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 Matt Tingle 321.254.5534 ext. 5051*

*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 Title I Contact Matt Tingle 321.254.5534 ext. 5051*

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

**Assurances:**

**We will:**

[x]  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.

[x]  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.

[x]  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.

[x]  Involve parents in the planning, review, and improvement of the Title I program.

[x]  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.

[x]  Offer assistance to parents in understanding the education system and the state standards, and how to support their children’s achievement.

[x]  Provide materials and training to help parents support their child’s learning at home.

[x]  Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.

[x]  Coordinate with other federal and state programs, including preschool programs.

[x]  Provide information in a format and language parents can understand, and offer information in other languages as feasible.

[x]  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 design, implementation and evaluation of their Schoolwide Improvement Plan (SWP) 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)** | 05/09/19 08/26/20 09/09/20 | Newsletter, Facebook, Blackboard connects, personal invitation | On 05/09/09 the families completed a survey. On 08/26/20 families reviewed, discussed and offered input on the SIP and CNA. On 09/09/20 families reviewed the final draft of the SIP and offered any last input to the plan.  | 05/09/19 Survey08/26/20 & 09/09/20 Sign-in sheet, agenda, minutes.  |
| **Parent and Family Engagement Plan (PFEP)** | 04/01/1905/09/19 | Newsletter, Facebook, Blackboard connects | On 04/01/19 families reviewed, discussed and offered input on the PFEP On 05/09/09 the families completed a survey. | 04/01/19Sign-in sheet, agenda, minutes05/09/19 Survey |
| **School-Home Compact** | 04/01/19 | Newsletter, Facebook, Blackboard connects | On 04/01/19 families reviewed, discussed and offered input on the PFEP | Sign-in sheet, agenda, minutes. |
| **Title I Budget & Framework** | 08/26/20 & 09/09/20 | Newsletter, Facebook, Blackboard connects | Families reviewed, discussed and offered input/suggestions. | 08/26/20 & 09/09/20 Sign-in sheet, agenda, minutes |
| **Parent & Family Engagement Funds** | 08/26/20 & 09/09/20 | Newsletter, Facebook, Blackboard connects | Families reviewed, discussed and offered input/suggestions for future Title 1 nights | 08/26/20 & 09/09/20 Sign-in sheet, agenda, minutes |

***\*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** |  |
| **How are families notified of the meeting?** | Families are notified about the Annual Title 1 meeting in the following ways: school newsletter; school marque; school website; school calendar (given to every parent when they register their student(s); and Blackboard connects (sends out texts and phone calls).  |
| **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?** | Attending meetings in the evening is difficult for some of our families. The annual meeting will be held in the morning staring at 8:00 a.m. on a different day of the week as the evening meeting. Additionally, the power-point presentation will be placed on the school website where families can access the annual meeting at their convenience.  |
| **How will you get feedback from parents and families about the meeting?** | Families will be provided with a survey at the end of the meeting which will allow them to provide feedback.  |
| **How do parents and families who are not able to attend receive information from the meeting?** | The power-point presentation used during the annual meeting will be uploaded to the school website. Any families not attending the meeting will be able to view it there. Additionally, in the newsletter following the meeting a description on how to access the power-point will be provided.  |

**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** |  District resource teachers will provide training for families on how support learning at home. The focus will be on ELA and mathematics.  |
| **Title III-ESOL** | We plan and implement appropriate programs, We plan and implement appropriate programs, services and training opportunities for school staff and families who have ESOL/ELL students. Title 1 Parent  Involvement contacts work with our ESOL/ELL teachers to ensure that information is translated to native languages of our students. |
| **Title IV-Well-Rounded Education/School Safety/Educational Technology** | Our school collaborates with the office of Title 1 who works collaboratively with the Office of Educational Technology to address the technology needs of students and families in Title I schools. We work collaboratively to plan and implement appropriate programs, services and training opportunities for school staff and families. These opportunities include access to and utilization of focus as a means of communication between home and school.  |
| **Title IX-Homeless** | Our school works collaboratively with the office of Title 1 and the district Homeless Liaison to meet the varying needs of our homeless students’ families. Title IX funds are used to provide these families with tutoring.  |
| **FDLRS/ESE services** | Joint professional development opportunities are provided for staff and training opportunities for parents of Title I ESE students by staff from the Office of Exceptional Education, Title I, and FDLRS. We collaborate to address the exceptional needs of students and families without duplicating services. |
| **Preschool Programs (Head Start/VPK)** | Title 1 funding supplements our VPK program, allowing us to offer full day services for our VPK students and families. These offices work together to coordinate parent training opportunities and transitional services for students entering our school. Activities may include: coordinated meetings with ELC, Title I staff, school staff, families, VPK, and kindergarten teachers to discuss specific needs. |
| **SAC**  | Several families our members of the SAC and they provide the school with valuable insight into what families are wanting/needing to support their students at home. SAC is also another funding source used to support families. SAC recently bought a reading program.  |
| **PTO/PTA** | The PT0/PTA schedules numerous events throughout the school year that help build community and benefit our students’ social and emotional needs. The PTO/PTA conducts several fundraisers. Some of the funds raised are used to support learning at home.  |
| **Community Agencies/Business Partners** | A local church, Suntree United Methodist, provides meals for families who attend our parent workshop. During these workshops parents learning how to support their student at home. Another church, River Run provides weekend food backpacks to those in needs. A local law firm provides our Kindergarten students with a present before Winter Break. Suntree United Methodist provided every student at our school with a backpack filled with all the school supplies they needed for this school year. All of these actions encourage and support families to become more involved in their student’s education. |

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.** | Several methods are used to ensure meaning and ongoing communication with all the school stakeholders. These methods include: Facebook; Twitter; Class DOJO; FOCUS; Newsletters; and BalckBoard connects (texting, email and phone calls).  |
| **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.** | Open House, Title 1 nights, Parent-Teacher Conferences, and FOCUS all provide information regarding curriculum, achievement levels, progress monitoring and assessments.  |
| **Describe how your school provides information to families in their native language. What languages do you provide?** | The school guidance counselor is fluent in both Spanish and Portuguese. She translates flyers sent home about upcoming events or calls them. Google Translator is used if she is unavailable. Spanish and Portuguese are provided to meet the native languages of our families.  |
| **How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | For our deaf parents we schedule an interpreter to be at the events. Improvements to the school have been to ensure compliance with the Americans with Disabilities Act (wheelchair accessible doorways and bathrooms).  |
| **Describe the opportunities families have to participate in their child’s education.** | Family members are welcomed to volunteer at the school. Family nights provide families with opportunities on how to work with their student at home. Social events like, Fall Festival, Mom and Dad doughnut days,  |
| **Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.** | These documents will be shared at the Annual Title 1 meeting, during the first SAC meeting, and posted on the school website under the Title 1 heading.  |

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** |
| Going Beyond Good Grades | The presentation focused on building positive relationships with families early in the school year. Strategies were offered on how to conference with parents. Emphasis was also placed on correctly communicating where a student is academically and how the teacher and family can work together to improve student achievement.  | Presenter | Administration and teachers |  |
| Creating a Welcoming Environment | Front office staff are usually the first people families encounter at a school. This interaction must be pleasant and welcoming because it sets the tone for the school/family relationship.  | Presenter/workshop | Front office staff and custodians  | 01/22/20207:30 a.m. |

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** | Science Night: Completing Science Projects ELA: Creating Great Readers & WritersMATH: Supporting Eureka at Home | 10-10-201910-17-201911-14-2019 | Adults will learn the scientific process and how to complete a Science Fair Project.Adults will be provided with take home reading and writing activities to support their student’s academic achievement. Adults will learn how to access Zearn as well as play math games they can take home to support math learning.,  | Improve the percentage of students scoring level 3 or higher on the FSA by two percentage points in ELA, Math, and Science.  | Yes, for all events.  | Yes, for all events. |
| **State Assessments & Achievement Levels** | How does the FSA impact my student?  | 03-26-2020 | Adults will learn what standards are tested at their student’s grade level. The will also know what scale scores correlate with each of the levels. Additionally, they will learn how students make an annual learning gain. They will be shown how to access the FSA portal website where their student can practice taking the FSA.  | Improve the percentage of students scoring level 3 or higher on the FSA by two percentage points in ELA, Math, and Science. | Yes | Yes |
| **Technology, FOCUS/LaunchPad** | The Benefits of Using FOCUS /LaunchPad | 09-26-2020 | Adults will learn how to access and use FOCUS/LaunchPad to access their student’s grades, find resources, and communicate with teachers.  | Improve the percentage of students scoring level 3 or higher on the FSA by two percentage points in ELA, Math, and Science. | Yes | Yes |
| **Transition (Kdg, MS, HS)** | Middle School Programs and How to RegisterKindergarten Round-Up  | 04-09-202005-13-2020 | Adults will learn about the various Middle School Programs offered throughout Brevard County and the requirements for each. Adults will also learn about the process to enroll their student in a Middle School.  | Improve the percentage of students scoring level 3 or higher on the FSA by two percentage points in ELA, Math, and Science. | Yes, when needed.  | Yes |
| **Parent/****Teacher Conferences** | Open HouseConference Nights | 08-29-201910-24-201901-23-202004-09-2020 | Adults will learn the Grade Level Expectations (standards/skills) for their student’s grade level. They will also learn activities to use at home to support these standards and skills. Adults will be provided with activities and materials to support learning at home.  | Improve the percentage of students scoring level 3 or higher on the FSA by two percentage points in ELA, Math, and Science. | Yes, when needed.  | Yes |
| **\*College & Career** | \*Required for secondary schools |  |  |  |  |  |
| **\*Graduation Requirements & Scholarships** |  |  |  |  |  |  |

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| **How will workshops/events for families be evaluated to determine return on investment?** | Title 1 activities will be reviewed after every event, using parent and staff feedback, exit slips, and surveys. From these responses, upcoming events will be planned, reviewed, and revised to provide the programs that will have the greatest impact on families. Input on how Title 1 funds will be allocated will be gathered during SAC and PTO events, the Annual Title 1 meeting, on exit slips. Opportunities to give input to the Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP) were provided during the Family Interest and Needs Survey, SAC meetings staff surveys, PBIS meetings, and preplanning professional workshops.  |
| **How will the needs of families be assessed to plan future events?**  | Several methods are used to assess the needs of families so future events can be planned to meet those needs. At the end of every family event there is a survey/exit slip that has the following question, “What are some topics for future events that you would be interested in attending?” Families give input via the online survey at the end of the school year. Families can contact the Title1 contact at the school to offer ideas on future topics. Also, time is given during the Annual Title 1 meeting for suggestions. |
| **What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)** | Although, Harbor City offers workshops at various times during the day parents/families number one reason for missing the events is they are working. In order to overcome this barrier, we will provide the parents/families who miss they event with a hard copy or electronic copy of the presentation and all the materials that were used during the event. Transient children and their families face particular barriers resulting from the children enrolling (and leaving) at different times during school year – including the student not necessarily having done the same course work, the families’ lack of familiarity with the school, and parents/caregivers potentially having missed information and training previously provided to other families. To address these issues, there will be: A welcome parent/caregiver packet, updated twice a year, which provides information (including any information previously provided to all other parents/caregivers), resources, how to get involved, and whom to contact. Initial discussion and periodic follow-up with the parents/caregivers about these issues, their needs and interests, and their children’s needs and strengths. Connection with more experienced parents/caregivers. Parents/caregivers of migratory and mobile children will help develop the approaches to meeting their needs, through solicitation and discussion of feedback on their involvement in the school and their children’s education, including what the school can do to improve its access and assistance. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | Information gathered on the parent survey indicated that the majority of our families preferred meetings in the evening during the work week. However, it was indicated that conflicting plans might keep them from attending meetings. They suggested having the meetings at the beginning of the school day., 8:00 a.m. right after they have dropped of their students. One example of offering a flexible meeting is our Annual Title 1 meeting. It will be offered in the evening and then on a weekday at 8:00 a.m. Harbor City’s administration, teachers, and guidance counselor also schedule conferences in the morning, afternoon, and evening hours. The teachers communicate to parents that they are available for discussions or phone conferences during their planning time as well as before or after school. Our VPK teacher does home visits before the beginning of every school year to open the lines of communication between the parent(s).  |
| **How do families who are unable to attend building capacity events receive information from the meetings?** | The coordinator of the event has several copies of the materials distributed during the meeting. Any family wishing to receive the materials may contact the event coordinator. Additionally, if a power-point is used it will be uploaded to the school website were families can access the presentation at their convenience.  |
| **What strategies were used to increase family and community engagement in decision-making?** | Parents were invited to give input via a family on-line survey. Also, at the end every family event there is a question that asks, “What are some topics for future events that you would be interested in attending?” The time of the PTO and SAC meeting were changed to allow more parents to attend and give input. A translator was also available to attend meetings for our Spanish and Portuguese speaking families.  |