



**Brevard Public Schools
Office of Title I
2021-2022 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)	<u>Title I Program Evaluation</u> – May 2021 <u>SAC Meeting</u> – May 7, 2021 <u>Summer CNA Meetings</u> – June 15, June 21, and June 25, 2021 <u>2021-2022 PFEP and SIP Revisions</u> parent input survey – Sept. 2021	Flyers, BlackBoard Connect messages, paper surveys, online surveys, email, marquee, newsletters	Participated in discussions of ideas, written suggestions, and input provided at meetings and through surveys sent home	Meeting notes, sign in sheets, exit slips, and survey responses
Parent and Family Engagement Plan (PFEP)	<u>Title I Program Evaluation</u> – May 2021 <u>2021-2022 PFEP and SIP Revisions</u> parent input survey – Sept. 2021 <u>SAC Meeting</u> – August 24, 2021	Flyers, BlackBoard Connect messages, surveys	Surveys, written suggestions, and input provided by families and community members	Meetings, exit slips, survey responses
School-Home Compact	<u>2021-2022 School-Family Compact – Family Input Survey</u> – Sept. 2021 <u>Title I Annual Meeting</u> – Sept. 9, 2021 <u>Open House</u> – Sept. 9, 2021	Flyers, BlackBoard Connect messages	Surveys, written suggestions, and input provided by families	Surveys, written suggestions
Title I Budget & Framework	<u>Title I Program Evaluation</u> – May 2021 <u>Title I Annual Meeting</u> – Sept. 9, 2021	Flyers, BlackBoard Connect messages, online surveys	Surveys, written suggestions, and input	Surveys
Parent & Family Engagement Funds	<u>Title I Family-Based Needs Assessment</u> – May 2021 <u>Title I Program Evaluation</u> – May 2021 <u>Title I Annual Meeting</u> – Sept. 9, 2021	Flyers, BlackBoard Connect messages, online surveys	Participated in discussions of ideas, surveys, and written suggestions	Meeting notes, sign in sheets, exit surveys

**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	September 9, 2021, at 5:00 p.m. via Zoom
How are families notified of the meeting?	Families were notified via BlackBoard Connect messages (texts, email), newsletter, Croton Facebook page. All invitations were provided in English, Spanish, and Portuguese.



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What information is provided at the meeting?	Croton Elementary shares 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. Our presentation is personalized by elaborating on how Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at 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. Croton maintains required copies 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?	By having the meeting via online platform, it allows families to join from a convenient location. Opportunities will be provided for families to submit questions during and following the meeting. A recording of the meeting will be posted online for those who are unable to attend the live meeting.
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?	The recording of the presentation and the parent exit survey will be sent out via BlackBoard Connect message. The recorded presentation and the parent exit survey will be posted on the school website. The presentation and survey will also be shared on the Croton Facebook page.

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 the Title I Family Engagement Resources teacher to provide staff with professional development 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 professional development (PD) for teachers can take place during the school day.
Title III-ESOL	Croton staff, classroom teachers, the ESOL assistant, and guidance counselor ensure that information going home is translated for families. ESOL families are encouraged to attend events through translated flyers, emails, and phone calls. 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.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Croton teachers and the district office collaborate to plan and implement training opportunities for utilizing FOCUS as a technology tool for communicating. FOCUS help links are available on Croton's website for family access.



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Title IX-Homeless	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.
FDLRS/ESE services	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.
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. VPK staff and students participate in all schoolwide events.
SAC	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.
PTO/PTA	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 prizes/incentives for events and activities that allow students to enhance their elementary school experiences.
Community Agencies/Business Partners	Our Partners in Education (PIE) contacts strive 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.

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 Connect 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.
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.



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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. If these events are virtual, the information is sent home in backpacks. 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, and i-Ready reports are used for progress monitoring.
Describe how your school provides information to families in their native language. What languages do you provide?	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 two 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 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.	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, Science Fair 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 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.

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>
Building Strong Communication between Schools and Families	This training will share with staff the importance of building and maintaining relationships with families through strong, consistent communication. A variety of ideas and methods will be provided for use in different situations/scenarios.	Presenters – Ginny Gleason and Gevonne Blum	Teachers	March 4, 2022 @ 1:45 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.



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Building Capacity of Families to Support Learning at Home						
Topic	Title	Tentative Date/Time Are they flexible?	Adult learning goal: What skill that reinforces student learning at home will families gain during this training?	List the Schoolwide improvement plan (SWP) goal this event <u>directly</u> supports	Translation provided	Take home materials provided
Curriculum Areas	Science Fair Night	October 14, 2021	At the Science Fair Night, parents will learn about the scientific process as well as the requirements and expectations of the science fair. Teachers will guide parents and students through the planning and designing of a science fair project and display board.	Areas of Focus – Science, Math, and Reading	Yes (partial)	Yes
	Reading is Snow Much Fun!	January 22, 2022	At our drive-through event, Reading is Snow Much Fun, parents will learn about the components of reading. Teachers will explain the components and the activities. Materials will be provided. This will allow and encourage families to utilize the information immediately.	Areas of Focus - Reading	Yes (partial)	Yes
	STEM Family Night	March 3, 2022	At STEM night, families will engage in several STEM activities and learn how they can support STEM at home.	Areas of Focus – Science, Math, and Reading	Yes (partial)	Yes
State Assessments & Achievement Levels	Title I Annual Meeting (virtual) Explanation of Scores, Open House (virtual)	Sept. 9, 2021 Title I Annual Meeting (5:00-5:30pm) Sept. 9, 2021 Open House (5:30 pm and 6:00 pm)	Families will learn about Florida’s B.E.S.T. Standards 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- Reading, Math, Science	Yes	No
Technology, FOCUS/LaunchPad	Open House, Cardinal Conversations, Flyers, Newsletters	Sept. 9, 2021 Open House (5:30 pm and 6:00 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.	Areas of Focus- Reading, Math, Science	Yes (partial)	No
Transition (Kdg, MS, HS)	Kindergarten Orientation and Middle School events	April 2022 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 as they transition to middle school.	Areas of Focus- Reading, Math, Science	Yes (partial)	Yes



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Parent/ Teacher Conferences	Parent Conferences	Ongoing	The School-Parent Compact will be discussed, and families will learn what the school will be doing and 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- Reading, Math, Science, Social/Emotional Learning	Yes (partial)	No
Cardinal Conversations	Stakeholder Meetings	Nov. 29, 2021 Mar. 28, 2022	These meetings will be held by administration, Title I team, Literacy Coach, and/or ESE team. The meetings 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- Reading, Math, Science, Social/Emotional Learning	Yes (partial)	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 events. Online surveys/exit slips will be used for virtual 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 2022 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 and/or online surveys and 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.)	The biggest barrier to attendance is that families are busy and have overlapping activities (ex. Sports, work, dinner). We offer varied times for events. We also utilize daytime hours (during the school day) to accommodate some families. Another barrier is that some families state they do not receive notice of events in a timely manner to plan ahead. We continue to send out "Save the Date" notifications when appropriate. We 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 Croton Facebook page more frequently and update it often with notice of upcoming events. We will continue providing several reminders via BlackBoard Connect messages. We will be sure that flyers and surveys are translated whenever possible.



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How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Title I Annual Meeting, Open House, Cardinal Conversations, and the variety of academic and family/community events are offered on different days of the week. We vary the times for events. We also utilize daytime hours, evening, and weekend days in order to accommodate our stakeholders.
How do families who are unable to attend building capacity events receive information from the meetings?	When Croton events are held virtually, the event presentations are recorded and posted on our school website and social media to allow parents easy access. We also place handouts and copies of presentations in our Parent Involvement binder following virtual and in-person meetings and events.
What strategies were used to increase family and community engagement in decision-making?	We asked families to complete a Croton Family and Community Engagement (FACE) Questionnaire in May 2021 in order to gather input for the 2021-2022 school year. We utilize surveys/exit slips at each event to gather input about events as well as other areas. A FACE meeting to share school data and offer input for planning the 2022-2023 school year is being planned for April or May 2022.