Turner Elementary Title I staff, the district Title I Parent Involvement Resource Teacher, and the Office of Educational  Leadership and Professional Development staff work together to provide staff with professional development on creating successful relationships with parents. We will also provide teachers refresher on strategies that will increase student engagement on early release PD days. |
| **Title III-ESOL** | Our ESOL contact works directly with the district ESOL staff to continuously meet the needs of our ELL students. Our ESOL teacher translates documents and translates at meetings. Shared how to translate on Google Drive and have various translation devices. |
| **Title IV-Well-Rounded Education/School Safety/Educational Technology** | Turner teachers and the District Office collaborate to plan and implement appropriate training opportunities for staff and families to utilize FOCUS as a communication tool between school and home. Parenting in a Digital World was purchased in English and Spanish and is available for parent check out. |
| **Title IX-Homeless** | Turner students identified as homeless are eligible for tutoring services paid for by district Title I  funds, if the students demonstrate academic deficiencies. Turner also has a social worker on staff to provide community resources and social/emotional support for our families. |
| **FDLRS/ESE services** | Exceptional Student Education (ESE): Our ESE teachers will have extended planning in the second grading period with the VE district resource person in reading and math.  Professional development opportunities are provided to staff and parents by the Office of Title I, Exceptional Education, and FDLRS. Parents are informed of Title I services their child receives during conferences. |
| **Preschool Programs (Head Start/VPK)** | VPK/PreK-VE  Title I funding supplements our VPK program, allowing us to offer full day services for our VPK students and families. Families of students in VPK and PreK-VE are invited to all school wide family involvement events. |
| **SAC** | Our school advisory council will meet monthly. This council is composed of teachers, staff, business partners, parents, and community leaders. |
| **PTO/PTA** | Family Focus (Parent Pride) monthly meetings to discuss upcoming events and needs for the school. |
| **Community Agencies/Business Partners** | We are in partnership with many businesses in our community. We will have a Business Partner Luncheon pending changes to the reopening plan to share our PFEP, SIP and our Comprehensive Needs Assessment. If we are unable to hold a luncheon, we will have a virtual meeting. We also are in partnership with Joy Lutheran, Wawa, Valic, Regal Custom Painting, Financial Cornerstone, Nite Lite Pediatrics-Urgent Care and CenterPointe Church. They have all partnered up with Turner to help us meet our academic and social and emotional goals. Our business partners provide food donations and holiday support for our families. We share all newsletters with our community stakeholders to keep them informed. |

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.** | Timely information about Title I Programs was distributed at the Annual Title I Meeting held in the beginning of the school year. Also presented (via virtual meeting) at the annual meeting are descriptions and explanations 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)]. Included in this are Florida's academic content standards, Florida's student academic achievement standards, local academic assessments including alternate assessments, requirements of Title I, and how to monitor their children's progress. All students enrolling after the annual meeting will receive these materials on their first day of class. 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 118(c)(4)(C)will be provided through regular scheduled meetings during district conference nights. Dates and method of distribution of required documentation is noted on individual teacher class lists for each student. Other meetings may be scheduled by request from parents, teacher, or faculty members as a need arises. If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include parent comments with the plan that will be made available to the local education agency [Section 1118(c)(5)]. The PowerPoint and Sign-in sheets will serve as documentation that the information was provided during the Annual Meeting. Sign-in sheets will be collected throughout the year to serve as documentation for parent requested meetings that cover the information described. |
| **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 is out of field. A copy of the letter and 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.** | Families are provided information regarding curriculum, achievement levels, progress monitoring, and assessments at our virtual Open House and virtual Annual Title I meeting in September and virtual parent conferences. Information is also provided in our newsletters and sent home by teachers. Within the newsletters, opportunities for practice at home are grade level specific and relevant to what they are currently learning. Blackboard Connect emails are sent out to provide information. Our ESOL teacher contacts each ESOL student and conducts one on one virtual or phone meetings. |
| **Describe how your school provides information to families in their native language. What languages do you provide?** | All information related to school and parent programs, meetings, and activities, will be in an understandable format and will be available in other languages if requested by parents. Our monthly school newsletters will be translated in Spanish on our website. We will provide Spanish translation at all of our virtual conferences and Title I nights. Translation devices are also available. A staff member that speaks Spanish is available to teachers and staff to assist in communication with Spanish speaking parents. |
| **How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | Alternative formats will also be provided upon the request of parents with disabilities as needed. We offer one on one support as needed. |
| **Describe the opportunities families have to participate in their child’s education.** | Families are invited to Math, Literacy, and Science curriculum nights to gain a better understanding of their child’s academic progress. Parent teacher conferences, music programs, art programs, Milk and Cookies with Santa (drive thru event), Barnes & Noble Night, and Spring Fling. |
| **Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.** | Parents, community members, and business partners are invited to SAC meetings. We also invite them to our Program Evaluation meeting in May to obtain their input and feedback. Information discussed will also be sent in an email to provide input. |

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

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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** |
| [Harnessing the Power of Families to Support Student Learning and Development](https://us02web.zoom.us/meeting/register/tZUpcuyqqTkqHdZ3uGwlB1i_tQkK-UIKnvPi" \o "https://us02web.zoom.us/meeting/register/tZUpcuyqqTkqHdZ3uGwlB1i_tQkK-UIKnvPi) | During this presentation, you will learn the 3 most effective things schools and educators can do to make home-school partnerships an effective instructional strategy. | Presentation | All teachers – general education, ESE, resource | November 2020 |
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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** | Cookies & Milk with Santa | December 2020 | Reading strategies, engaging students with reading, questioning techniques. Parents are provided with resources to implement at home. | Area of Focus #1-Standards aligned instruction in Reading  **Rationale**  Demonstrate reading techniques and questioning for parents to implement at home | YES | YES | |
| **State Assessments & Achievement Levels** | Virtual Annual Title I meeting and Open House, Program Evaluation | September 2020, May 2021 | A clearer understanding of where their child is performing in FSA ELA and MAFS – where they are and where they need to be. Understanding the Scale Scores and Achievement Levels. | Area of Focus #1, 2, & 3-Standards aligned instruction in Reading, Math and Science | YES | YES | |
| **Technology, FOCUS/LaunchPad** | Registration, Virtual Open House, Title I Events, and Parent Meetings. | Registration- August 2020  Open House: Kindergarten through 6th – September 10, 2020 | Materials for checkout for parents to work with their students at home. This will give parents materials that meet specific academic goals that are needed for their child to master. | Area of Focus #1, 2, & 3-Standards aligned instruction in Reading, Math and Science | YES | YES | |
| **Transition (Kdg, MS, HS)** | Kindergarten Orientation  ***Middle School Transition*** | April 2021  (Kindergarten)  February 2021 (Middle School) | Expectations and preparing students for the transition. | Area of Focus #1-Standards aligned instruction in Reading, Math and Science | YES | YES | |
| **Parent/**  **Teacher Conferences** | Parent Teacher Meetings | October 2020, February 2021 | Parents receive specific academic information on grade level standards, expectations and their students’ progress as well as instructional strategies and activities that allow them to extend the learning to the home environment. Family is in collaboration with the teacher. Also set goals for their child based on the data presented on the foundational skill. | Area of Focus #1-Standards aligned instruction in Reading, Math and Science | YES | YES | |
| **\*College & Career** | Parent Science Night | February 2021 | We will have a Parent/Family Science Night in February. This interactive night will be hosted and presented by the Orlando Science Center. | Area of Focus #3-Standards aligned instruction in Science | YES | YES | |
| **\*Graduation Requirements & Scholarships** |  |  |  |  |  |  | |

**\* Required for secondary schools**

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| **How will workshops/events for families be evaluated to determine return on investment?** | We will have a virtual survey link at our Title I meeting and at each of our monthly SAC meetings. We will also have a midyear parent survey. In May we will have an End of the Year Data Meeting to get specific input from parents on our curriculum meetings available throughout the year. We will also have a Program Evaluation meeting with all business partners, volunteers, parents and families to provide data on the variety of programs we used this year and get their input. |
| **How will the needs of families be assessed to plan future events?** | Refer to exit slips – analyze and desegregate data to determine which programs were successful and which need to be changed. Look at times and days of week that worked best for parents. |
| **What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)** | Barriers – Times, days of the week  Action Steps – offer one on one meetings, contact with our ESOL team to provide translated materials, contact Title I Contact before and after school to meet with parents |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | Offer one on one meetings, contact with our ESOL team to provide translated materials, contact Title I Contact before and after school to meet with parents, Saturday opportunities, meetings uploaded to website (if possible) |
| **How do families who are unable to attend building capacity events receive information from the meetings?** | Parents will receive information from our parent events through newsletters, Blackboard Connect email, and individual parent conferences, outreach from ESOL teacher, marquee. Parents are able to request the information by emailing or calling the Title I Contact. All information will be in our Title I Binder in the front office. |
| **What strategies were used to increase family and community engagement in decision-making?** | Before our May 2020 End of Year Title I meeting, we mailed resources and books for families to utilize over the summer to prevent summer slide at our Spring Fling. Parents were invited to a Program Evaluation during the Title I meeting where we presented data on the programs we used and if they were effective. They were given the opportunity to give input on how we should use our Title I funds on programs that increase student achievement. |