



**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 (Alicia Kuntz-Murphy at 259-3818 ext. 41161 or kuntz-murphy.alicia@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 (Alicia Kuntz-Murphy at 259-3818 ext. 41161 or kuntz-murphy.alicia@brevardschools.org)

School's vision for engaging families:

Croton's vision for engaging families is to develop a school-family-community relationship that will have a positive impact on student achievement. Working collaboratively with families and the community, providing decision-making and learning opportunities, and offering various modes for providing input will help us to achieve our goal.

Assurances:

We will:

- Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- Involve parents in the planning, review, and improvement of the Title I program.
- Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- Provide materials and training to help parents support their child's learning at home.
- Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
- Coordinate with other federal and state programs, including preschool programs.
- Provide information in a format and language parents can understand, and offer information in other languages as feasible.
- Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal: _____

Date: _____



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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?
Schoolwide Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)	May 14, 2019, Title I Survey May 2019, June/July 2019, Sept. 11 and 17, 2019	Flyer, blackboard message, paper survey, email, marquee, newsletter	Participated in the discussion of ideas, written suggestions and input	Meeting notes, sign in, survey
Parent and Family Engagement Plan (PFEP)	September 13, 2019 and Title I Survey May 2019	Flyer, blackboard message, surveys	Written suggestions and input	Surveys
School-Home Compact	August 27, 2019, September 13, 2019	Flyer, blackboard message, snack provided	Written suggestions	Written suggestions
Title I Budget & Framework	September 13, 2019, Title I Survey May 2019	Flyer, blackboard message, paper survey	Survey and written suggestions and input	Surveys
Parent & Family Engagement Funds	May 14, 2019 and Title I Survey May 2019	Flyer, blackboard message, paper survey	Participated in discussion of ideas, surveys	Meeting notes, sign in, survey

**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	
How are families notified of the meeting?	Flyer, blackboard message, newsletter, marquee, Facebook
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?	Offer food during the presentation to encourage attendance and help with attention, offer activities for families after the meeting to encourage attendance, held separate from Open House to give more time for presentation
How will you get feedback from parents and families about the meeting?	Paper survey
How do parents and families who are not able to attend receive information from the meeting?	Presentation posted on website, offer to meet to discuss with anyone who couldn't attend

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	Croton works collaboratively with the district Parent, Family, and Community Engagement Resource teacher and Title I Family Engagement Resource teacher to provide staff with PD in regards to improving teacher quality. Title II funds are used to pay for substitutes so PD for teachers can take place, as well as materials needed for training.
Title III-ESOL	Croton staff and classroom teachers ensure that information going home is translated when necessary. Staff members assist with on-site translations when needed.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Croton teachers and the district office collaborate to plan and implement appropriate training opportunities for staff and families to utilize FOCUS as a communication tool between school and home. Links are available on Croton's website for easy access for families.
Title IX-Homeless	The Office of Title I and the district Homeless Liaison work collaboratively to meet the varying needs of our youth and families in transition (Title IX).
FDLRS/ESE services	Title I and FDLRS collaborate to address the needs of students and families. Training for parents of Title I ESE students is provided by staff from the Office of Exceptional Student Education.
Preschool Programs (Head Start/VPK)	Families of VPK students are invited to all school events. In addition, Croton's VPK program offers a variety of opportunities for parents to be engaged in their child's learning.
SAC	Our SAC team meets monthly. It is comprised of teachers, support staff, parents, and community leaders. The diverse background of experiences of the members provides stakeholder input.
PTO/PTA	Our PTO meets quarterly and the board includes a president, vice president, treasurer, and secretary. All parents, teachers, and staff are welcome to attend meetings. A member of administration attends all meetings.
Community Agencies/Business Partners	Croton has many partnerships with surrounding agencies and businesses. We hold a community meeting in May each year to discuss our program evaluation and analyze data in order to plan for the upcoming school year.



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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.	Newsletters, flyers, blackboard messages, marquee, planners, Facebook, and the school website are used to inform families about upcoming events and/or important information. Meetings, phone calls, events, and conferences are the various ways information is presented and communicated.
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 provided information about curriculum and achievement levels at our Open Houses and our Title I Annual Meeting. Pamphlets for each grade level outlining grade level expectations are sent home along with other Title I documents in September/October. Interims, Report Cards, FOCUS, conferences, i-Ready reports, FSA score reports are used for progress monitoring.
Describe how your school provides information to families in their native language. What languages do you provide?	Flyers are translated in Spanish when feasible. Surveys are translated in Spanish. Our newsletters are placed on the school website in the manner that enables them to be translated in any language. We have 2 translators on campus available to offer in person translations in Spanish and/or Portuguese at conferences, over the phone, or in the office when needed. Spanish report cards are utilized with families as needed. Translation devices are utilized for meetings and conferences.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Our school is handicapped equipped. The main building is utilized during events because it has handicapped parking spaces and ramps for wheelchair access. In addition, the main building has classrooms that allow for handicap access. Croton utilizes microphones for the hearing impaired and doc cams for ease of visibility during events.
Describe the opportunities families have to participate in their child's education.	We host several events that offer families the chance to be engaged (Dads Day, Title I Annual Meeting, Open House, Math Day, STEM Night, etc.). Families are able to participate in their child's education by attending conferences, attending community meetings, and communicating with the school/teacher.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	We utilize newsletters and our website to share this information. We also host a community meeting in May to evaluate our programs and analyze data in order to plan for the upcoming year.

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 Engagement PD	This training will show staff the importance of building a strong relationship between school and family. It will provide ways that our staff can do this in order to build upon relationships.	Presenter- Ginny Gleason and Gevonne Blum	Teachers	October 18, 2019 1:45-3:30



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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 Schoolwide improvement plan (SWP) goal this event <u>directly</u> supports	Translation provided	Take home materials provided
Curriculum Areas	Math Day and Publix Night STEM Night Literacy Night	Nov. 6, 2019 (8:30-9:30) Nov. 7, 2019 (5:30-7:00) Mar. 5, 2019 (5:30-6:30) Jan. 30, 2020 (6:30-8:00)	Families will learn about the progression of Eureka skills from K-6 th grade and how the skills build upon one another. They will learn ways to support children at home. At STEM night, families will engage in several STEM activities and learn how they can support STEM at home. At our Literacy Night, parents will learn about the importance of reading with their children at home. A read aloud will be modeled and suggestions provided to adapt based on grade levels.	Areas of Focus- Science (priority), Math (additional priority), Reading (additional priority)	Yes	Yes
State Assessments & Achievement Levels	Open House, Title I Annual Meeting, Explanation of Scores	Aug. 27, 2019 (5:30-6:45) Sept. 13, 2019 (5:30-7:00)	Families will learn about the LAFS and MAFS and what their children are assessed on with FSA. They will have a better understanding of what the Levels mean and where their child is in regards to achievement.	Areas of Focus- Science (priority), Math (additional priority), Reading (additional priority), Writing (additional priority)	Yes	No
Technology, FOCUS/LaunchPad	Open House, Cardinal Conversations, Flyers	Aug. 27, 2019 Sept. 13, 2019 (5:30-6:45)	Families will learn about FOCUS and its components. They will be given information about how to sign up and check reports. Concerns and/or questions will be addressed as needed.	Areas of Focus- Science (priority), Math (additional priority), Reading (additional priority), Writing (additional priority)	Yes	No
Transition (Kdg, MS, HS)	Kindergarten Orientation Middle School events	May 2020 (2:00-3:00) Varies	Families will learn what to expect during the Kindergarten year and will be given suggestions of what to do at home in preparation for the upcoming year. Families will learn about the various middle school options and what they each have to offer that will best meet their child's needs.	Areas of Focus- Math (additional priority), Reading (additional priority)	Yes	Yes
Parent/Teacher Conferences	Parent Conferences	Ongoing	The School-Parent Compact will be discussed and families will learn what they can do at home to support the strategies in the compact. They will learn about their child's progress and how they can offer support at home in order to strengthen skills and encourage growth.	Areas of Focus- Math (additional priority), Reading (additional priority), Writing (additional priority), PBIS (additional priority)	Yes	No
Cardinal Conversations	Monthly	Sept. 30, 2019 Octo. 28, 2019 Nov. 25, 2019 Jan. 27, 2019 Feb. 24, 2019 Mar. 30, 2019 Apr. 27, 2019 (8:15)	These monthly meetings will be held by administration, Title I team, Literacy Coach, and/or ESE team. Each meeting will have a different focus of discussion in order to provide families with specific information and allow them to share their concerns and/or make suggestions for improvement.	Areas of Focus- Science (priority), Math (additional priority), Reading (additional priority), Writing (additional priority), PBIS (additional priority)	Yes	No



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*College & Career						
*Graduation Requirements & Scholarships						

* Required for secondary schools

How will workshops/events for families be evaluated to determine return on investment?	We will utilize paper surveys/exit slips at all events. We will also have a Family Engagement Questionnaire in April/May that allows families to evaluate our program and offer their input for the upcoming year. We will have a community meeting where families, teachers, and community members come together to evaluate our program.
How will the needs of families be assessed to plan future events?	Paper surveys and exit slips will be used at each event to assist with making decisions in regards to future events.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	The biggest barrier to attendance is that families are busy and have overlapping events (ex. Sports, work, dinner). We offer varied times for events. If an event will be held during dinner hours, we find ways to provide food to families. We also utilize day-time hours (during the school day) to accommodate some families. Another barrier is that some families do not receive notice of events in a timely manner in order to plan ahead. We will request flyers to be sent home on specific dates so that all are sent home to give plenty of notice for families, which also provides consistency. We will utilize our Facebook page better and update it often with notice of upcoming events. We will provide several reminders via Blackboard Connect messages. We will be sure that flyers and surveys are translated when feasible.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Cardinal Conversations are offered on various days. We vary the times for events. If an event will be held during dinner hours, we find ways to provide food to families. We also utilize day-time hours to accommodate some families. Events are held on different days of the week as well.
How do families who are unable to attend building capacity events receive information from the meetings?	We post presentations on our school website for those families that cannot attend events. We also place handouts and copies of presentations in our Parent Involvement binder.



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<p>What strategies were used to increase family and community engagement in decision-making?</p>	<p>We asked families to complete a Family Engagement Questionnaire in April/May 2019 in order to gather input for the 2019-2020 school year. We utilize surveys/exit slips at each event to gather input about events as well as other areas. We hosted a community meeting in May 2019 and invited families to attend in order to hear about school data and have a chance to analyze the data and offer input for planning.</p>
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