



**Brevard Public Schools
Office of Title I
2020-2021 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, Lisa Cisko at Cisko.lisa@brevardschools.org or (321)269-3252 ext. 47853.

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 Lisa Cisko at Cisko.lisa@brevardschools.org or (321)269-3252 ext. 47853.

School's vision for engaging families:

All stakeholders (staff, parents, students, and community) of Oak Park Elementary will work as a collaborative team to provide a positive, safe, and nurturing environment to ensure that all students are able to meet their full academic achievement.

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

Title I Documents	Date of meeting to gather family/community input.	List outreach strategies used to invite families and community to provide input.	Describe the method in which family and community members were involved.	What evidence do you have to document family/community participation?
Schoolwide Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)	March 2020, 4/28/20	The district sent out school surveys, notification was sent via blackboard connect and flyers sent home. A SAC meeting was held and an invite was sent to all families via Blackboard Connect.	Community viewed presentation and gave input verbally, family feedback surveys	Survey results
Parent and Family Engagement Plan (PFEP)	5/3/20, 5/5/20, 9/8/20	A google forms survey was created and sent out to all families via Blackboard connect, posted on our website and on our social media page. A newsletter went out to in person learners and was posted on teacher FOCUS resource pages with a second survey link.	Parents answered questions on a survey.	Survey results
School-Home Compact	5/3/20, 5/5/20, 9/8/20	A google forms survey was created and sent out to all families via Blackboard connect, posted on our website and on our social media page. A newsletter went out to in person learners and was posted on teacher FOCUS resource pages with a second survey link.	Parents answered questions on a survey.	Survey results
Title I Budget & Framework	4/28/20, 5/3/20, 5/5/20, 10/8/20, 10/9/20	A SAC meeting was held and an invite was sent to all families via Blackboard Connect. A google forms survey was created and sent out to all families via Blackboard connect, posted on our website and on our social media page. A Title I Annual Meeting was held and parents were notified by flyers sent home, social media post, and advertisement on electronic marquee in front of school.	Parents reviewed presentation and gave input verbally, on exit slips from the Title I Annual Meeting and surveys sent out.	Notes from meeting; survey results, Title I Annual Meeting exit slips
Parent & Family Engagement Funds	5/3/20, 5/5/20, 9/8/20	A google forms survey was created and sent out to all families via Blackboard connect, posted on our website and on our social	Parents answered questions on a survey.	Survey results



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Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)**

		media page. A newsletter went out to in person learners and was posted on teacher FOCUS resource pages with a second survey link.	
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**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	October 8 th , 2020 at 6pm and October 9 th , 2020 at 9am.
How are families notified of the meeting?	Flyers went home with all in person learning students and flyers were added to packets to be picked up for e-learners. Teachers posted the flyer on their FOCUS Resource page for parents to see. It was posted on our school website and Facebook page.
What information is provided at the meeting?	The Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum.
How are parents and families informed of their rights?	Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	Barriers: lack of childcare, schedule of activities. Using a variety of methods (social media, robo calls, flyers, website) to inform families of the meeting. Meeting was done virtually and the recording was posted on the website and emailed out to families via blackboard connect. Times were staggered to help meet the needs of various families.
How will you get feedback from parents and families about the meeting?	A google form was created as an exit ticket and the active link was placed on the last slide to the presentation, along with a QR code to scan, which would take parents directly to the exit slip. The meeting was recorded and emailed out to all families with a chance to win a gift card for completing the exit slip.
How do parents and families who are not able to attend receive information from the meeting?	Information will be sent home with students whose parents were not able to attend, PowerPoint and recording will be posted on the school website, and an offer will be made for families to contact the Title I Contact to receive additional detailed information.

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	All of Oak Park's teachers are highly qualified teachers continuing their education through college classes or in-service credits provided through the district. These trainings improve teacher quality and in turn will impact student achievement.
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Title III-ESOL	Oak Park provides our limited-English proficient students with appropriate accommodations suggested by the district, along with ESOL certified teachers, so that they may meet the same challenging content and achievement standards that other students are expected to meet.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Title I and Ed. Technology address technology needs of students/families in our school by helping families access and use FOCUS as a means of home/school communication. We are also assisting families that need technology for home based elearning by providing equipment on an as needed basis.
Title IX-Homeless	The school based social-worker will work with the district liaison to ensure that all students in transition receive appropriate services.
FDLRS/ESE services	The school collaborates with FDLRS and Title I to plan, implement, and evaluate parent involvement training and opportunities such as Parenting in Today's World. This information supports teachers, empower families with information regarding their child's learning style, behavior strategies for at home and how to better participate in ESE meetings.
Preschool Programs (Head Start/VPK)	VPK teachers will coordinate meetings with parents to discuss transition into Kindergarten. VPK teachers will also coordinate meetings with Kindergarten teachers to discuss specific learning needs of all students.
SAC	Our SAC chair holds monthly SAC meetings that keep key stakeholders, including community members, up to date on pertinent information happening throughout the school.
PTO/PTA	PTO meetings will be held on a monthly basis. Parents will be sent emails and Blackboard Connect voice mails and text messages reminding them about the meetings. Agendas and minutes will be sent out to those parents who are unable to attend the meeting, so that they may still give input regarding topics.
Community Agencies/Business Partners	Our Partners in Education Contact has contacted local businesses and is working on getting commitments from several local partners who are willing to develop a partnership with Oak Park. They will receive monthly emails about the happenings at the school, including data throughout the year.

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.	A student planner was purchased for each student and goes to and from school each day. Teachers and parents are able to use this planner for communication about a child's day. Teachers are using their FOCUS Resource page to post notices about school and classroom events. Many teachers use Class Dojo, email, and other classroom apps to keep parents up to date with information about their child and their child's progress. A monthly newsletter will be going home with students, along with it being posted on the school's website about important events and information pertinent to our families. Blackboard notifications also go out to all families about school news.
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 this information at the Title I Annual Meeting and this information is posted on the school website. Teachers present what students are expected to learn each year through their Open House presentation. Parents are notified of the results of these assessments through parent teacher conference, interim reports and report cards.



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Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)**

Describe how your school provides information to families in their native language. What languages do you provide?	Oak Park currently has 11 students identified in need of ESOL services and majority of them speak Spanish. We utilize google translate to help provide translated materials and use the district provided materials that are translated in Spanish. Languages that are provided are Spanish, Bengali and Mandarin. Our website also has the option of being presented in various languages.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Information is typically provided in print and auditorily. Any family who is unable to attend events is given the opportunity to receive information in writing or an alternative way when needed. Families needing accommodations to receive information are invited to meet with staff for specific information.
Describe the opportunities families have to participate in their child's education.	Families have the opportunity to volunteer in the child's classroom and throughout the school, attend field trips, participate in monthly curriculum nights, be informed by reading school newsletters and classroom newsletters, give input through exit slips and surveys, attend award ceremonies, joining PTO/SAC, and asking pertinent questions about their child's day. Due to current COVID safeguards parents are not able to come on campus but can participate in family engagement events via a virtual platform. Families can also volunteer to complete tasks from home.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	Information will be shared with community members by posting pertinent information on our school webpage, using social media, emailing our Partners in Education monthly and sharing this information through our SAC committee, which will consist of at least 1 community member.

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>
Less Jargon, More Grace: Using Language That Parents Understand	To improve communication with all families.	Book Study	All faculty	January 2021

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



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Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)**

<u>Topic</u>	<u>Title</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Adult learning goal: What skill that reinforces student learning at home will families gain during this training?</u>	<u>List the Schoolwide improvement plan (SWP) goal this event directly supports</u>	<u>Translation provided</u>	<u>Take home materials provided</u>
Curriculum Areas	Eureka Math Night Literacy Night Science Night Summer Blast Off	February 2021 January 2021 November 2020 April 2021	How to support students with math curriculum How to discuss books to maximize understanding Science fair and what to expect and answer questions Provide families with materials to support summer learning	Increase reading and science proficiency	As needed	Materials to support with at learning strategies at home
State Assessments & Achievement Levels	Parent Nights		Provide families with current student data as compared with peers and curriculum demands. Stakeholder knowledge increases emphasis on encouragement and discussions. Provide individualized meetings for subgroups reviewing data and instructional strategies.	Increase reading and science proficiency	As needed	
Technology, FOCUS/LaunchPad	Open House	9/29/2020	Parents gained information about how to use the FOCUS app and follow up on student grades	Increase reading and science proficiency	As needed	
Transition (Kdg, MS, HS)	Kindergarten Roundup Middle School tours/transition meetings	April January - April	Preparing pre-k students for the transition to Kindergarten Middle School staff come to OP to share information about classes offered; students take tour of school; parents of students with disabilities have individualized roll-up meetings with MS staff		As needed	Additional Support Materials as needed
Parent/Teacher Conferences	Parent Teacher Conferences	Held as needed	Information regarding individual progress and needs to close gaps. Parents are provided with strategies to support students at home.	Increase reading and science proficiency		Additional Support Materials
*College & Career						
*Graduation Requirements & Scholarships						

* Required for secondary schools

How will workshops/events for families be evaluated to determine return on investment?	Exit slips will be developed and parents will have the opportunity to give feedback on the event.
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**Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)**

How will the needs of families be assessed to plan future events?	Exit slips will be analyzed, along input throughout the year of what the families need. Surveys will be conducted online, sent home, through Facebook and school website.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	Barriers: transportation, childcare, schedules Events will be offered virtually along with being held on campus (when able to) some events may be help out in the community to allow for less traveling, events will be staggered and scheduled at various times to accommodate families, some events will provide childcare, and we would like to try some PTO/SAC meetings using Facebook live.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We will work to vary the days of the week for night events and provide follow up from the Title I teachers during the school day. PowerPoints and information from events will be available on the website. The Title I Annual Meeting was held at 2 different times to accommodate families, PTO meetings will vary in time depending on the availability of members.
How do families who are unable to attend building capacity events receive information from the meetings?	Information is sent home after the event and is posted on the school website. If more information is needed, an offer will be made to contact the Coordinator of the event to assist with what is needed.
What strategies were used to increase family and community engagement in decision-making?	Emails will be sent out regularly that contains information about school data and topics discussed during PTO and SAC meetings. Google forms will be utilized to create surveys about decision making topics.