



## Sherwood Elementary

### 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 Rachel Caddell at [caddell.rachel@brevardschools.org](mailto:caddell.rachel@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 Rachel Caddell at [caddell.rachel@brevardschools.org](mailto:caddell.rachel@brevardschools.org).*

**School's vision for engaging families:** By creating a partnership with families, students will extend their learning outside the school day. When parents and families can connect with school stakeholders, information can be shared on how to continue the learning at home; thus increasing student achievement potential.

### **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.



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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.**

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?
<b>School Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)</b>	<ol style="list-style-type: none"> <li>1. Parent Survey Spring 2023</li> <li>2. Community Meeting 06/30/23</li> <li>3. Community Meeting 8/25/23</li> <li>4. Annual Title I Meeting 8/31/23</li> </ol>	<ol style="list-style-type: none"> <li>1. FOCUS, Flyers, Website, Newsletter</li> <li>2. FOCUS, Flyers, Website, Newsletter</li> <li>3. FOCUS, Flyers, Website, Newsletter</li> <li>4. FOCUS, Flyers, Website, Newsletter</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent Survey Spring 2023 Parents/Families completed an online survey</li> <li>2. Community Meeting 6/30/23 Stakeholders reviewed and discussed data, then offered feedback.</li> <li>3. Community Meeting 8/25/23 Stakeholders reviewed and discussed data, then offered feedback.</li> <li>4. Annual Title I Meeting 8/31/23 Data share with families. Families asked to review previous SIP and PFEP to provide input (paper and/or electronic).</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent Survey Spring 2023 electronic survey</li> <li>2. Community Meeting 06/30/23 agenda, sign-in sheets, &amp; feedback/input forms</li> <li>3. Community Meeting 8/25/23 agenda, sign-in sheets, &amp; feedback/input forms</li> <li>4. Annual Title I Meeting 8/31/23 agenda, sign-in sheets, &amp; feedback/input forms</li> </ol>
<b>Parent and Family Engagement Plan (PFEP)</b>	<ol style="list-style-type: none"> <li>1. Parent Survey Spring 2023</li> <li>2. Community Meeting 06/30/23</li> <li>3. Community Meeting 8/25/23</li> <li>4. Annual Title I Meeting 8/31/23</li> </ol>	<ol style="list-style-type: none"> <li>1. FOCUS, Flyers, Website, Newsletter</li> <li>2. FOCUS, Flyers, Website, Newsletter</li> <li>3. FOCUS, Flyers, Website, Newsletter</li> <li>4. FOCUS, Flyers, Website, Newsletter</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent Survey Spring 2023 Parents/Families completed an online survey</li> <li>2. Community Meeting 6/30/23 Stakeholders reviewed and discussed data, then offered feedback.</li> <li>3. Community Meeting 8/25/23 Stakeholders reviewed and discussed data, then offered feedback.</li> <li>4. Annual Title I Meeting 8/31/23 Data share with families. Families asked to review previous SIP and PFEP to provide input (paper and/or electronic).</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent Survey Spring 2023 electronic survey</li> <li>2. Community Meeting 06/30/23 agenda, sign-in sheets, &amp; feedback/input forms</li> <li>3. Community Meeting 8/25/23 agenda, sign-in sheets, &amp; feedback/input forms</li> <li>4. Annual Title I Meeting 8/31/23 agenda, sign-in sheets, &amp; feedback/input forms</li> </ol>
<b>School-Home Compact</b>	<ol style="list-style-type: none"> <li>1. S.A.C. Meeting 10/26/23</li> </ol>	<ol style="list-style-type: none"> <li>1. FOCUS, Flyers, Website, Newsletter</li> <li>2. FOCUS, Flyers, Website, Newsletter</li> </ol>	<ol style="list-style-type: none"> <li>1. S.A.C. Meeting 10/26/23</li> </ol>	<ol style="list-style-type: none"> <li>1. S.A.C. Meeting 10/26/23</li> </ol>



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	2. Annual Title I Meeting 8/31/23 3. Electronic & Paper Survey Fall 2023	3. FOCUS, Flyers, Website, Newsletter	Stakeholders reviewed data & previous School-Home Compact, discussed, offered input, & completed feedback forms (paper and/or electronic) 2. Annual Title I Meeting 8/31/23 Data share with families. Families asked to review previous School-Home Compact to provide input (paper and/or electronic). 3. Electronic & Paper Survey Fall 2023 Families asked to review previous School-Home Compact (both located on our website) to provide input (paper and/or electronic). Survey sent home in paper form as well.	agenda, minutes, sign-in sheets, & feedback/input forms 2. Annual Title I Meeting 8/31/23 agenda, sign-in sheets, & feedback/input forms 3. Electronic/Paper Survey Fall 2023 feedback/input forms
<b>Title I Budget</b>	1. Parent Survey Spring 2023 2. Community Meeting 06/30/23 3. Community Meeting 8/25/23 4. Annual Title I Meeting 8/31/23	1. FOCUS, Flyers, Website, Newsletter 2. FOCUS, Flyers, Website, Newsletter 3. FOCUS, Flyers, Website, Newsletter 4. FOCUS, Flyers, Website, Newsletter	1. Parent Survey Spring 2023 Parents/Families completed an online survey 2. Community Meeting 6/30/23 Stakeholders reviewed and discussed data, then offered feedback. 3. Community Meeting 8/25/23 Stakeholders reviewed and discussed data, then offered feedback. 4. Annual Title I Meeting 8/31/23 Data share with families. Families asked to review previous SIP and PFEP to provide input (paper and/or electronic).	1. Parent Survey Spring 2023 electronic survey 2. Community Meeting 06/30/23 agenda, sign-in sheets, & feedback/input forms 3. Community Meeting 8/25/23 agenda, sign-in sheets, & feedback/input forms 4. Annual Title I Meeting 8/31/23 agenda, sign-in sheets, & feedback/input forms
<b>Parent &amp; Family Engagement Funds</b>	1. Parent Survey Spring 2023 2. Community Meeting 06/30/23 3. Community Meeting 8/25/23 4. Annual Title I Meeting 8/31/23	1. FOCUS, Flyers, Website, Newsletter 2. FOCUS, Flyers, Website, Newsletter 3. FOCUS, Flyers, Website, Newsletter 4. FOCUS, Flyers, Website, Newsletter	1. Parent Survey Spring 2023 Parents/Families completed an online survey 2. Community Meeting 6/30/23 Stakeholders reviewed and discussed data, then offered feedback. 3. Community Meeting 8/25/23 Stakeholders reviewed and discussed data, then offered feedback. 4. Annual Title I Meeting 8/31/23 Data share with families. Families asked to review previous SIP and PFEP to provide input (paper and/or electronic).	1. Parent Survey Spring 2023 electronic survey 2. Community Meeting 06/30/23 agenda, sign-in sheets, & feedback/input forms 3. Community Meeting 8/25/23 agenda, sign-in sheets, & feedback/input forms 4. Annual Title I Meeting 8/31/23 agenda, sign-in sheets, & feedback/input forms

*\*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>	08/31/23 5:30pm – 6:00pm
<b>How are families notified of the meeting?</b>	Families are notified about the Annual Title 1 meeting in the following ways: FOCUS, flyers, website, teacher emails, calendar and 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>	Parents/families were unable to attend Sherwood's Title I presentation, are given the opportunity to review the content and provide feedback via our school website, at their convenience. Translations for the meeting were provided through Google Translate. Preferred methods of communication (derived through parent/family input) were utilized to inform parents of the meeting, its content, and request for feedback. These methods include Blackboard Connect, flyers, website, teacher emails, calendar and newsletter.
<b>How will you get feedback from parents and families about the meeting?</b>	Families are provided a survey at the end of the meeting, allowing them the opportunity to provide feedback. Feedback forms were sent home with students prior to the meeting, accompanying the invitation flyer. Parents were also provided information on how to provide feedback digitally through our school website. They may also contact the Title 1 school site coordinator by phone or email.
<b>How do parents and families who are not able to attend receive information from the meeting?</b>	Parents/families unable to attend Sherwood's Title I presentation, are given the opportunity to review the content and provide feedback via our school website, at their convenience. They may also contact the Title 1 school site coordinator by phone or email.

#### 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.

<b>Title III-ESOL</b> <b>*District coordinator-Anne Skinner</b>	We plan and implement appropriate programs, services and training opportunities for school staff and families who have ESOL/ELL students based on input from the district's Title III contact. Our Title 1 contact works with our ESOL/ELL teachers to ensure that they translate information into the native languages of our students based on the FOCUS ELL report. Our ESOL Instructional Assistant and other staff members assist with translations for our families.
<b>Title IX-Homeless</b> <b>*District contact-Ivette Collado</b>	Our school works collaboratively with the office of Title 1 and the district Homeless Liaison to meet the varying needs of our homeless students' families. Title IX funds provide these families with tutoring, school supplies, and aftercare if needed.



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<b>FDLRS/ESE services</b>	Joint professional development opportunities are provided for staff and training opportunities for parents of Title I ESE students by staff from the Office of Exceptional Education, Title I, and FDLRS. We collaborate to address the exceptional needs of students and families without duplicating services.
<b>Preschool Programs (Head Start/VPK)</b>	Title 1 funding supplements our VPK program, allowing us to offer full day services for our VPK students and families. These offices work together to coordinate parent training opportunities and transitional services for students entering our school. Activities may include coordinated meetings with ELC, Title I staff, school staff, families, VPK, and kindergarten teachers to discuss specific needs.
<b>SAC</b>	Several of our school's families are members of the SAC. They provide the school with valuable insight into what families are wanting/needing to support students at home. This allows the contact to provide Family Night Workshops that meet the needs of the families as well as how to allocate Parent Involvement funds. SAC funds may also be used to support students and their families.
<b>PTO/PTA</b>	The PTO/PTA schedules numerous events throughout the school year that help build community and benefit our students' social and emotional needs. The PTO/PTA conducts several fundraisers. Some of the funds raised are used to support learning at home.
<b>Community Agencies/Business Partners</b>	Our community/business partners support families by providing products/services that address our students' academic, social emotional, and basic needs. Their products/services also support our parent/family engagement events focused on ways to directly increase families becoming involved in their student(s) education.

#### 4. Utilize strategies to ensure meaningful communication and accessibility.

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</b>	To ensure meaningful and ongoing communication with all school stakeholders the following methods will be used: FOCUS, school website, Facebook, school/classroom newsletters, teacher emails, flyers, calendars, and marquee.
<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>	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.
<b>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>	Open House, Title 1 Nights, Parent-Teacher Conferences, interims, progress reports, and FOCUS all provide information regarding curriculum, achievement levels, progress monitoring and assessments.
<b>Describe how your school provides information to families in their native language.</b>	Based on our Home Language Report, we provide information to families in the following languages: Spanish.
<b>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	In compliance with the Americans with Disabilities Act, our school offers handicap parking along with wheelchair accessible doorways, classrooms, and bathrooms. Microphones, Smart Boards, and Document Cameras provide support and accessibility for the hearing impaired.



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<b>Describe the opportunities families have to participate in their child's education.</b>	The Title I office will work with teachers, parents, and community members to coordinate engaging events that will provide families with a better understanding of the curriculum and resources to support their child's learning at home. These events will be held in the first and second semesters. Parents are also notified of additional parent resources available for checkout to support academic standards. Volunteer opportunities are also available to parents.
<b>Describe how your school shares the PFEP, SIP, CNA and other Title I documents with <u>community members</u>.</b>	These documents will be shared at the Annual Title 1 meeting and SAC/stakeholder meetings. We will also share these documents through FOCUS, school newsletters, Sherwood's Title I webpage, and in our school Title I binder located in the front office.

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>
APTT Trainings	The program is designed to engage families in the school community through community-building activities, along with using data to show families how their child is doing in school. Materials are provided to families to support learning at home.	Presentation followed by implementation of hands-on materials, then close with guided instruction on developing a student-led conference.	Staff	Fall 2023 Winter 2024 Spring 2024

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.

<b>Building Capacity of Families to Support Learning at Home</b>						
<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 <u>directly</u> supports</u>	<u>Translation provided</u>	<u>Take home materials provided</u>
<b>Curriculum Areas</b>	1. STEM Night 2. APTT Night 3. Literacy Night	1. Fall 2023 2. Fall 2023 Winter 2024 Spring 2024 3. Spring 2024	1. Adults will learn about the scientific process and grade level expectations. 2. Adults will learn data/student progress and grade level expectations.	Instructional Practice specifically relating to Benchmark-aligned Instruction	Upon Request	Yes



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			3. Adults will learn about reading strategies and grade level expectations.			
<b>State Assessments &amp; Achievement Levels</b>	Annual Meeting	08/31/23	The presentation includes the school's current grade and proficiency levels.	Instructional Practice specifically relating to Benchmark-aligned Instruction	Yes	No
<b>Technology, FOCUS/LaunchPad</b>	Annual Meeting	08/31/23	The use of the FOCUS platform is included in our Annual Meeting as a way for parents to view their child's progress throughout the year.	Instructional Practice specifically relating to Benchmark-aligned Instruction	Yes	No
<b>Transition (VPK-K, MS, HS)</b>	1. Middle School Orientation 2. Kindergarten Orientation	1. Spring 2024 2. Spring 2024	1. Adults will learn about the various Middle School Programs offered throughout Brevard County and the requirements for each. Adults will also learn about the process to enroll their student in a Middle School. 2. Adults will learn about how to prepare their child for kindergarten. Registration information/procedures, curriculum, state standards, and assessment information will also be provided.	Instructional Practice specifically relating to Benchmark-aligned Instruction	Yes	Yes
<b>Parent/Teacher Conferences</b>	Conference Nights	Fall 2023 & Spring 2024	Adults will learn the Grade Level Expectations (standards/skills) for their student's grade level. They will also learn activities to use at home to support these standards and skills.	Instructional Practice specifically relating to Benchmark-aligned Instruction	Yes	Yes

<b>How will workshops/events for families be evaluated to determine their effectiveness?</b>	Title I activities will be reviewed after every event, using parent and staff feedback, exit slips, and surveys. From these responses, upcoming events will be planned, reviewed, and revised to provide the programs that will have the greatest impact on families. Input on how Title I funds will be allocated will be gathered using the District Parent Survey, SAC/stakeholder events/meetings, the Annual Title 1 meeting, and input surveys/exit slips. Opportunities to give input to the Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP) were also provided during the District Parent Survey, SAC/stakeholder meetings, the Annual Title I Meeting, and input surveys/exit slips.
<b>How will the needs of families be assessed to plan future events?</b>	Family and community members are asked to complete a survey at the conclusion of each event. The survey gives families the opportunity to list topics/events that will benefit them in supporting their child's learning. In addition, all stakeholders are asked to complete a survey in the Spring to provide input on what events/topics they would like to participate in for following year. Families can also contact the Title1 contact at the school to offer ideas on future topics/events.



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<b>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</b>	The majority of those who are not able to attend school events state that their work schedule is a barrier. In response we have incorporated flexible hours for meetings and events when practical. Additionally, feedback from various surveys/input forms indicated timely notification of events has proven to be a barrier for families. We will continue to create monthly calendars and newsletters to provide parents timely information about important dates and events. Parents will be provided with a hard copy of the calendar and an electronic copy will be posted to our website as well. Notification and reminders of important dates and event will also be sent through FOCUS, flyers, newsletters, teacher emails, and/or our website.
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	We will host Title I Family/Academic Events and hold S.A.C. meetings weekday afternoons and evenings as this continues to be the best time for most of our families. Title I Family/Academic Events will be offered on various weekday nights (Tuesday, Wednesday, and Thursday), with various time slots. S.A.C. meetings will be after school (3:00pm) on the fourth Thursday of every month. PTO meetings will be held on the second Wednesday of every month, and PBIS meetings will be held on the third Thursday of every month. Administration, teachers, and guidance counselor also schedule conferences in the morning, afternoon, and evening hours. Our Head Start teachers conduct home visits in the morning, afternoon, and evening hours as well.
<b>How do families who are unable to attend building capacity events receive information from the meetings?</b>	Information/materials from an event may be obtained by contacting the event coordinator or Title I contact. Additionally, information presented at events will be available on the school website where families can access the presentation at their convenience.
<b>What strategies were used to increase family and community engagement in decision-making?</b>	The majority of parents said they were given opportunities to provide input and feedback into school decisions. The majority of those who felt they were not given ample opportunity indicated they would like more information about school issues to be addressed. Multiple opportunities (meetings, surveys, etc.) to inform families, and gain input, will be given using various platforms (meetings, school website, etc.) throughout the year. Parents will be notified of these opportunities via text, email, and flyers sent home with students. Surveys are the preferred method of input, while meetings are the next preferred method. For our Spanish speaking students Invitations, surveys, and presentations are translated by Spanish speaking faculty and/or Google Translate.