



**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 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.



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Principal: _____

Date: _____

EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:

- 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)	8/13, 8/31	Text, phone call, newsletter, flyer, email	Family members and community members were invited to both in person and virtual meetings in which we discussed the SWP and the CNA. Families and community members were able to have live discussions, notes were taken, and surveys were distributed and collected at the end of the session.	Google form, minutes recorded during ZOOM meeting
Parent and Family Engagement Plan (PFEP)	8/13, 8/31	Text, phone call, newsletter, flyer, email	Family members and community members were invited to both in person and virtual meetings in which we discussed the SWP and the CNA. Families and community members were able to have live discussions, notes were taken, and surveys were distributed and collected at the end of the session.	Google form, minutes recorded during ZOOM meeting
School-Home Compact	10/5	Text, phone call, newsletter, flyer, email, facebook	Family members will help in the creation and deletion of items in the compact. We will review the document together, parents can share their input and will complete a survey outlining additions and deletions as they see fit.	Survey, sign in sheets
Title I Budget & Framework	10/5	Text, phone call, newsletter, flyer, email, facebook	Families will review the budget and framework at our annual meeting and allow for both verbal input and written input in the form of a survey.	Survey, sign in sheets
Parent & Family Engagement Funds	8/13, 8/31	Text, phone call, newsletter, flyer, email, facebook	Family members and community members were invited to both in person and virtual meetings in which we discussed the SWP and the CNA. Families and community members were able to have live discussions, notes were taken, and surveys were distributed and collected at the end of the session.	Google form, minutes recorded during ZOOM meeting

**All Title I schools are required to hold at least one face-to-face conference in which the compact is discussed with families.*

- 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 5, 2021
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How are families notified of the meeting?	Families are notified in the newsletter, marque, website, facebook, text, phone call and email, and 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.
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?	To encourage families to attend, we will offer various meeting times and days throughout the school year as well as provide virtual meetings when possible. Childcare may be possible at future events on a reservation basis.
How will you get feedback from parents and families about the meeting?	Parents will fill out a survey at the end of the meeting.
How do parents and families who are not able to attend receive information from the meeting?	Parents and families unable to attend can request a copy of the presentation be emailed or sent home or can meet with the Title I contact.

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	We will attend appropriate trainings at the district including reading endorsement courses
Title III-ESOL	ESOL Supplies such as dictionaries and partial cost of an ESOL Aide
Title IV-Well-Rounded Education/School Safety/Educational Technology	We will utilize these funds for a lap counter for morning mile



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Title IX-Homeless	School uniforms provided for scholars in transition
FDLRS/ESE services	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.
Preschool Programs (Head Start/VPK)	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.
SAC	N/A
PTO/PTA	N/A
Community Agencies/Business Partners	United Way-support various initiative including parent events throughout the year. The Real Church-support scholars and teachers by providing much needed school supplies, Northrup Grumman- supporting grades 6-8 bi weekly in STEM research and hands on experience. Alton Edmond has also sponsored our Odyssey of the Mind team. Mrs. Faulhaber also contributes to various initiatives school wide.

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.	Communication will be done a multitude of ways including emails, phone calls, text messages, post to the marque, Facebook, through the school app, FOCUS, school planners/agenda, and notes/letters home.
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 with information three times a year at the start of parent events (October, December, and May) with iReady data to show the overall school progress in both reading and math. Additionally, parents are sent scoring reports for their child and can check FOCUS for the most up to date information on their grades and assessments. Teachers also communicate with families on their child's progress throughout the year. Curriculum information is also discussed at our annual meeting as well as at parent/family events.
Describe how your school provides information to families in their native language. What languages do you provide?	We provide documents translated into Spanish for our families. For meetings where a parent is unable to communicate in English, we also have a Spanish translator available to assist.



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How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Families with disabilities are accommodated by being give content appropriate to their scholars level oppose to grade level as their achievement may be different from content expectation. We offer flexibility and options when attending events.
Describe the opportunities families have to participate in their child’s education.	Parents can participate by checking FOCUS, attending parent night events, getting take home materials for volunteer hours, attend conferences, and maintain communication with their scholars teacher.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	The school will typically email and invite supporting partners to take place in providing feedback on various documents including the PFEP, SWP, and CNA. In addition, we will reach out to these groups throughout the year to help support initiatives and invite them to volunteer at our parent involvement events.

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>
Teach like a Champion	If parents understand the expectations, they can help instill the culture and utilize strategies at home during study periods or homework time.	Presentation at parents events to teach parents strategies used at school	parents	Oct. 5 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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<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	Math Night	11/9 @5:30	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 31% to 40%. Math learning gains will increase from 42% to 50%. EOY iReady data will show a decrease of students working at Tier 3 from 48% to 35%.	As needed	Yes
Curriculum Areas	Family Game Night	February 2022	Increase scholars math and problem solving skills with game play. Families will learn how to support learning through play with problem solving, reading, and math.	Math 3+ proficiency will increase from 31% to 40%. Math learning gains will increase from 42% to 50%. EOY iReady data will show a decrease of students working at Tier 3 from 48% to 35%.	As needed	Yes
Curriculum Areas	Reading Night	12/8 @5:30	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 29% to 35%. EOY 2022 i-Ready ELA percentage on Tier 3 will decrease from 48% to 35%.	As needed	Yes
State Assessments & Achievement Levels	Annual Meeting	10/5 at 5:30	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 29% to 35%. EOY 2022 i-Ready ELA percentage on Tier 3 will decrease from 48% to 35%.	As needed	No
Technology, FOCUS/LaunchPad	STEM Night	10/5 at 5:30	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 with robots, circuits, and other hands on STEM items	Math 3+ proficiency will increase from 31% to 40%. Math learning gains will increase from 42% to 50%. EOY iReady data will show a decrease of students working at Tier 3 from 48% to 35%.	As needed	Yes
Transition (Kdg, MS, HS)	Kindergarten Roundup Middle School	May 2022 April 2022	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 29% to 35%. EOY 2022 i-Ready ELA percentage on Tier 3 will decrease from 48% to 35%.	As needed	Yes No
Parent/Teacher Conferences	Ongoing as needed	September- May 2021	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 29% to 35%. EOY 2022 i-Ready ELA percentage on Tier 3 will decrease from 48% to 35%. Math 3+ proficiency will increase from 31% to 40%. Math learning gains will increase from 42% to 50%.	As needed	No



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				EOY iReady data will show a decrease of students working at Tier 3 from 48% to 35%.		
*College & Career						
*Graduation Requirements & Scholarships						

*** Required for secondary schools**

How will workshops/events for families be evaluated to determine return on investment?	Surveys will be provided at the end of each event to get feedback
How will the needs of families be assessed to plan future events?	The needs of the families will be taken into consideration and implemented in future events if at all possible. We will continue to coordinate with our community to help with family's needs as necessary.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	Some of the barriers our families face are transportation, work schedules, COVID concerns, and childcare. To help offset these challenges, we have offered to hold virtual meetings for some of our events so parents who lack transportation or childcare can still be a part of their child's education. We have also offered childcare for in person events. This year we will also have a bilingual translator available for our Spanish speaking families.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We try to offer our events and workshops on alternating days and times and provide a virtual opportunity when possible. For example, in the development of the PFEP, parents were given an opportunity to come in person, a second opportunity to attend a virtual meeting, and the third was offered to all families to review the recorded zoom session on their own time and complete a virtual survey. We plan to follow these same procedures when possible for this school year.



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<p>How do families who are unable to attend building capacity events receive information from the meetings?</p>	<p>Families that are unable to attend building events can always schedule a private zoom or phone call with our Title I coordinator Mrs. Ingram. In addition, any events that are recorded will be available for families to review at their own time. Materials can be sent home as well upon the completion of a virtual survey after viewing the necessary documents/videos.</p>
<p>What strategies were used to increase family and community engagement in decision-making?</p>	<p>To increase engagement, we have tried a variety of methods including scheduling meetings that are flexible, in person and virtual, and provide meaningful materials that are engaging and helpful as it relates to the education of their scholar.</p>