

2023-2024 Title I 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's 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 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 kuntz-murphy.alicia@brevardschools.org or 321-259-3818 ext. 41109.

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, kuntz-murphy.alicia@brevardschools.org, 321-259-3818 ext. 41109.

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 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: Roseann M Bennett

Date: 10/11/23

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?
<p>School Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)</p>	<p><u>Exit Slip Questions 2022-2023</u>- throughout the year <u>Title I Program Evaluation</u>- May 2023 <u>Summer CNA Meetings</u>- June 7, 9, 13, 27, 28 2023 <u>SAC Meeting</u>- September 19, 2023 <u>2023-2024 PFEP and SIP Revisions</u> parent input survey- September 2023</p>	<p>Flyers, Blackboard Connect messages, FOCUS messages, paper surveys, email, marquee, newsletters, website</p>	<p>Participated in discussion of ideas, written suggestions, and input provided at meetings and through surveys sent home</p>	<p>Meeting notes, sign in sheets, exit slips, and survey responses</p>
<p>Parent and Family Engagement Plan (PFEP)</p>	<p><u>Exit Slip Questions 2022-2023</u>- throughout the year <u>Title I Family-Based Needs Assessment</u> survey- May 2023 <u>Title I Program Evaluation</u>- May 2023 <u>SAC Meeting</u>- September 19, 2023 <u>2023-2024 PFEP and SIP Revisions</u> parent input survey- September 2023</p>	<p>Flyers, Blackboard Connect messages, FOCUS messages, email, paper surveys</p>	<p>Surveys, written suggestions, and input provided by families and community members</p>	<p>Meeting notes, sign in sheets, exit slips, and survey responses</p>
<p>School-Home Compact</p>	<p><u>Title I Family-Based Needs Assessment</u> survey- May 2023 <u>Title I Annual Meeting</u>- August 31 and September 7, 2023 <u>2023-2024 School-Family Compact</u> family input survey- September 2023 <u>SAC Meeting</u>- September 19, 2023</p>	<p>Flyers, Blackboard Connect messages, FOCUS messages, paper surveys</p>	<p>Surveys, written suggestions, and input provided by families and community members</p>	<p>Meeting notes, sign in sheets, exit slips, and survey responses</p>

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Title I Budget	<p><u>Title I Family-Based Needs Assessment</u> survey- May 2023</p> <p><u>Title I Program Evaluation</u>- May 2023</p> <p><u>Summer CNA Meetings</u>- June 7, 9, 13, 27, 28, 2023</p> <p><u>Title I Annual Meeting</u>- August 31 and September 7, 2023</p>	<p>Flyers, Blackboard Connect messages, FOCUS messages, online and paper surveys</p>	<p>Surveys, written suggestions, and input</p>	<p>Surveys, meeting notes, sign in sheets</p>
Parent & Family Engagement Funds	<p><u>Title I Family-Based Needs Assessment</u> survey- May 2023</p> <p><u>Title I Program Evaluation</u>- May 2023</p> <p><u>Title I Annual Meeting</u>- August 31 and September 7, 2023</p>	<p>Flyers, Blackboard Connect messages, FOCUS messages, online and paper surveys</p>	<p>Participated in discussions of ideas, surveys, and written suggestions</p>	<p>Surveys</p>

**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	<p>August 31 and September 7, 2023 at 5:30 PM in person</p>
How are families notified of the meeting?	<p>Families were notified via FOCUS messages (email, texts), newsletter, and marquee. All invitations were provided in English, Spanish, and Portuguese.</p>
What information is provided at the meeting?	<p>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.</p>
How are parents and families informed of their rights?	<p>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.</p>
What barriers will you address to encourage parents/families to attend?	<p>Teachers will reach out to their students' families to invite/remind them of the meeting. Often times the communication from the classroom teacher encourages families who may not have been planning to attend to be present.</p>
How will you get feedback from parents and families about the meeting?	<p>Paper survey and online survey for those who view the recording from our website.</p>

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<p>How do parents and families who are not able to attend receive information from the meeting?</p>	<p>The presentation will be recorded and shared on our school website. The parent survey will be linked on our school website and provided in English, Spanish, and Portuguese.</p>
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3. 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.

<p>Title III-ESOL *District coordinator-Anne Skinner</p>	<p>Croton staff, classroom teachers, the ESOL assistant, ESOL teacher, and guidance counselor ensure that information going home is translated for families. ESOL families are encouraged to attend events through translated flyers, emails, and text messages. Staff members assist with on-site translations when needed and translating devices are available for use during events, at meetings, and in the front office. District ESOL personnel are invited to events to support families.</p>
<p>Title IX-Homeless *District contact-Ivette Collado</p>	<p>Croton Elementary and the district liaison for students in transition work collaboratively by giving information on community resources and providing support securing these resources. Croton supports parents and their students to meet the varying needs of our youth and families who lack fixed housing. Students identified as in-transition continue enrollment, even if we are not their home school, receive transportation, tutoring assistance paid for by district Title I funds, if the student demonstrates academic deficiencies, materials and supplies, and the ability to participate in school programs.</p>
<p>FDLRS/ESE services</p>	<p>Croton 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. FDLRS provides diagnostic and instructional support services to staff members and to families of students with disabilities. FDLRS and the district Title I office work collaboratively to implement and evaluate various parent and family engagement initiatives and training opportunities.</p>
<p>Preschool Programs (Head Start/VPK)</p>	<p>Families of VPK students are invited to all school events. In addition, Croton's VPK programs offer a variety of opportunities for parents to be engaged in their child's learning. VPK staff and students participate in all schoolwide events and activities.</p>
<p>SAC</p>	<p>Our School Advisory Council meets monthly. It is comprised of teachers, support staff, parents, and community leaders. The diverse background and experiences of the members afford opportunities for a variety of stakeholder input.</p>
<p>PTO/PTA</p>	<p>The PTO meets monthly 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. Our PTO collaboratively plans with Title I to provide food and educational prizes/incentives for events and activities that allow students to enhance their elementary school experience.</p>
<p>Community Agencies/Business Partners</p>	<p>Our Partners in Education (PIE) contact strives to build relationships with community members. We work with our community partners to receive input on our Schoolwide Plan, earn supplemental funds, and receive supplies to provide activities to help support the engagement of parents towards school improvement and academic achievement. Many local organizations and companies donate books, backpacks, and school supplies for our students. We hold a community meeting in May each year to discuss our program evaluation and analyze data to plan for the upcoming school year.</p>

4. Utilize strategies to ensure meaningful communication and accessibility.

<p>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</p>	<p>Newsletters, flyers, FOCUS messages, marquee, planners, Croton Facebook page, 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. Contact between home and school is encouraged via two-way communication.</p>
<p>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.</p>	<p>Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who not state-certified in the subject area they are assigned. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation.</p>
<p>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</p>	<p>Families are provided with information about curriculum and achievement levels at our Open Houses and our Title I Annual Meeting. Information is sent home via backpacks with students whose families were unable to attend. Pamphlets for each grade level outlining grade level expectations are sent home along with other Title I documents in</p>

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	October. Interims, Report Cards FOCUS, conferences, and testing reports are used for progress monitoring. Overall grade level test results are shared with families in the school newsletter.
Describe how your school provides information to families in their native language.	Based on our Home Language Report, we provide information to families in the following languages: Spanish and Portuguese (due to numbers often fluctuating). School-based flyers are translated in Spanish and Portuguese. Surveys are translated in Spanish and Portuguese and other languages if needed. Our newsletters are placed on the school website in a manner that enables them to be translated into any language. Spanish report cards are utilized with families as needed. We have multiple translation devices on campus available to offer in person translations in other languages at conferences, over the phone, or in the office when needed. These translation devices are also available to be utilized for meetings.
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.	Croton hosts several events that offer families the chance to be engaged in their children's education (Title I Annual Meeting, Open House, Literacy Event, STEM Family Night, Family Math Night, etc.). Families can participate in their child's education by communicating with the school/teacher, attending conferences, attending community meetings, and participating in our SAC.
Describe how your school shares the PFEP, SIP, CNA and other Title I documents with <u>community members</u>.	We utilize newsletters and our website to share Title I documents. We also host a community meeting in May to evaluate our programs and analyze data to plan for the upcoming year. In addition, parents and community members are invited to attend our summer CNA analysis as well as attend our SAC meetings.

5. Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc) on ways in which to communicate effectively, build relationships, and engage families as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year. This section focuses on training staff to work with families to improve academic achievement.

<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>
Communication Share	This session will allow teachers and staff to share with their peers strategies they have found to be helpful when communicating with families. Participants will leave with multiple positive ideas that they can begin using right away. The goal will be to learn about positive communication, how to connect with families and their cultures, ways to offer support, build trust, and help parents feel successful with helping their children learn.	Whole group meeting format led by Title I Contact. Small group breakout times to share with peers.	Teachers and staff	December 8, 2024 1:45 PM

6. 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 directly supports	Translation provided	Take home materials provided
Curriculum Areas	Family Math Night	September 28, 2023 6:00-7:15 PM	Families will learn ways to encourage their children to have a positive attitude toward math (Growth Mindset). They will engage in hands-on math games geared toward number sense and will take home their own math game packet and materials to continue the learning at home.	Area of Focus- Math	Yes	Yes
	Literacy Event	November 3, 2023	At this event, parents will learn about the importance of encouraging their children to read. They will engage in various literacy activities that can be recreated at home to support their children's literacy progress.	Area of Focus- ELA	Yes	Yes
	STEM Night	February 29, 2024	Families will engage in several STEM activities and learn how they can support STEM at home.	Area of Focus- Science	Yes	No
	Summer Send-off	May 22, 2023	Families will learn how they can support their child's learning over the summer and prevent a loss of skills.	Area of Focus- ELA and Math	Yes	Yes
State Assessments & Achievement Levels	Title I Annual Meeting Explanation of Scores	August 31 and September 7, 2023 5:30 PM	Families will learn about Florida's BEST Standards and what their children will be assessed on with the STAR/FAST PM and summative assessments as well as i-Ready. They will have a better understanding of what the format will be for these assessments.	Area of Focus- ELA, Math, Science	Yes	No
	Summer Send-off	May 22, 2023	Families will participate in a station at this event where they will be shown and compare the various testing results from the year and discuss ideas for the upcoming school year.	Area of Focus- ELA, Math, Science	Yes	Yes
Technology, FOCUS/LaunchPad	Open House, Flyers, Newsletters, Literacy Event	August 31 and September 7, 2023 6:00 PM, November 3, 2023 5:30-7:30 PM	Families will learn about FOCUS and its components. They will be given information about how to sign up and check reports. Teachers will review grade level expectations. Concerns and/or questions will be addressed as needed. Our Literacy Event will have a station that families can opt to attend and learn how to utilize FOCUS for communication.	Area of Focus- ELA, Math, Science	Yes	No

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Transition (VPK-K, MS, HS)	Kindergarten Orientation	April 2024	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.	Area of Focus- ELA and Math	Yes	Yes
	Middle School events	April/May 2024	6 th grade teachers will host a parent night to provide families with an overview of what to expect in the coming months regarding middle school topics. Families will learn about the various middle school options and what they each have to offer that will best meet their child's needs as they transition to middle school.		Yes	Yes
Parent/Teacher Conferences	Parent Conferences	Ongoing	The School-Family Compact will be discussed and families will learn what the school will be doing as well as what they can do at home to support the strategies in the compact. Parents will learn about their child's progress and how they can offer support at home to strengthen skills and encourage growth.	Area of Focus- ELA, Math, and Science	Yes	No
*College & Career						
*Graduation Requirements & Scholarships						

* Required for secondary schools

How will workshops/events for families be evaluated to determine their effectiveness?	We will utilize paper surveys/exit slips at 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 plan to have a community meeting in May 2024 so families, teachers, and community members can come together to evaluate our programs.
How will the needs of families be assessed to plan future events?	Paper surveys and/or exit slips will be used at each event to assist with making decisions in regard to future events.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc.)	A large barrier to attendance is time. Families are busy and have other activities going on (sports, work, dinner). We offer varied times for events (earlier and later times) as well as multiple time options for some events to accommodate families. We ensure that all flyers, surveys, and communications are translated so that all families are able to read the information about our events in their home language.

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<p>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</p>	<p>Title I Annual Meeting, Open House, and family engagement events are offered on different days of the week as well as different time frames. We utilize daytime hours and evening hours in order to accommodate our stakeholders.</p>
<p>How do families who are unable to attend building capacity events receive information from the meetings?</p>	<p>When possible, events and/or presentations are recorded and posted on our school website to allow parents easy access. Extra materials are set aside and given to families that request them.</p>
<p>What strategies were used to increase family and community engagement in decision-making?</p>	<p>We asked families to complete a questionnaire in May 2023 in order to gather input for the 2023-2024 school year. We utilize surveys/exit slips at each event to gather input about events as well as other areas. A meeting to share school data and offer input for planning the 2024-2025 school year is being planned for April or May 2024.</p>