



**Brevard Public Schools
Office of Title I
2021-2022 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 (321) 269-4530 ext.48470

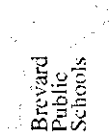
Se invitó y alentó a todas las familias y miembros de la comunidad a proporcionar aportes y sugerencias sobre el desarrollo / revisión de este plan. Este plan está disponible en el sitio web de nuestra escuela y en el cuaderno de participación de padres y familias del Título I ubicado en nuestra oficina principal. Si desea una copia impresa de este documento o necesita una traducción, comuníquese con nuestro contacto de Título I 321) 269-4530 ext.48470

School’s vision for engaging families: Pinewood is a united partnership committed to providing assistance, training, workshops, events, and/or meetings for families to help them understand the education system, curriculum, standards, state assessments and achievement levels.

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: Nutley Date: 9/28/21



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EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:

1. Involve families and community members in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of families.

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)	4/21/21 5/1/21 5/11/21 8/1/21	All meetings advertised via flyers/Facebook SAC Survey School Survey link posted on Facebook Open Survey on School website Paper Survey sent home in May	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. All data and information needed to review was available on our school website.	meeting agendas and minutes Returned surveys Screenshots of Website survey
Parent and Family Engagement Plan (PFEP)	4/21/21 5/1/21 5/11/21 8/1/21	All meetings advertised via flyers/Facebook SAC Survey School Survey link posted on Facebook Open Survey on School website Paper Survey sent home in May	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, spending suggestions, as well as a chance to offer any other suggestions they might have. The surveys used were done via SAC Meetings, sent home with every student, and offered digitally.	meeting agendas and minutes Returned surveys Screenshots of Website survey
School-Home Compact	4/21/21 5/1/21 5/11/21 8/1/21	All meetings advertised via flyers/Facebook SAC Survey School Survey link posted on Facebook Open Survey on School website Paper Survey sent home in May	Family and community members were asked to provide feedback on the roles and responsibilities of teachers/staff, parent, and students on several occasions. We will use this feedback when developing the Compact.	meeting agendas and minutes Returned surveys Screenshots of Website survey
Title I Budget & Framework	4/21/21 5/1/21 5/11/21 8/1/21	All meetings advertised via flyers/Facebook SAC Survey School Survey link posted on Facebook Open Survey on School website Paper Survey sent home in May	Our Title I Budget and Framework were reviewed at SAC meeting and feedback was requested in person, through digital surveys, and paper surveys. Surveys were also sent home with every student.	meeting agendas and minutes Returned surveys Screenshots of Website survey
Parent & Family Engagement Funds	4/21/21 5/1/21 5/11/21 8/1/21	All meetings advertised via flyers/Facebook SAC Survey School Survey link posted on Facebook Open Survey on School website Paper Survey sent home in May	Our meetings, digital surveys, and paper surveys 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	September 9, 2021, 6:00 via Zoom Link
How are families notified of the meeting?	Parents were notified via paper flyer, Facebook post, and a link posted to the Pinewood Website.
What information is provided at the meeting?	The Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum.
How are parents and families informed of their rights?	Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	One barrier we face at Pinewood is most of our parents work. As a result, we offer our meeting in the evening, which is the most desired meeting time for parents according to surveys. We also elaborate on what our Annual Meeting is so parents have a better understanding of why they would be interested in attending. We have incentives for our students to encourage parents to attend. We have a very small ESOL population (2 families) however, we still offer translations to encourage their attendance as well.
How will you get feedback from parents and families about the meeting?	We provided a digital exit slip and a paper exit slip to each parent that attended.
How do parents and families who are not able to attend receive information from the meeting?	We post a recording of the meeting on the Pinewood Website and a link to the digital survey. Both remain available to parents and community all year round. We publish a notification in the October Newsletter that it is available to them on the 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	Title II funding supports the professional development of teachers supporting ELL students. It also funds endorsement courses for teacher pursuing ESOL, Gifted, and reading endorsement. It offers professional development opportunities for new Math BEST standards.
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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 and provide translations of documents in the languages that are identified at our school. We personally reach out to our ELL families to see if they need translation. Title I is prepared to translate any document into a foreign language, and we offer translation services on communication that goes home. Title IV funds the annual Youth Truth Survey and provides gifted screening materials. Title I uses the Youth Truth survey results each year to make decisions about our program.
Title IV-Well-Rounded Education/School Safety/Educational Technology	
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 program. Our MTSS process is supported by Title I, therefore supporting ESE. We support ESE parents by working as a team with them to identify lower achieving students and provide interventions through the IPST process. All Title I at home resources are also available to families of ESE students.
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 and 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 donations of business partners. We have used numerous businesses and faith-based organizations to support implementation of our Title I program.

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 have multiple and varied forms of communication. Regular communication outlets include monthly paper newsletters, paper flyers for specific events, very frequent Facebook updates (generally daily), synervoice phone calls, texts, and email, Dojo used in many classrooms, Focus updates, 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 (currently virtual) where they visit the classroom specifically to learn about the curriculums used, subject areas, and what they can do at home to help to help support learning. 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.

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<p>Describe how your school provides information to families in their native language. What languages do you provide?</p> <p>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</p>	<p>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. We offer this service on all communication that is sent home. We currently only have two families that speak Spanish.</p> <p>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.</p>
<p>Describe the opportunities families have to participate in their child's education.</p>	<p>We have many opportunities for families to participate in their child's education. Pinewood offers curriculum nights where 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.</p>
<p>Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.</p>	<p>We post all of 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.</p>

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.

<u>Topic/Title</u>	<u>How does this help staff build school/family relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Sharing Data with Families	Learning about and discussing ideas about sharing data with families will help teachers and staff feel more comfortable sharing this valuable information with families. They will also see the importance of sharing concrete information like data with parents.	Presentation and video, followed by discussion and activity.	Faculty and staff	November 19, 21

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.

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Building Capacity of Families to Support Learning at Home						
<u>Topic</u>	<u>Title</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Adult learning goal: What skill that reinforces student learning at home will families gain during this training?</u>	<u>List the Schoolwide improvement plan (SWP) goal this event directly supports</u>	<u>Translation provided</u>	<u>Take home materials provided</u>
Curriculum Areas	Grade Level Curriculum Nights	August 24 th , September 2nd	Parents will have an understanding of the grade level expectations for reading and math. They will be given details of each curriculum so that they are able to use what is sent home to support their child's learning.	The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates.	Yes	Yes
State Assessments & Achievement Levels	Understanding FSA and iReady Testing Parent Meeting	February 15 th , 9:00	Parents will become more familiar with FSA and iReady testing and scoring information. They will make the connection between scores on these test and how work at home can improve these scores.	The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates.	Yes	Yes
Technology, FOCUS/LaunchPad	Focus Information	August 6 th , 10am-6pm	Parents were informed of what Focus is and the importance of having access to it. Assistance was provided for any parent who needed additional help.	The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates.	Yes	Yes
Transition (Kdg, MS, HS)	Kindergarten Orientation 6 th Grade Visit to Madison Madison Visit to Pinewood	March 2021 AM and PM	At Kindergarten Orientation parents meet the K team and are given an overview of our kindergarten program. They are shown a schedule, expectations, and given a tour of the classrooms. 6 th graders are visited by Madison Faculty and students for an information meeting to fill out scheduling information. They also make a field trip to Madison to become familiar with the school. Madison also holds an open house in the spring.	The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates.	Yes	Yes
Parent/Teacher Conferences	Parent Conference Night	October 21, 21 January 20, 21	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.	The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates.	Yes	Yes
*College & Career						
*Graduation Requirements & Scholarships						

* Required for secondary schools

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<p>How will workshops/events for families be evaluated to determine return on investment?</p>	<p>Workshops and events will be evaluated in several ways. Attendance (Currently virtual due to Covid 19) will be our first and most obvious evaluation. We will offer exit slips/surveys 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 that hold the event, specifically if they feel parents were engaged and are likely to use what they learned, also if they believe they would attend again.</p>
<p>How will the needs of families be assessed to plan future events?</p>	<p>Primarily, assessment will be done through exit slips at events. Surveys are also done throughout the year to get parent suggestions. We will also use teacher feedback.</p>
<p>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</p>	<p>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.</p>
<p>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</p>	<p>Many of our parent involvement events are offered at flexible times. The Focus training was all day from 10:00am to 6:00pm. Our Kindergarten Orientation is offered on two different days and two different times. Our Understanding FSA and iReady 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.</p>
<p>How do families who are unable to attend building capacity events receive information from the meetings?</p>	<p>When it is appropriate, we post recordings and the information online. We also send home resources that were given out with those that didn't attend when possible.</p>

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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 are given in person at the school (when able) and some were sent home with students. We also accept feedback on decision making at any time, there are no deadlines given. Opportunities to provide feedback are anonymous, in hopes of getting honest opinions. SAC is an important part of decision making at Pinewood and we remind parents and families multiple times a year that you do not have to be a member to attend, that everyone is welcome.