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 Allyssa Copeland at 321-264-3020 ext. 47754 or copeland.allyssa@brevardschools.org.*

*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 Allyssa Copeland at 321-264-3020 ext. 47754 or copeland.allyssa@brevardschools.org.*

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

**At Mims Elementary we believe that effective schools are a direct result of families and schools working together. Therefore, we will strive to build positive relationships to create real family engagement for every child, every family, every day. We are committed to collaborating with parents/families to provide a learning environment where students can learn and achieve social/emotional and academic success.**

**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 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)** | April 2019May 2019August 2019September 2019 | Paper SurveyOnline SurveyFacebook Event InvitationHard Copy Flyer Invitiation | Family and community members attend SAC and Community Input meetings where data was presented and discussed. Needs are identified and from those needs goals are developed. Meaningful conversations are had an input and suggestions are given. Parents, guardians, and community members also fill out surveys. Although we always encourage our families to attend our face to face meetings, some of our families feel more comfortable submitting their feedback anonymously, and we want those who do not attend to still have their voices heard. | Survey ResponsesMeeting sign-in sheets, agendas, and minutes |
| **Parent and Family Engagement Plan (PFEP)** | August 2019September 2019 | Paper Survey | Parents/Guardians were asked to give input on how we cane better serve our families. Families had the opportunity to give their feedback on two separate surveys. | Survey Responses |
| **School-Home Compact** | August 2019September 2019 | Paper Survey | Families and 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. | Survey Responses |
| **Title I Budget & Framework** | April 2019August 2019September 2019 | E-mail InvitationsSAC Meeting April 2019Annual Meeting Event posted on FacebookHard Copy Invitations | Family and community members attended SAC and Community Input meetings where the evaluation from 2018-2019 was discussed and suggestions were made for the 2019-2020 school year. 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, and they could request meetings with Mrs. Copeland if they wanted clarification. | Meeting sign-in sheets, agendas, and minutes |
| **Parent & Family Engagement Funds** | August 2019September 2019 | Paper Survey | All families on campus received a hard copy of two different surveys. Both had different questions and we were able to get great feedback from them. Specific questions were included about spending family engagement funds. | Survey Responses |

***\*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 12th at 5:00pm |
| **How are families notified of the meeting?** | A flyer specifically advertising the Annual Meeting was sent home with every student, and the event was posted and shared on Facebook as well. A reminder was then posted on Facebook as the event neared. The date and time was also included in our September Newsletter. |
| **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 had to try to improve attendance and address the fact that some of our families do not feel that this meeting is important. In order to get them to attend we scheduled Open House on the same evening. Parents/guardians must first go to the cafeteria for the Annual Meeting presentation before being released to classrooms to meet teachers. We want our parents/families to know we value their feedback and input and we want our family engagement events to be customized to fit their needs. |
| **How will you get feedback from parents and families about the meeting?** | We will get feedback from parents and families by collecting exit slips. |
| **How do parents and families who are not able to attend receive information from the meeting?** | Families who do not attend are encouraged to schedule a time to meet with Mrs. Copeland., and the PowerPoint is posted on our school website for those families who would like to access it from home. |

**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**We identify our ELL population each year and always offer translation of documents in the languages that have been identified at our school. | Each year we have professional development devoted to increasing our capacity for engaging parents. Our teachers and staff are trained on how to build relationships and strengthen the family’s ability to support their child academically. Our staff recognizes the barriers that hinder our families from being engaged and work very hard to get passed those barriers by building positive meaningful relationships. |
| **Title III-ESOL** | This year we have hired a Multi-Tiered System of Support Instructional Assistant His job is to cover classes when teachers have guidance meetings whether in-house or with a parent. He also supports specific teachers throughout the day and helps with arrival, lunch, and dismissal duties. He is a great addition to our school, and truly cares about our students.  |
| **Title IV-Well-Rounded Education/School Safety/Educational Technology** | We |
| **Title IX-Homeless** | Any Mims Elementary students identified as homeless are eligible for tutoring services paid for by district Title I funds, if the students demonstrate academic deficiencies. District homeless liaisons ensure students in transition receive the appropriate services in accordance with Title IX. We also provide a Clothes Closet and Mustang Market (food, hygiene supplies) to all of our families on campus, not just our homeless families. We want our families to know that no matter what is occurring at home, or while they are in transition, we will do our best to support them and make sure they have the food and supplies they need for themselves and their children. |
| **FDLRS/ESE services** | Our ESE team works closely with our Title I team. All Title I resources are also available to our ESE students. ESE students participate in Power Hour and receive intervention instruction. Our ESE teachers receive district and site support on curriculum, peer mentoring, and Pier updates.  |
| **Preschool Programs (Head Start/VPK)** | Families of students in PreK VE, and Head Start 3 and 4 are invited to all school-wide family engagement events. These students also participate in our Mustang Leader of the Month ceremonies and families are invited to attend those as well. |
| **SAC** | The School Advisory Council and Title I program work together as the first line of communication between school, home, and community. Many school related items are discussed at SAC meetings prior to being publicized. SAC and Title I work together on continuous school improvement, and to ensure that exemplary educational opportunities are available for all students. |
| **PTO/PTA** | Mims Elementary does not have a PTO or PTA at this time. |
| **Community Agencies/Business Partners** | We utilize our community and business partners in many ways at Mims Elementary. Many of our community and business partners have helped fund our events. Recently our faith-based partners have begun volunteering on campus during arrival, lunch, and dismissal duties. |

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 Mims we strive to have an open line of communication with our families. We use social media to keep our parents updated in the now, send home monthly newsletters as well as post them on our website and social media outlets, and we use Blackboard connect to send out texts and voice messages when necessary. |
| **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 curriculum information at parent and family engagement events, as well as information on how families can support at home. This year we are also providing math help nights for our parents only where they can come learn more about Eureka Math and the Kindergarten to Algebra progression. Focus online portal is also utilized so that parents and guardians are able to stay up to date on their child’s progress.  |
| **Describe how your school provides information to families in their native language. What languages do you provide?** | We run a report at the beginning of the year so that we know what languages are spoken by our parents and families. We do not have many families who speak another language, but those that we have, the language is Spanish. Therefore, we offer Spanish translation on each document if the family requests it.  |
| **How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | At Mims we have a variety of ways to support parents and families with disabilities. In addition to adhering to all accommodations required by law, we also offer hearing assistance at events, and home visits when necessary. |
| **Describe the opportunities families have to participate in their child’s education.** | At Mims Elementary we offer a variety of family engagement events throughout the year. At these events academic content is covered and presented while keeping the events engaging and fun. We have resources that are available for parents to use at home if need be, and we have volunteer opportunities available for our families as well. |
| **Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.** | These documents are all posted on our school website and paper copies are also available in the Parent Binder in the front office. We notify parents that these documents are available by newsletter and Facebook. Personal copies are available to families if requested. |

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** |
| Trauma Informed Classroom Professional Development on select Early Release Fridays | This purpose of this training is to raise awareness of the traumas that our children face each day and supply our staff with the resources and techniques to help support our students through them | Presenter at a Professional Development Day – Early Release Friday | All Staff | October 18th January 17th  |
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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** | Bingo for Books – PrimaryBingo for Books – IntermediateMath Help Night – PrimaryMath Help Night - Intermediate | 10/29 – 5:30pmTBD10/3 - 5:30pm10/15 – 5:30pm | Bingo for Books – families will be exposed to reading strategies prior to playing a skill-based bingo with their children. The skill will be developmentally appropriate to the age group which is why we have split into two events.Math Help Nights – these nights are specific to the feedback we have received from parent surveys and exit slips and will be geared towards helping the parents and guardians understand Eureka Math. | Increase ELA and Math proficiency | If requested | Yes |
| **State Assessments & Achievement Levels** | Understanding FSA Scores | As needed | Understanding the expectations of a grade level and how their child’s score was determined. | Increase ELA proficiency | If requested | No |
| **Technology, FOCUS/LaunchPad** | Annual Meeting | 9/12/195:00pm | Families are assisted with logging into Focus. This will allow them to stay up to date with their child’s progress. | Increase ELA and Math proficiency | If requested | Yes |
| **Transition (Kdg, MS, HS)** | Kindergarten OrientationMadison Visits | Spring 2020 | Families and students are presented expectations for the next grade level and support with the transition.  | Increase ELA and Math proficiency | If requested | Yes |
| **Parent/****Teacher Conferences** | Parent Conference Night | 10/22/191/30/20 | Families can schedule one on one meetings with their child’s teacher to discuss specific concerns about academics and behavior. | Increase ELA and Math proficiency | If requested | Yes |
| **\*College & Career** |  |  |  |  |  |  |
| **\*Graduation Requirements & Scholarships** |  |  |  |  |  |  |

**\* Required for secondary schools**

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| **How will workshops/events for families be evaluated to determine return on investment?** | Face to face conversations and exit slips. |
| **How will the needs of families be assessed to plan future events?**  | After looking at the feedback we will plan or readjust our next event(s) to meet the needs of our families. Already this year we have taken the feedback from surveys and the annual meeting exit slips to plan Math Nights because a good number of our parents requested it. |
| **What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)** | Our biggest barriers are time, and transportation. We are working on planning some events at community centers this year, we have offered even later start times for events for our working families, and are even providing childcare this year so the parents can be fully engaged on the information being presented. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | We try to survey our parents to see which times would give us the biggest number of attendees. Our math workshops for parents are going to be in the evening but then we will begin to two a bi-weekly Math Morning Workshop for those parents who are able to come in the morning rather than evening.  |
| **How do families who are unable to attend building capacity events receive information from the meetings?** | The information is sent home with students, posted on Facebook, and posted on our website. |
| **What strategies were used to increase family and community engagement in decision-making?** | Strategies that have been used to increase family and community engagement in decision-making are listening intently to our families and community and responding to their feedback, offering meaningful opportunities and events for our families to participate in, communicating proactively, and making it known that family engagement is a priority here on campus.  |