



**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 Dr. Steve E. Primus, (321) 632-5300 ext. 22027

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 (Dr. Steve E. Primus, (321) 632-5300 ext. 22027)

School's vision for engaging families:

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: Rachad T. Wilson

Date: 20 September 2019



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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?
School wide Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)	22 Aug 19 16 Sep 19	Newsletters, blackboard connect, emails, texts, TFO Facebook, twitter, School Marquee, Flyers sent home, word of mouth	SAC meeting, Tiger Family Organization Meetings, School Open house, Contact meeting, in office	Sign in sheets, meeting minutes
Parent and Family Engagement Plan (PFEP)	22 Aug 19 16 Sep 19	Newsletters, blackboard connect, emails, texts, TFO Facebook, twitter, School Marquee, Flyers sent home, word of mouth	SAC meeting, Tiger Family Organization Meetings, School Open house, Contact meeting, in office	Sign in sheets, meeting minutes
School-Home Compact	22 Aug 19 16 Sep 19	Newsletters, blackboard connect, emails, texts, TFO Facebook, twitter, School Marquee, Flyers sent home, word of mouth	SAC meeting, Tiger Family Organization Meetings, School Open house, Contact meeting, in office	Sign in sheets, meeting minutes
Title I Budget & Framework	22 Aug 19 16 Sep 19	Newsletters, blackboard connect, emails, texts, TFO Facebook, twitter, School Marquee, Flyers sent home, word of mouth	SAC meeting, Tiger Family Organization Meetings, School Open house, Contact meeting, in office	Sign in sheets, meeting minutes
Parent & Family Engagement Funds	22 Aug 19 16 Sep 19	Newsletters, blackboard connect, emails, texts, TFO Facebook, twitter, School Marquee, Flyers sent home, word of mouth	SAC meeting, Tiger Family Organization Meetings, School Open house, Contact meeting, in office	Sign in sheets, meeting minutes

**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	22 Aug 2019
How are families notified of the meeting?	Newsletters, blackboard connect, emails, texts, TFO Facebook, twitter, School Marquee, Flyers sent home, word of mouth
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.



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What barriers will you address to encourage parents/families to attend?	We are working with our families to schedule events at different times of the day and night. Additionally we are working with our stakeholders to ensure that we are meeting their needs and having them provide feedback at any function that we have on campus. These feedback forms are then used to schedule events. Many parents are asking for workshops after 6PM from feedback and we are doing our best to accommodate. Some are asking if we can schedule college to come on campus and we have done that where we have colleges visiting our campus during the day and both kids and parents can now meet with these schools instead of having to travel to the colleges.
How will you get feedback from parents and families about the meeting?	We hand out exit slips at each meeting so that parents can provide their input. To ensure that we receive those exit slips, we give the parents time prior to the end of the meeting to fill out the slips, and we have students and others collect the exit slips from our parents. In addition, we also provide stamped envelopes for those parents that have to leave so that they can mail the feedback forms back to us.
How do parents and families who are not able to attend receive information from the meeting?	All efforts are being made to accommodate our families and to schedule events around their schedules or ensure that there is a mechanism for them to get the information. We do this by using our website to provide copies of briefings under the family page. Hard copies are given to students to take home whenever possible. We have scheduled college visits on campus and flexible times that many parents said they can make these meeting from our exit slips.

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	In accordance with ESSA section 1114 (7)(A)(iii)(IV) A schoolwide plan addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-needs subjects.
Title III-ESOL	Cocoa have an extensive ESOL program with several interpreters for our students, teachers and parents to use. Our ESOL program provides for understandable instruction while the curriculum content in Language Arts and the basic subject areas remain the same as they are for fluent English speakers.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Cocoa High effectively utilize technology through properly preparing staff as well as provide high-quality digital learning experiences for underserved students.
Title IX-Homeless	Title IX (Homeless Education) The Office of Title I and the district Homeless Liaison work collaboratively to meet the Title IX needs of our homeless youth and families. To every extent possible, Cocoa High will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children. Information and school reports required under Section 111 of the ESEA will be provided in an understandable and uniform format and in a language parents can understand. Cocoa High offers translation (English and Spanish) services during school events, conferences, documents, and automated phone announcements. A bilingual staff member is always available for translation (English and Spanish).
FDLRS/ESE services	We have an outstanding ESE department that work closely to provide all the services from the Florida Diagnostic & Learning Resources Systems (FDLRS). Our ESE Counselors work with administrators, teachers, students and parents to ensure that all students with services are met and that goes for both students with disabilities or Gifted. Additionally, they brief at faculty meeting, collaborate with counselors and teachers to provide individualized instruction. Increasing learning gains for every student is part of our School Improvement Plan, and ESE Resource teachers have provided training on equal access technologies available for our students.
Preschool Programs (Head Start/VPK)	We do not have a Head Start program, however; we do have one of four Student-Parent Programs in the school district. This program provides an educational program where our young students can continue to attend school and work toward earning a high school diploma or its equivalent while learning parenting skills.
SAC	Our school works closely with our School Advisory Council to ensure that we are meeting the needs of all our stakeholders to include both students and their families. SAC meetings include visits from different school leaders to update the committee on initiatives related to our SIP goals.
PTO/PTA	In addition to SAC we have our own version of the PTO/PTA called the Tiger Family Organization. Their mission is to provide a bridge between the school, parents and students and to be that ear and voice of the parents.
Community Agencies/Business Partners	We have a PIE Coordinator who works extensively with our local Business Partners and the community to ensure that we have a good working partnership with our both. Many of our business partners work closely with our students; they understand that students should graduate from HS be ready for college, but more importantly a career and life after high school.



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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.	The school uses all available means to get messages to their stakeholders. Communication methods such as newsletters, flyers, FOCUS, email, text, Blackboard Connect phone messages, and social media are all employed to ensure that there is open communication with our parents and community. We have also recently been given a monthly full-page spread in The Hometown News newspaper that will help us increase our audience.
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.	To ensure that families understand the school's curriculum, achievement levels, and progress monitoring of their child, the school uses Open House, Parent Conferences, phone calls home, and Focus.
Describe how your school provides information to families in their native language. What languages do you provide?	Cocoa High School has an outstanding ESOL Department with several interpreters on hand to help translate documents. Additionally, the school website can be translated into over 22 different languages. This capability was demonstrated at Open House and is also shown to parents one-on-one during visitation to the campus.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	To ensure that our stakeholders with disabilities have the same access to any event on campus, the Title 1 Coordinator works closely with the ESE Department to ensure that if anyone needs access to the facilities we are able to provide the needed access to the events. We have done things like install wheelchair accessible ramps and provide ASL interpreters during events like Homecoming to assist our students and families who need assistance.
Describe the opportunities families have to participate in their child's education.	CHS works closely to ensure that families have the opportunity to participate in their child's education by using Open Houses, Parent Conferences, open door, open communication between teachers and parents. The school sends home additional text materials and loaner laptops to help student and parents.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	These documents are shared not only in our SAC and TFO meetings but we also use the following mediums to share these documents: Newsletters, blackboard connect, emails, texts, TFO Facebook, twitter, School Marquee, Flyers sent home, word of mouth.

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>
Parent University Finding your Child	We will advertise to our faculty, parents and students. This workshop will discuss raising emotionally healthy children and provide parents with positive behavior strategies to deal with their children.	Keynote speakers	Parents and faculty	5 October 2019
How can school staff increase parent engagement and have them participate in a poverty simulation	This simulation will provide awareness to our staff on what some of our parents and students are facing on a daily basis	Workshop/Simulation	Faculty	Second semester, working with Ms. Gleason to get a date.



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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 School wide improvement plan (SWP) goal this event <u>directly</u> supports	Translation provided	Take home materials provided
Curriculum Areas	Math Night Literacy Night Science Night	TBD	Curriculum events includes but are not limited to math night, science night, literacy night, and social studies night hosted by each academic department. Take home resources are provided at all events. These resources are used to help the families and may be in the form of handouts and books highlighting important information from the event.	Our school data indicates a need for a continued focus on meeting the social and emotional needs of our students and family members, as well as targeted interventions based on data results. The data from our SIP clearly shows our school wide efforts with PBIS and AVID will have a strong impact on school culture.	YES	YES
State Assessments & Achievement Levels	FSA	On going	Cocoa High School Guidance Counselors and teachers provides resources for students, parents and their families access to tools them to explain FSA scores along with any interpretation in a foreign if needed.	Planning for Improvement Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis)	YES	YES
Technology, FOCUS/Launch Pad	FOCUS	31 Jul/1 Aug On-going	FOCUS passwords and training are provided for parents so that they can continue to monitor their children's progress in the classrooms.		YES	YES
Transition (Kdg, MS, HS)	7 th & 9 th Orientation Night	28 Feb 19 5 March 19	Incoming 9th and 7th graders and their families are all invited to an informational night in Spring of the year prior to entering those grades. We also host a senior night to share important information regarding graduation and meeting academic requirements to be able to graduate on time. Each cohort has an administrator assigned to monitor behavior, academics, and social emotional needs. This cohort admin works in close conjunction with the grade-level counselor and social workers to ensure students are supported during the year and through transitional periods.		YES	YES
Parent/Teacher Conferences	Parent Teacher Conference	26 Feb 19	Parents have the option of making an appt with their child's teacher, however; if they could not make PTC, they can still meet with their child's teacher at another date and time that they are both agreeable on!	Literacy practices will be implemented across all disciplines providing students a volume and variety of challenging texts to build both content knowledge and high-	YES	YES



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				level reading skills through learning activities directly aligned to standards and assessment		
*College & Career	Financial Aid	26 Sep 19	Open to all but the target audiences are Juniors and Seniors. Briefing are provided by local colleges, UCF/FIT/FAMU//EFSC to name a few		YES	YES
*Graduation Requirements & Scholarships	Scholarships Night	23 Jan 20	Open to all but the target audiences are Juniors and Seniors. Briefing are provided by local colleges, UCF/FIT/FAMU//EFSC to name a few		YES	YES

* Required for secondary schools

How will workshops/events for families be evaluated to determine return on investment?	These events workshop or any family events will be evaluated in a twofold steps. A. the feedback received from the event using exit slips and more importantly by the attendance! Additionally, we will take into account the potential benefits if any to the attendees, th opportunities for the attendees to take back at least one thing they learned from our events, whether it is a financial aid night or a literacy night!
How will the needs of families be assessed to plan future events?	We understand for our students to be successful we must engage our families in our decision making and more importantly we need to and have created an atmosphere to ensure our families feel welcome at all times. We understand when the voices of our family is heard and they are included in the decision making we have a more invested individual and our family engagement program can and will be more improve. Therefore, it is important for us to have family engagement activities and ensure that they have a seat at the table to help in all decision makings
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	Some of the hurdles we face especially as a High School in getting our parents to attend workshop and event are Child Care needs for my parents, transportation, and their very busy schedule. Many are working two and three jobs and time is not something they have to spare.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We are working with our families to schedule events are different times of the day and night. Additionally we are working with our stakeholders to ensure that we are meeting their needs and having them provide feedback at any function that we have on campus. These feedback are then used to schedule events. Many parents are asking for workshop after 6PM from feedback and we are doing our best to accommodate. Some are asking if we can schedule college colleges to come on campus and we have done that where we have colleges visiting our campus during the day time and both kids and parents can now meet with these schools instead of having to travel to the colleges!
How do families who are unable to attend building capacity events receive information from the meetings?	If families cannot attend the meeting at the specified time, we work with the family to come to campus to sit down with us at their convenience so that we can provide them the information missed. It might not be the off campus person that we had speaking but we do our best to ensure that they get the basic information from any presentation on campus!
What strategies were used to increase family and community engagement in decision-making?	Parents, families and students are all invited to join our school Tiger Family Organization, and our School Advisory Committee. In addition, parents are also invited to meet with the Title 1 Coordinator, Guidance Counselor or any administrator. We have also established partnership with local business to try and connect our students and families to service learning agencies in the community.