



**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 (Trish Jones at 321-259-3818 ext 41161 or jones.patricia@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 (Trish Jones at 321-259-3818 ext 41161 or jones.patricia@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 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)	Title I Survey May 2020, June 2020	Flyer, blackboard message, paper survey, online 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)	October 8, 2020 and Title I Survey May 2020	Flyer, blackboard message, surveys	Written suggestions and input	Surveys
School-Home Compact	October 2, 2020 October 8, 2020	Flyer, blackboard message	Written suggestions and input	Written suggestions
Title I Budget & Framework	October 8, 2020, Title I Survey May 2020	Flyer, blackboard message, online survey	Survey and written suggestions and input	Surveys
Parent & Family Engagement Funds	Title I Survey May 2020, SAC Program Evaluation May 2020, Parent Survey April 2020	Flyer, blackboard message, online 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	October 8, 2020 @ 4:00 p.m. via Zoom
How are families notified of the meeting?	Flyer, Blackboard message, newsletter, marquee, Facebook



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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?	Holding the meeting via online platform will allow families to join from a convenient location. Opportunity will be provided for families to submit questions prior to, during, and following the meeting. A recording of the meeting will be posted online for those who are unable to attend the meeting at the time it is presented.
How will you get feedback from parents and families about the meeting?	Online survey
How do parents and families who are not able to attend receive information from the meeting?	Presentation will be posted on website; phone number and email will be provided so that parents may contact regarding questions

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 Resources teacher to provide staff with PD in order to increase quality teaching practices. Title II funds are used to pay for materials needed for trainings, as well as substitutes so that PD for teachers can take place.
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.



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SAC	Our SAC team meets monthly. It is comprised of teachers, support staff, parents, and community leaders. The diverse background and experiences of the members provides opportunities for a variety of 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 to plan for the upcoming school 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.	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. Contact between home and school is encouraged via two-way communication.
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 into any language. Spanish report cards are utilized with families as needed. We have 2 translators on campus available to offer in person translations in Spanish and/or other languages at conferences, over the phone, or in the office when needed. Spanish report cards are utilized with families as needed. These translation devices are also 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 (Title I Annual Meeting, Open House, Literacy Event, Math Day, STEM Night, etc.). Families can participate in their child's education by communicating with the school/teacher, attending conferences, and attending community meetings.
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 to plan for the upcoming year.



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

<u>Topic/Title</u>	<u>How does this help staff build school/family relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Parent Engagement Professional Development	This training will share with the staff the importance of building a strong relationship between school and family through virtual conferencing. It will provide ideas to help our staff build stronger parent/family relationships.	Presenters - Ginny Gleason and Gevonne Blum	Teachers	Jan. 22, 2021 @ 1:30 p.m.

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						
<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	Fall into Literacy	Oct. 31, 2020	At our drive-through (contactless) Fall into Literacy event, parents will learn about the components of reading. Activities and materials will be shared that will allow families to utilize the information immediately.	Areas of Focus- Science (priority), Math (additional priority), Reading (additional priority)	Yes	Yes
	Celebrate Literacy Night	Jan. 28, 2021	At our Literacy Night, parents will learn about the importance of reading with their children at home.			
	STEM Family Night	March 4, 2021	At STEM night, families will engage in several STEM activities and learn how they can support STEM at home.			
	Family Math Night	Feb. 9, 2021	At our virtual Family Math Night, families will be provided hands-on materials to use in an online classroom where they choose five stations to explore.			



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State Assessments & Achievement Levels	Title I Annual Meeting (virtual) Explanation of Scores, Open House (virtual)	Oct. 8, 2020 (4:00-5:00pm) Oct. 22, 2020 (4:00 pm and 5:30 pm)	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 FSA Scores/Achievement Levels mean and where their child is regarding achievement.	Areas of Focus- Science (priority), Math (additional priority), Reading (additional priority)	Yes	No
Technology, FOCUS/LaunchPad	Open House, Cardinal Conversations, Flyers	Oct. 22, 2020 (4:00pm and 5:30pm)	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.	Areas of Focus- Science (priority), Math (additional priority), Reading (additional priority)	Yes	No
Transition (Kdg, MS, HS)	Kindergarten Orientation and Middle School events	May 2021 (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. Parents will learn about their child's progress and how they can offer support at home to strengthen skills and encourage growth.	Areas of Focus- Math (additional priority), Reading (additional priority), PBIS (additional priority)	Yes	No
Cardinal Conversations	Monthly	Sept. 28, 2020 Oct. 26, 2020 Nov. 30, 2020 Jan. 25, 2020 Feb. 22, 2020 Mar. 29, 2020 Apr. 19, 2020	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), PBIS (additional priority)	Yes	No
*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 and/or online surveys and exit slips will be used at each event to assist with making decisions in regard to future events.



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<p>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc.)</p>	<p>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 to plan ahead. We have begun sending out “Save the Date” notifications. 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.</p>
<p>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</p>	<p>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.</p>
<p>How do families who are unable to attend building capacity events receive information from the meetings?</p>	<p>We are currently planning/holding events virtually, and events/presentations that are recorded are posted on our school website. We also place handouts and copies of presentations in our Parent Involvement binder.</p>
<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 May 2020 in order to gather input for the 2020-2021 school year. We utilize surveys/exit slips at each event to gather input about events as well as other areas. A planned community meeting to share school data and offer input for planning the 2020-2021 school year was prevented by district school closure.</p>