



**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, Yun Amy Zhan-zhan.yun0@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, Yun Amy Zhan-zhan.yun0@brevardschools.org*

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

Our vision at Cambridge Elementary School is to work with parents, our students, and their teachers, to help our students succeed.

**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.



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Principal: \_\_\_\_\_

Date: \_\_\_\_\_

**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.**

<b>Title I Documents</b>	<b>Date of meeting to gather family/community input.</b>	<b>List outreach strategies used to invite families and community to provide input.</b>	<b>Describe the method in which family and community members were involved.</b>	<b>What evidence do you have to document family/community participation?</b>
<b>Schoolwide Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)</b>	February 2022 April 2022 June 2022	Spring Title 1 parent survey, Spring school Survey, Title I Event exit slips, SAC meetings	Families and community members are invited through a newsletter to join a discussion at the May 2021 SAC meeting. Parent invited to focus groups.	Surveys, exit slips, meeting agendas, meeting minutes, sign in sheets
<b>Parent and Family Engagement Plan (PFEP)</b>	September 2021 July 2022 SY 2021-2022	Annual Title I meeting, September 2021 Spring school Survey, Title I parent survey Title I Event exit slips	Families are asked to fill out a comprehensive questionnaire providing suggestions and revisions	Title I Parent Family Engagement Plan Survey Title I event exit slips
<b>School-Home Compact</b>	June 2021 September 2021 SY 2021-2022 June 2022	Survey sent through Blackboard Connect Annual Title I meeting, September 28 2021 Parent/teacher conferences (Zoom) Parent Focus Groups	Families are invited to review the parent/teacher compact at conferences. They are asked to provide input for the purpose of updating the compact during the Annual Title I meeting.	Title I Parent Family Engagement Plan Survey Title I event exit slips Survey
<b>Title I Budget &amp; Framework</b>	Nov 2021	Families are asked to participate in discussions about the Title I Budget and Framework.	Exit slips from all events solicit interested families to participate in a discussion. Those who express interest will be part of several meetings, held in the spring, to provide input on the Title I Budget and Framework.	Surveys, exit slips, meeting agendas, meeting minutes, sign in sheets
<b>Parent &amp; Family Engagement Funds</b>	February 2022 April 2022 June 2022	Families are asked to participate in discussions about the Parent and Family Engagement Funds.	Exit slips from all events solicit interested families to participate in a discussion. Those who express interest will be part of several meetings, held in the spring, to provide input on the Parent and Family Engagement Funds. Parent focus meetings in June.	Surveys, exit slips, meeting agendas, meeting minutes, sign in sheets

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



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**2. Hold an annual meeting for families to explain the Title I program and the rights of parents and families to be involved.**

<b>Tentative date &amp; time(s) of meeting</b>	September 28, 2021 at 5:30 pm via Zoom; September 28, 2021 at 8:30 am via Zoom
<b>How are families notified of the meeting?</b>	The annual meeting will be advertised through the Cambridge website, Facebook, the marquee, physical distribution of flyers to parents and families at the car loop and in classrooms, and the newsletter.
<b>What information is provided at the meeting?</b>	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.
<b>How are parents and families informed of their rights?</b>	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.
<b>What barriers will you address to encourage parents/families to attend?</b>	The primary barriers are translation and childcare concerns. For the Annual Title I Program, we have a translator to assist Spanish speakers. This year, the Annual Title I meeting was held via Zoom. We held 2 simultaneous sessions- one in English and one in Spanish. We also held sessions in both the evening and in the morning.
<b>How will you get feedback from parents and families about the meeting?</b>	Parents were given surveys, found on Cambridge's website and distributed at the meeting, soliciting input.
<b>How do parents and families who are not able to attend receive information from the meeting?</b>	Annual meeting information will be posted to the website. A recording of the Zoom. Title I Annual Meeting will be posted to the website along with the input survey.



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**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.**

<b>Title II- Professional Development</b>	Cambridge's Administrators, Literacy Coach, Title I Teachers, and district professionals work collaboratively to provide the staff with professional development opportunities on how to effectively work with parents, including an Engaging Families Effectively workshop. The district resource teachers in the area of reading, math, science, and writing provide grade level-based training to address the Florida academic content standards, including Read Naturally, iReady for math and reading, Benchmark Advance for ELA, and Lexia, PASI, And PSI.
<b>Title III-ESOL</b>	The Title I Family Involvement Contact at Cambridge works collaboratively with the ESOL Resource Teacher and ESOL assistants to address the needs of English Language Learners (ELL) and families. Our teachers plan collaboratively with our ESOL teacher and assistants to implement appropriate programs, services and training opportunities for school staff and Language Learners families. Title I Parent Involvement Contact works with our ESOL teacher to ensure that school information is shared effectively with families.
<b>Title IV-Well-Rounded Education/School Safety/Educational Technology</b>	Cambridge works collaboratively with the Educational Technology, that includes 1 technology integrator, to address the technology needs of students and families at Cambridge. By collaboratively planning and implementing appropriate programs, Cambridge is able to provide 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.
<b>Title IX-Homeless</b>	The Title I Family Involvement Contact at Cambridge works collaboratively with our Guidance Counselor to meet the varying needs of our students and families in transition without duplicating services. Since the number of transitional students in our county has increased significantly over the past year, we provide awareness for staff and families.
<b>FDLRS/ESE services</b>	FDLRS provides diagnostic and instructional support service, to Cambridge's exceptional education student education programs and families of students with exceptionalities school wide. Resource personnel in the FDLRS Office works collaboratively with Cambridge in planning, implementing and evaluating various parent involvement initiatives and training opportunities, and research based instructional strategies based on the Florida academic content standards.
<b>Preschool Programs (Head Start/VPK)</b>	As stated in the Head Start Act 45 C.F.R. 1304-40 Cambridge Elementary will engage in a process of collaborative partnership building with parents "to establish mutual trust and to identify family goals, strengths and necessary services and other supports" for families enrolled in Head Start. There are seven Family Engagement Outcomes within the Framework for the Parent, Family and Community Engagement component of Head Start. Cambridge will assist families in achieving outcomes in these areas: Family Well-Being, Positive Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transition, Family Connections to Peers, and Community and Families as Advocates and Learners. The district will contract with Brevard C.A.R.E.S. to provide required services as described in the original Head Start grant application.
<b>SAC</b>	SAC consists of administration, faculty, parents, and community members who meet to provide input and facilitate efforts to meet the goals of the School Improvement Plan.
<b>PTO/PTA</b>	n/a
<b>Community Agencies/Business Partners</b>	Title I and the Brevard Partners in Education contact work together with businesses such as colleges and financial planning companies to bring resources to events and trainings. Faith-based organizations such as Georgianna United Methodist Church provide supplies and volunteer help in the classrooms and during events.



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**3. Utilize strategies to ensure meaningful communication and accessibility.**

<p><b>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</b></p>	<p>We will inform parents and community using Blackboard Connect, FOCUS Messenger, Peachjar, Facebook, the marquee, and our website. Parents will receive additional information through FOCUS, student agendas, newsletters. Title I night will provide opportunities to have conversations amongst families, community members, and the school. Additionally, the school will reach out to community organizations.</p>
<p><b>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.</b></p>	<p>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.</p>
<p><b>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b></p>	<p>Cambridge will continue to issue printed Interims and report cards. Teachers will contact parents with individual needs and hold parent/teacher conferences. Teachers will utilize FOCUS to keep parents informed of academic progress. Parents will participate in IPST (Individual Problem-Solving Team) when students need support.</p>
<p><b>Describe how your school provides information to families in their native language. What languages do you provide?</b></p>	<p>22.5% of families have been identified as needing Spanish translation for information from school. In addition to documents translated by the district, Cambridge's newsletters, and Blackboard Connect messages are translated in house by the ESOL teacher. Individual, report card comments and teacher-made announcements are also translated by the ESOL teacher when needed.</p>
<p><b>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b></p>	<p>All areas of the school are wheelchair accessible. Access signs are posted in braille. A staff member has been trained in sign language.</p>
<p><b>Describe the opportunities families have to participate in their child's education.</b></p>	<p>During COVID our Title I Nights and Parent conferences will be virtual. Volunteers are not able to be on campus. When COVID is no longer a limiting factor, families may attend Title I nights, which cover a variety of topics identified as important by parents. Parents may schedule conferences with teachers to discuss strategies for helping their children academically. Parents may volunteer in the classroom after completing the district process of approving volunteers.</p>
<p><b>Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.</b></p>	<p>The school's website will include the PFEP, SWP, CNA and other Title I documents in the Title I section under "About Us." In addition, information will be discussed during relevant Title I nights, and School Advisory Council meetings.</p>



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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>
Empowering our families.	This workshop will educate the faculty in strategies for engaging the community, providing faculty members with the tools to do so.	Gevonne Blum will conduct a workshop designed to promote engagement between the faculty and families of Cambridge Elementary School.	Cambridge's faculty	February 09, 2022

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.

<u>Building Capacity of Families to Support Learning at Home</u>						
<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>
<b>Curriculum Areas</b>	Science Fair help, Q&A K-3 STEM Night	Oct 21, 2021	Families in 4-6 will participate in overview of virtual science fair, science fair project contents, and Q & A with Mrs. Perini, Science Title I teacher. Families in K-3 will participate in a virtual STEM project and learn best practices in exploring science.	An additional priority identified in our SIP is to increase Science FSA Scores from 2021. We will support students and families with this night.	Yes	Yes
	Virtual ELA Nights	December 16, 2021	Families will gain an understanding of strategies students are learning in Math and Language Arts classes in order to better support their children at home.	ELA 3+ proficiency will increase from 32% to 50%. ELA learning gains will increase from 51% to 55% and ELA L25% will increase from 53% to 55%.		



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<b>State Assessments &amp; Achievement Levels</b>	Virtual Math Olympics	March 31, 2022	Families will gain an understanding of strategies students are learning in Math and Language Arts classes in order to better support their children at home.	Students scoring at proficiency (Levels 3-5) on the 2021 Math FSA will increase from 40% to 55%. Students 21-22 iReady Math diagnostic 3 results will show at least 60% of students meeting or exceeding their typical growth. ELA 3+ proficiency will increase from 32% to 50%. ELA learning gains will increase from 51% to 55% and ELA L25% will increase from 53% to 55%.	Yes	Yes
	Virtual ELA Olympics	Feb 24 2022	Families will engage in reading with their students in conjunction with classroom instruction.			
	Bilingual Libraries	Nov 2021	ESOL families will be supported in utilizing reading comprehension strategies at home.			
		Nov 2021				
<b>Technology, FOCUS/LaunchPad</b>	Virtual FOCUS Help Internet Safety	Dec 2, 2021	Families will practice using the technology tools that students use to aid them in their academics. Our tech integrator Robert Klassen will demonstrate use of FOCUS for our families.	ELA 3+ proficiency will increase from 32% to 50%. ELA learning gains will increase from 51% to 55% and ELA L25% will increase from 53% to 55%. Math learning gains for all students will increase by 5 percentage points from 59 to 65% and the learning gains for the lowest 25% will increase from 48% to 55%. Our SWD making an ALG will increase from 43% to 50%.	Yes	Yes
<b>Transition (Kdg, MS, HS)</b>	Middle School Expo	Nov 18, 2021	Families will gain a clearer picture of what procedures and academic requirements will be at the secondary level and meet representatives from schools to help students understand and prepare for their transition.	ELA 3+ proficiency will increase from 32% to 50%. ELA learning gains will increase from 51% to 55% and ELA L25% will increase from 53% to 55%. Math learning gains for all students will increase by 5 percentage points from 59 to 65% and the learning gains for the lowest 25% will increase from 48% to 55%. Our SWD making an ALG will increase from 43% to 50%.	Yes	Yes
	Cocoa Jr./Sr. Meets with 6th Grade students at Cambridge	Spring 2022				
	6 <sup>th</sup> Grade students visit Cocoa Jr./Sr.	Spring 2022				
<b>Parent/Teacher Conferences</b>	Parent/Teacher Conferences	September 2021	Families will monitor the progress of students in reading and math, developing an understanding of what can be reinforced at home. Zoom conferences and phone conferences available according to the parents' needs.	ELA 3+ proficiency will increase from 32% to 50%. ELA learning gains will increase from 51% to 55% and ELA L25% will increase from 53% to 55%. Math learning gains for all students will increase by 5 percentage points from 59	Yes	Yes
	Student Led Conferences	January 2022				
	Virtual					



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				to 65% and the learning gains for the lowest 25% will increase from 48% to 55%. Our SWD making an ALG will increase from 43% to 50%.		
<b>*College &amp; Career</b>						
<b>*Graduation Requirements &amp; Scholarships</b>						

**\* Required for secondary schools**

<b>How will workshops/events for families be evaluated to determine return on investment?</b>	Exit slips and/or surveys will be provided to gather input from the participants on the effectiveness of the events. Virtual formats will include exit slips and attendance sheets using Google forms.
<b>How will the needs of families be assessed to plan future events?</b>	The exit slips and/or surveys will also be used to gather suggestions for future events. The leadership team, including administration and the title I team will read and discuss the input and develop plans for future events.
<b>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</b>	The primary barriers for parents and families are event times, translation, and childcare. Event times have been scheduled according to previous feedback from parents. Spanish translators will be on hand to translate as needed. Where appropriate, events have concurrent sessions held entirely in Spanish. Childcare will be provided on campus during events when in-person events are allowed. Virtual Events are posted on the website and parents can participate according to their schedule.





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<p><b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b></p>	<p>Events are scheduled in the evenings, as per feedback from previous events. Wednesdays and Fridays are avoided because of conflicts such as religious meetings, identified by Cambridge's families. The Annual Meeting and Science Night are recorded and posted to the school's website. Academic Virtual Nights are posted to the website and feedback is gathered using Google Docs.</p>
<p><b>How do families who are unable to attend building capacity events receive information from the meetings?</b></p>	<p>Information from events will be posted on the school's website under "Title I." It is also a goal to bring events to the community through community organizations. We will also attempt to reach out or plan multiple events so families can have more options.</p>
<p><b>What strategies were used to increase family and community engagement in decision-making?</b></p>	<p>Strategies for increasing family and community engagement include acting on community feedback, soliciting additional feedback, and increasing community interest by overcoming barriers, celebrating cultural heritage with help from the community, and reaching out to community organizations.</p>