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 Holly Walker (321)631-1993 walker.holly@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 Holly Walker (321)631-1993 walker.holly@brevardschools.org.*

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

**Fairglen’s goal is to engage families in a way that encourages them to support their student’s education. We strive to support families with resources that will increase their ability to work with and support student’s academic success.**

**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)** | 9/12/195/16/19 | Parents were invited to Family Game Night on campus where they were asked for feedback on how the school can improve. Parents were also asked who Title I should support our families with financial support. | Asked for input to make changes and suggestions for growth opportunities.  | Exit Slips, Survey Results |
| **Parent and Family Engagement Plan (PFEP)** | 9/12/195/16/19 | Parents were invited to Family Game Night on campus where they were asked for feedback on how the school can improve. Parents were also asked who Title I should support our families with financial support | Asked for input to make changes and suggestions for growth opportunities. | Exit Slips, Survey Results |
| **School-Home Compact** | 9/18/199/24/19 | Parents sent copies of previous year’s compact in student’s backpack and asked to make suggestions for change.Presented at SAC meeting. | Asked for input to make changes and suggestions for growth opportunities. | Exit Slips, Survey Results |
| **Title I Budget & Framework** | 9/24/19 | Presented at SAC Meeting. | Given framework to review and make suggestions for changes and additional items. | Exit Slips, Survey Results |
| **Parent & Family Engagement Funds** | 5/16/199/24/19 | Parents were invited to Family Game Night on campus where they were asked how they think funds should be sent. Presented at SAC Meeting. | Asked for input to make changes and suggestions for growth opportunities. | Exit Slips, Survey Results |

***\*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 5, 2019 5pm Rescheduled to September 18, 2019 due to Hurricane Dorian |
| **How are families notified of the meeting?** | Invitations sent through student backpacks. Announcement put on Facebook. Blackboard announcements, emails, text messages, push notifications, 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?** | Transportation is one barrier families are faced with. We encourage families to carpool to the school in order to attend the events. Another barrier that we see is availability to attend at designated time. We are addressing this by providing the information electronically to parents and families. Engaging parents and families is another barrier we face. We are focusing on making Title I events family oriented. We are hopeful this will encourage families to attend. Language can also be a barrier. We will provide translated documentations upon request.  |
| **How will you get feedback from parents and families about the meeting?** | Attendees will be asked to complete an Exit Slip providing feedback and suggestions. Parents who participate electronically will be provided a survey to complete with the same feedback questions that are on the Exit Slip. |
| **How do parents and families who are not able to attend receive information from the meeting?** | Parents and families will have access to the information via Facebook as the school website. The will also be able to request a one- to – one meeting with the school Title I contact.  |

**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** | Part D (Enhancing Education through Technology)- Fairglen works collaboratively to plan and implement appropriate programs, services and training opportunities for school staff and families, including opportunities to access and utilize FOCUS as a means of communication between home and school. Part A (Improving Teacher Quality)- Through the use of Title I funds, Fairglen offers two computers for students receiving additional support, two additional computer carts, and support professional development |
| **Title III-ESOL** | We provide support and resources to our ELL students based on their individual plan with the inclusion of Title I support. ESOL students are placed with Highly Qualified educators who are ESOL certified. Information can be send home in their native language.  |
| **Title IV-Well-Rounded Education/School Safety/Educational Technology** | We utilize Title I funds for support programming of technology programs that support classroom instruction. Title I funds are also utilized to purchase and upkeep technology to ensure optimal functioning. |
| **Title IX-Homeless** | The program at Fairglen works to meet the varying needs of our in-transition youth and families without duplicating services in conjunction with the District. Transportation can be arraigned so students do not have to change schools during this time of transition. The District also provides, if needed, school supplies, Friday meal packs, back packs, referrals for tutoring, counseling, etc. |
| **FDLRS/ESE services** | FDLRS provides diagnostic and instructional support services to exceptional students and families of students with exceptionalities. Teachers and administrators work collaboratively in planning, implementing, and evaluating various parent involvement initiatives and training opportunities. ESE support is provided through professional development opportunities for staff. We collaborate to address the exceptional needs of students and families without duplicating services.  |
| **Preschool Programs (Head Start/VPK)** | Through a partnership with Early Learning Coalition of Brevard, Fairglen offers two VPK Step Forward classrooms. This program is available with limited enrollment.  |
| **SAC**  | Fairglen has a SAC committee consisting of teachers, parents, and community members. This group of stakeholders works to support the school through a variety of avenues. |
| **PTO/PTA** | Support Title I evens by partnering with school for food, volunteers and incentives for student behaviors. |
| **Community Agencies/Business Partners** | Fairglen works with several business partners to provide additional resources to our students and families. In addition to physical resources, Business Partners are encourages to join our school team as a mentor to students.  |

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.** | Fairglen will provide information to parents about programs, meeting and activities in a parent-friendly format and language that can be easily understood. Information newsletters will be sent home with each child in print format so all families have access. School newsletters will also be linked to the school website where translations of materials is available and accessible for all parents. Information is also provided via Facebook, the school marquee, Peach Jar, classroom newsletters, morning announcements, front office message board, Title I bulletin board, Blackboard communication, and the BPS app. |
| **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.** | Curriculum at each grade level will be explained at Open House, at specific Title I events, at parent conference nights, through school and teacher newsletters, SAC meetings, MTSS and IPST meetings, etc.  |
| **Describe how your school provides information to families in their native language. What languages do you provide?** | Upon request, Fairglen will translate documents to a family’s native language using Google Translate. At this time we provide translated documents in Spanish.  |
| **How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?** | Fairglen provides accommodations to families with disabilities upon request.  |
| **Describe the opportunities families have to participate in their child’s education.** | Parents are encouraged to participate in monthly SAC meetings and are able to contact and request meeting with their teacher, guidance counselor, and administration in regards to decisions impacting their child’s education.  |
| **Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.** | Fairglen ensures all stakeholders receive required Title I documentations by providing hard copies to families and keeping copies available at the school. Dates and method information is communicated is recorded and kept on file at the school site. Title I documents are delivered via backpacks, Open House, conferences, new student registrations and after school events.  |

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** |
| ECTAC | Three teachers will be attending this conference with a focus on ESSA identified critical need areas.  | Teachers will use information gained while at the conference to present to staff and implement changes that impact family and school relationships | All teachers  | December 2019 |
| ESE Conference | Several teachers will attend an ESE conference and focus on how to increase engagement for students and both in and out of school. | Teachers will use information gained while at the conference to present to staff and implement changes that impact family and school relationships. | All Teachers | January 2020 |

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 NightBed Time Story Night | 10/30/191/28/20 | Parents will be able to engage in academic conversations with students about relevant science standards. They will gain an understanding of the nature of science and will be able to support their student in at home learning. Parents will be able read their student and apply grade level questioning to their student’s at home reading. Teacher will model quality questioning and reinforce the importance of parents reading at home with their  | Science AchievementELA Achievement | Upon Request | Science KitsBooks |
| **State Assessments & Achievement Levels** | Annual Title I Night | 9/17/19 4:30Additional times at parent request | Families will gain knowledge about Title I requirements and parents’ rights via a PowerPoint presentation. Parents will also be asked for feedback regarding how Title I funds are spent and what types of family engagement events we conduct. | All areas | Upon Request | Data |
| **Technology, FOCUS/LaunchPad** | All Title I events | Throughout the school year | Parents will be able to access school based technology and work with students at home. Parents will be able to access FOCUS and monitor student progress in academics.  | All areas | Upon Request | Technology Resources |
| **Transition (Kdg, MS, HS)** | Kindergarten OrientationPre-Kindergarten Breakfast Cocoa J/S High School Field TripProfessional Presentations | Throughout School year | Pre-Kindergarten students and families are invited to attend an orientation on school campus. All of the kindergarten and pre-kindergarten teachers are present to converse with parents about the transition to kindergarten. Pre-kindergarten students transition from eating breakfast with their class after the rest of the school is done to eating with all of the students.6th Grade students attend a field trip to Cocoa Junior Senior High School to tour the school and gain a better understanding of what will be expected of them as they enter middle schoolVarious members of the community will present their craft to our 6th grade students so they can begin to think about the possibilities of careers in their future. | Social Emotional Growth and DevelopmentSocial Emotional Growth and DevelopmentSocial Emotional Growth and DevelopmentSocial Emotional Growth and Development | Upon Request | School Readiness KitInformational KitInformational Kit |
| **Parent/****Teacher Conferences** | Conference Night | Two times per year and upon request | Teachers will meet with parents one-on-one to discuss the progress of their student. Teachers will work with the parent to develop a plan that will help their student succeed in and out of school.  | Social Emotional Growth and Development, ELA Achievement, Math Achievement, Science Achievement, Attendance | Upon Request | Student specific data |
| **\*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?** | Workshops and events will be evaluated to determine return on investment through attendance, surveys and exit slips. Family satisfaction in the event will be determined through analysis of the feedback received. |
| **How will the needs of families be assessed to plan future events?**  | Family feedback is read and analyzed regularly. Each comment is considered when forming the next event. Also, trends that are occurring within the school and community will be considered with determining the needs of our families. |
| **What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)** | One barrier is transportation. Families are encouraged to car-pool or seek public transportation to attend events. Communication is another potential barrier. In the past parents have indicated that back pack notes was the best way to communicate, but surveys reflect that electronic communication via text message is becoming more convenient. Time of day is another possible barrier. Surveys suggest that the 5:30-7:00 timeframe is what is best for our families. Efforts are being made to accommodate this time frame as much as possible. Also, families can request a one-on-one meeting with a Title I teacher to get information if they are unable to attend an event. |
| **How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)** | All meeting and events give parents the option to contact a Title I teachers to schedule a one-on-one meeting for information if they are unable to attend the scheduled event. Some events, such as the Title I meeting, are held at 4:30, and other events, such as Science Night, are held at 5:30. Every effort is made to get families resources if they are unable to attend. |
| **How do families who are unable to attend building capacity events receive information from the meetings?** | Families who are unable to attend a building capacity event can receive the information provided at the event upon request. Parents can contact any member of the Title I team to request this information.  |
| **What strategies were used to increase family and community engagement in decision-making?** | Social media is a great source of communication in our community. Ms. Murphy regularly posts upcoming events on our school Facebook page. She sends out push notification through Blackboard email, voice and text messages. We also send home back pack notifications to encourage families to attend events. Teachers are encouraged to promote any Title I event within their classrooms as well. |