Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEP)

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 Jamie Russell at Russell.jamieleigh@brevardschools.org or Michelle Lang at lang.michelle@brevardschools.org. Contact via phone at (321) 269-4530 ext. 4005.

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 Jamie Russell at Russell.jamieleigh@brevardschools.org or Michelle Lang at lang.michelle@brevardschools.org. Contact via phone at (321) 269-4530 ext. 4005.

School's vision for engaging families: At Pinewood Elementary it is the entire faculty and staff's goal to promote parent and family involvement to the fullest extent possible. We welcome parents, family, and community to take an active role in student achievement. Pinewood offers a number of ways to involve these stakeholders so that all learners are given the highest quality instruction possible, at school and at home.

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: _____

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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**.

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)**	May 2019 August 2019 September 2019 Ongoing through the year	SAC Survey School Paper Survey sent home in May Open Survey on School website Input opportunity in September Newsletter	After review of school needs and data at SAC Meetings, family and community members were asked at meetings 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.	SAC meeting agendas and minutes Returned surveys Screenshots of Website survey Newsletters
Parent and Family Engagement Plan (PFEP)	May 2019 August 2019 September 2019 Ongoing through the year	SAC Survey School Paper Survey sent home in May Open Survey on School website Input opportunity in September Newsletter	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 as well as a chance offer any other suggestions they might have. The surveys used were done in person, sent home, and/or offered digitally.	SAC meeting agendas and minutes Returned surveys Screenshots of Website survey Newsletters
School-Home Compact	May 2019 August 2019 September 2019 Ongoing through the year	SAC Survey School Paper Survey sent home in May Open Survey on School website Input opportunity in September Newsletter	Family and community members were asked to provide feedback on the roles and responsibilities of teachers/staff, parent and students. We will use this feedback when developing the Compact.	SAC meeting agendas and minutes Returned surveys Screenshots of Website survey Newsletters
Title I Budget & Framework	August 2019	Annual Meeting	Family and community members who attended our Annual Meeting were informed about our Title I budget as well as our plan for spending of the budget. We gave exit surveys to attendees to request input on our Title I program. The PowerPoint from the meeting is also posted to our school website for those who couldn't attend. An open survey is posted on the same page so that viewers can provide input after viewing.	Annual Meeting PowerPoint Sign in sheet Exit Survey
Parent & Family Engagement Funds	May 2019 Throughout the year	School Paper Survey sent home in May Title I Events	Our paper survey asks 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.	Returned Surveys Exit slips from parent events

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

2. **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	August 29, 2019, 5:30

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How are families notified of the meeting?	A flyer specifically advertising the Annual meeting was sent home. The date and time was also listed in the important dates on the August Newsletter. We also posted a reminder to Facebook.
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?	We offer the meeting in the evening, which we have found to be the most convenient time according to survey results. We also elaborate on what the annual meeting is about in our flyers, so parents are aware of just what it is. We have a very small ELL population but we offer translation in the language to the few parents and families that may prefer a translation.
How will you get feedback from parents and families about the meeting?	We have feedback forms we give to parents who attend the meeting and request that they complete them before they leave so we can be sure to collect feedback from as many parents as possible.
How do parents and families who are not able to attend receive information from the meeting?	We post the power point on the school website so that parents and community members who can't attend still have access to what was shared at our Annual Meeting. We publish a notification in the newsletter that it is available on the Title I webpage.

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 II- Professional Development	At Pinewood each year we have a professional development devoted specially to increasing our capacity for engaging parents. Our teachers and staff are trained to maximize parent involvement in their classroom. They are also trained in recognizing common barriers that hinder our population from full participation. We also held a writing professional development to address our SIP goal of increasing writing across the curriculum.
Title III-ESOL	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 translations of documents in the languages that are identified at our school. Title I is prepared to translate any document into a foreign language.
Title IV-Well-Rounded Education/School Safety/Educational Technology	We utilize Title I funds to support technology at Pinewood. A large majority of the student computers at Pinewood have been purchased with Title I funds. Children use them every day but we also utilize them during different parent events to sign parents up for Focus, share a large variety of resources online that are available to parents and parents are able to use them while they are here at parent nights.
Title IX-Homeless	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 programs. Our MTSS process is supported by Title I, therefore supporting ESE. All Title I at home resources are available to ESE students to use at home.
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 a 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	N/A
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 Kona Ice who donate a portion of the profits to our school. We have used numerous businesses and faith based organizations to fund/support parent nights. We often reach out to these organizations or businesses when a need arises in our Title I program. It is a partnership that serves our parents and families well.

3. 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.	At Pinewood, we pride ourselves in having multiple and varied forms of frequent communication. Regular communication outlets include monthly paper newsletter, paper flyers for specific events, very frequent Facebook updates (generally daily), Synervoice phone calls and texts, 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 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 given information on curriculum at parent nights where they visit the classroom specifically to learn about a subject area and what they can do at home to help in that subject area. 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. What languages do you provide?	Title I runs a report at the beginning of the year so we know what languages are spoken by our parents and families. We then offer translations in all the languages that are on the report. We have some documents that are translated into common languages such as Spanish, but we are prepared to translate any document into any language should a need arise. We offer this service on information that is sent home.
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 have many opportunities for families to participate in their child's education. Pinewood offers Title I nights were academic content is covered and presented in a family friendly way, we have a Title I resource room that is available to all parents and families, we encourage the utilization of Focus (Grade Portal) at many Title I events, and our Title I staff and teachers have many volunteer opportunities for parents as well.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	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.

4. 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
New Ways to Increase Parent and Family Engagement	This will give teachers fresh insight and ideas that they might not have considered before.	Workshop	Faculty and Staff	January 24, 2020

5. **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 Area Reading	Title I Reading (2)	9/25/19 5:30-7:00 1/30/20 6:30-7:30 Yes	Parents will have a better understanding of grade level specific reading skills that are to be mastered in their child's grade level. In return, they will can help their child work at home to meet that expectation.	ELA learning gains of the lowest 25% Increase school wide writing across the content areas	Yes	Yes
Curriculum Area Math	Title I Math Night (20	10/16/19 4:15-6:15 10/14/19 5:30-6:30 Yes	Parents will have a better understanding of grade level specific math skills that are to be mastered in their child's grade level. In return, they will can help their child work at home to meet that expectation.	Increase school wide writing across the content areas	Yes	Yes
State Assessments & Achievement Levels	Understanding FSA Scoring	2/13/20 8:30 am	Parents will gain an understanding of how the FSA is scored, what the numbers mean and what it means to make learning gains. Using their child's previous year's scores, they can have an expectation for their child and support those gains at home.	ELA learning gains of the lowest 25% School wide writing across the content areas	Yes	Yes
Technology, FOCUS/LaunchPad	Focus Information and Training	8/1/19 8:30am-6:30pm Yes	Parents were informed of what Focus is and the importance of having access to it. Parents were given their child's FOCUS registration information and were given the chance to set up an account with assistance from a teacher.	ELA learning gains of the lowest 25% School wide writing across the content areas	Yes	Yes
Transition (Kdg, MS, HS)	Kindergarten Orientation 6th Grade visit to Madison	March 2020 AM and PM Yes	At Kindergarten Orientation parents meet the K team and are given a through 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 informational meeting and to fill out scheduling information.	Address the high number of kindergarten and 1st grade retentions ELA learning gains of the lowest 25%	Yes	Yes

			They also make a field trip to Madison to become familiar with the school.			
Parent/ Teacher Conferences	Parent Conference Night	October 2019 January 2020	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.	ELA learning gains of the lowest 25%	As Needed	No
***College & Career**						
***Graduation Requirements & Scholarships**						

*** Required for secondary schoolswe**

How will workshops/events for families be evaluated to determine return on investment?	Workshops and events will be evaluated in several ways. Attendance will be our first and most obvious evaluation. We will offer exit slips 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 the hold the event, specifically if they feel parents were engaged and are likely to use what they learned, also if they think they would attend again.
How will the needs of families be assessed to plan future events?	Exit slips will be the main way we plan for the needs of families. We will also use teacher feedback. We will use general surveys about Parent Involvement to plan future events.
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, while some are in the evening, and some are offered at 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 parent involvement events are offered at flexible times. The Focus training was all day from 8:30 am to 6:30 pm. Our Kindergarten Orientation is offered on two different days and two different times. Our Understanding FSA 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.

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How do families who are unable to attend building capacity events receive information from the meetings?	When it is appropriate we post 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 both multiple times. Some were given in person at the school and some were sent home with students. We also never have a deadline and accept feedback on decision making at any time. Opportunities to provide feedback are anonymous, in hopes of getting honest opinions. SAC is a important part of decision making at Pinewood and we remind parents and families multiple times a year that you don't have to be a member to attend, that everyone is welcome.