



Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEPP)

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 Melinda Ingram, 321-634-5462

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 Melinda Ingram, 321-634-5462

School's vision for engaging families:

Our vision for engaging families is to have a partnership where both teacher and parent effectively communicate the needs of our scholars and work together to support them both in the home and at school.

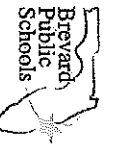
Assurances:

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: 10/1/19



EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:

1. Involve families and community members in the design, implementation and evaluation of their Schoolwide Improvement Plan (SWP) 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)	9/12/19	Phone calls, newsletters, email, text, marquee, Facebook, flyer	Families and community members were invited to participate and provide feedback for our SIP and CNA during school hours.	Survey
Comprehensive Needs Assessment (CNA)				
Parent and Family Engagement Plan (PFEPP)	9/12/19, 9/25/19	Phone calls, newsletters, email, text, marquee, Facebook, flyer	Family members were provided with two input opportunities. One during school hours and the other during the evening.	Survey
School-Home Compact	9/12/19, 9/25/19	Phone calls, newsletters, email, text, marquee, Facebook, flyer	Family members were able to provide feedback on our school compact on a survey.	Survey
Title I Budget & Framework	9/12/19	Phone calls, newsletters, email, text, marquee, Facebook, flyer	Family members were able to provide feedback on our budget via survey.	Survey
Parent & Family Engagement Funds	9/12/19, 9/25/19	Phone calls, newsletters, email, text, marquee, Facebook, flyer	Parents are allowed to provide suggestions on a survey on how funds should be sent and what materials they could use at home to work with their child.	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	9/25/19 at 5:30pm
How are families notified of the meeting?	Families will be notified using the following methods: phone calls, newsletters, email, text, marquee, Facebook, flyer
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.



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<p>How are parents and families informed of their rights?</p>	<p>Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.</p>
<p>What barriers will you address to encourage parents/families to attend?</p>	<p>We will address the child care barrier to encourage families to attend. Since most of our events are geared towards the whole family, we encourage everyone to come. We will also offer flexible days and times throughout the year to accommodate work schedules.</p>
<p>How will you get feedback from parents and families about the meeting?</p>	<p>Parents will provide feedback on the event survey in exchange for parent warrior bucks.</p>
<p>How do parents and families who are not able to attend receive information from the meeting?</p>	<p>Parents who are unable to attend the meeting may request a copy of the presentation, review the printed presentation and materials in the Title I binder, or go to our school website to review materials.</p>

Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.

<p>Title II- Professional Development</p>	<p>The funding will be used for our consultant. Our consultant will observe and provide feedback to educators. He will also assist in lesson planning.</p>
<p>Title III-ESOL</p>	<p>ESOL Supplies</p>
<p>Title IV-Well-Rounded Education/School Safety/Educational Technology</p>	<p>Additional computers/hardware</p>
<p>Title IX-Homeless</p>	<p>School uniforms for scholars in transition.</p>
<p>FDLRS/ESE services</p>	<p>Our ESE educators receive the same training as our general education educators. Our ESE scholars are invited to all Title I events as well. Materials are provided to all ESE families to support their child's needs.</p>
<p>Preschool Programs (Head Start/VPK)</p>	<p>Emma Jewel currently has its own VPK program which joins us in all events we offer. Parents and students can participate in all school wide events.</p>
<p>SAC</p>	<p>N/A</p>



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PTO/PTA	N/A
Community Agencies/Business Partners	We have partnered with Mike Erdman for the past two years to help support our K-8 summer school program. The Church of God and United Way also provides monthly donations to our school to help with our scholars educational needs.

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.	Emma Jewel will send home a biweekly newsletter via email. We will also have paper copies available in the office for pick up. Important dates and events will be posted on our Facebook page and school marquee. In addition, we will also create all calls and send home fliers for school events. Teachers will also maintain communication with families using planners, phone calls, and class dojo app. The community is involved in our monthly character breakfasts and governing board meetings.
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.	Parents are provided with curriculum information during our Annual meeting and parent teacher conferences. Parents can request their child's progress and achievement levels at any time throughout the year by directly contacting their child's teacher.
Describe how your school provides information to families in their native language. What languages do you provide?	If any parent ever needs translation, we have a faculty member who is able to translate any documents needed. Translation can be requested in the front office. We provide translation in Spanish.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	To overcome these barriers we have attached fliers to digital messages including Facebook and email. We have also started to send a biweekly newsletter. For days of the week we will change the meeting days for each event to allow for an increased participation.
Describe the opportunities families have to participate in their child's education.	Families will have multiple opportunities throughout the year to participate in their child's education. Parents are welcomed and encourage to visit the school at any time whether to view academics or have a meal with their child. We will provide Title I events after school hours for reading, math, STEM, open house, etc.
Describe how your school shares the PFEF, SWP, CNA and other Title I documents with community members.	All documents will be shared at our governing board meeting, annual meeting, and on our school website.

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.

Topic/Title	How does this help staff build school/family relationships?	Format for Implementation: workshop, book study, presenter, etc.	Who is the audience?	Tentative Date/Time



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Parent Involvement/ Relationships	It will help parents and educators work together to support scholar success. Build communication as well.	Presentation	All Emma Jewel Educators	November 2019

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						
Topic	Title	Tentative Date/Time Are they flexible?	Adult learning goal: What skill that reinforces student learning at home will families gain during this training?	List the Schoolwide improvement plan (SWP) goal this event directly supports	Translation provided	Take home materials provided
Curriculum Areas	Math Night	November 2019	Parents will receive math games and manipulatives to use at home to practice fact fluency in the areas of addition, subtraction, multiplication, and division.	Math 3+ proficiency will increase from 45% to 52%. Math learning gains will increase from 56% to 61%	No	Yes
State Assessments & Achievement Levels	Annual Meeting	September 2019	Families will gain an understanding of what Title I is, how we use our funds, and learn the state assessment results for our school overall. They will understand our areas of achievement and areas that may need improvement.	ELA 3+ proficiency will increase from 30% to 40%. Math 3+ proficiency will increase from 45% to 52%. Math learning gains will increase from 56% to 61%	Yes	Yes
Technology, FOCUS/Launchpad	STEM Night	October 2019	STEM night will provide parents with training on how to access school grades and learning programs such as myON and iReady. They will also participate in a family building activity.	We would like to increase our science achievement from 24% to 35% for the 2019-2020 school year.	No	Yes
Transition (Kdg, MS, HS)	Kindergarten Round Up	May 2020	Parents will gain information about Kindergarten readiness including how to improve letter and sight word fluency and number recognition.	ELA 3+ proficiency will increase from 30% to 40%.	Yes	Yes
Parent/Teacher Conferences	Conferences	February 2020	Families will gain an understanding of their child's strengths and weaknesses in their academics. Teachers will communicate with families skills to work on to help close their scholars achievement gaps.	ELA 3+ proficiency will increase from 30% to 40%. Math 3+ proficiency will increase from 45% to 52%. Math learning gains will increase from 56% to 61%	Yes	Yes
Curriculum Areas	Reading Night	January 2020	Parents will receive a book collection to encourage at home reading. Parents will learn strategies to help with reading comprehension and improve fluency.	ELA 3+ proficiency will increase from 30% to 40%.	No	Yes



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<p>How will workshops/ events for families be evaluated to determine return on investment?</p>	<p>Parent surveys will be given at the conclusion of each event. These surveys will be reviewed to determine whether or not the event, materials, and focus of the evening were a success.</p>
<p>How will the needs of families be assessed to plan future events?</p>	<p>Surveys are reviewed by the Title I team. Feedback is noted in order to change or add things for future events.</p>
<p>What are the barriers for parents and families to attend workshops/ events and how do you overcome these? (transportation, translation, etc)</p>	<p>Our biggest barrier is transportation. We try to offer ample notice of at least two weeks, but typically a month, so parents can make appropriate arrangements to attend events. Only 1% of families are currently ESOL (Spanish) and we do have a teacher translator available at some of our events depending on the need.</p>
<p>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</p>	<p>We often change the event meeting days from Tuesday to Wednesday to Thursday to allow for flexibility. We will also offer a morning session as well as an afternoon session for certain events. On occasion, events have been held during the school day and on weekends. Parents have also made individual appointments with our Title I contact to go over the workshop in a smaller group setting.</p>
<p>How do families who are unable to attend building capacity events receive information from the meetings?</p>	<p>Parents who are unable to attend building events are able to request materials and information from the Title I contact.</p>



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<p>What strategies were used to increase family and community engagement in decision-making?</p>	<p>We have purchased a marquee out front to aid in notification of events. In addition, parents can earn warrior bucks for attending and completing surveys which drive the decision making for various events.</p>
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