



Brevard Public Schools
Office of Title I
2020-2021 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 - Carissa Stanton at stanton.carissa@brevardschools.org or call 321-264-3060 ext. 43327.

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 - Carissa Stanton at stanton.carissa@brevardschools.org or call 321-264-3060 ext. 43327.

School's vision for engaging families:

Coquina Elementary believes that the shared responsibility of positive parent/family involvement is essential to student achievement. We encourage all members of our school community to be involved in educational planning and operations. We believe that the purpose of our parental involvement program is to provide families with knowledge and strategies that allow them to take an active role in their child's education in order to ensure high quality instruction to all learners.

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: Shantmelce

Date: 11/2/2020



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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)	April 27 – May 1, 2020 School-wide Evaluation Faculty feedback May 5, 2020 SAC May 11-16, 2020 Family survey	Blackboard automated phone call, Facebook, Coquina website, newsletter, flyer posted to FOCUS	Discussion during meeting and written response in surveys at family event	SAC minutes, Feedback surveys
Parent and Family Engagement Plan (PFEF)	March 11, 2020 SAC April 27 – May 1, 2020 School-wide Evaluation Faculty feedback May 11-16, 2020 Family survey	Blackboard automated phone call, Facebook, Coquina website, newsletter, flyer sent home	Written response in surveys at family event and annual meeting	Feedback surveys
School-Home Compact	April 14, 2020 SAC April 27 – May 1, 2020 School-wide Evaluation Faculty feedback May 11-16, 2020 Family Survey	Coquina website, newsletter, flyer sent home	Discussion during meeting and written response in surveys at family event	SAC minutes, Feedback surveys
Title I Budget & Framework	April 27 – May 1, 2020 School-wide Evaluation Faculty feedback May 5, 2020 SAC May 11-16, 2020 Family Survey	Facebook, Coquina website, flyer sent home	Written response in survey at annual meeting; email address given for additional input	Feedback surveys
Parent & Family Engagement Funds	March 10, 2020 SAC April 14, 2020 SAC	Facebook, Coquina website, flyer sent home	SAC verbal discussion, written response in Family Survey; email address given for additional input	Feedback surveys



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	April 27 – May 1, 2020 School-wide Evaluation Faculty feedback May 11-16, 2020 Family Survey			
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** 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 1, 2020 5:30pm
How are families notified of the meeting?	We advertise the event with a Blackboard automated phone call, flyers sent home, on the Coquina website, Facebook, and in student planners.
What information is provided at the meeting?	<p>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.</p> <p>Each year in the first few weeks, we present the Title 1 Annual Meeting. The purpose of this event is to provide parents with information about our school wide Title 1 program as well as to solicit input into our school plan. The LEA at the district office provides a Power Point presentation that covers all of the required and relevant information that parents need to know about the Title 1 program. We tailor the Power Point presentation to include information specific to Coquina. In the presentation, we address the Coquina Family Engagement Plan, School-Family Compact for Learning, Parents' Right to Know, School Improvement Plan (SIP/SWP) Goals, and the use of Title 1 funds. We explain that Coquina has a school wide Title 1 program and that benefits all students through the use of instructional coaches, additional instructional staff, and materials for student use.</p> <p>We usually provide parents with information regarding our school grade, however we did not have FSA in the spring this past year. We continue to strive for a B for the 2020-2021 school year.</p>
How are parents and families informed of their rights?	<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>During the meeting, we let parents know that they have certain rights. Parents have the right to request information about the qualifications of their child's teacher. Teacher and assistant information sheets are kept in the front office in the parent information binder. Families at Coquina will be notified in a timely manner if a child has been taught for more than four consecutive weeks by a teacher who is out of field. A letter will be sent home to families if this situation occurs.</p>



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What barriers will you address to encourage parents/families to attend?	We addressed a barrier of low attendance by making the meeting virtual which is more convenient for parents. We plan the event on the same evening as the Coquina Curriculum Night. Although we hold a separate meeting prior to Curriculum Night, this schedule increases the number of families attending the Title 1 Annual Meeting dramatically.
How will you get feedback from parents and families about the meeting?	A link, and QR code, to provide feedback via Google Forms will be given at Annual Meeting; email address given for additional input
How do parents and families who are not able to attend receive information from the meeting?	Power Point presentation will be posted to the school website and a copy placed in the Title I Parent and Family Engagement Notebook located in our front office. The meeting will be recorded and posted to the school website.

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	Professional development will focus on training in tier 1 instruction, to include technology and virtual teaching, per our SIP goal in reading, math, and science.
Title III-ESOL	We have identified families that may need written communication home in another language. The Title 1 teacher will translate documents when possible and send home with targeted students.
Title IV-Well-Rounded Education/School Safety/Educational Technology	We will hold a family Curriculum Night in October that will address educational technology, including cyber safety tips, in grade level sessions.
Title IX-Homeless	Brevard Public Schools receives funds under Title IX to provide services for students who are coded homeless/in transition. The school based homeless liaison uses these funds to offer tutoring services, food and clothing for families, and school supplies. The liaison contacts families individually to offer services and to see if their needs are being met. In addition, the liaison works to identify families at our school who are in transition and may qualify for services. We arrange for bus transportation for these families as needed. The liaison works closely with local churches and Eckerd Youth to provide food to families on a weekly basis as well as gifts during the holidays.
FDLRS/ESE services	Coquina has a parent resource center where families can check out materials to use at home to help their student be successful. During parent conferences, we offer these resources that will target specific student deficits, including ESE students.
Preschool Programs (Head Start/VPK)	The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc. In the 2020-21 school year 2 VPK Head Start classes will be on our campus. The Head Start Family Advocate works closely with the Title 1 contact to coordinate parent involvement activities and events. In addition, once a year at the Kindergarten



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	Round Up meeting, families of students from all local VPK programs are invited to learn about Kindergarten expectations as well as steps to a smooth transition to Kindergarten.
SAC	This year we are continuing to work through our School Advisory Council (SAC) to enlist parents and community members to enhance student success at Coquina. Also during the beginning of the year we present the Title 1 plans and budget information to our SAC. Members of SAC are asked to provide their thoughts and ideas about the Title 1 plan and budget. SAC members volunteer to serve on the council and are voted on by parents of the entire school body. At the end of the year, we provide families and SAC members with another opportunity to provide feedback by supplying a feedback form in the front office that has been advertised in the school newsletter and passing out the feedback forms at the end of the year Title 1 family night. The information from the SIP and CNA are shared at SAC meetings in order for all stakeholders to be informed.
PTO/PTA	Coquina does not have a PTO / PTA at this time. We continue to reach out to families through newsletters, SAC and events in an effort to find families that would like to start a PTO/PTA.
Community Agencies/Business Partners	We also designated a teacher as the community/business partner contact. Her job involves contacting businesses and volunteer organizations to provide materials, resources, and meals for students and family involvement events. We also work closely with local churches to provide volunteers and mentors at our school. Many of the churches donate food for our weekly food packets for students in transition as well.

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.	Teachers and staff will maintain regular two-way communication with parents through student planners (sent home daily), phone calls, newsletters, email, communication apps, and texts.
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.	All parent involvement events are advertised through school newsletters and teacher-family school communication apps (up to a month prior to event), digital and hard copy flyers (the week before), the school marquee (the week before), the school website and Facebook (up to a month prior to the event) and blackboard phone calls (the week of the event). 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.	During Meet and Greet and Curriculum Night, parents will have the opportunity to meet virtually with families regarding curriculum, achievement levels, progress monitoring and assessments. Teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. Teachers will also discuss what the expectations are for students at each grade level. Brochures that explain the expectations for the grade level are available on the school website and hard copies sent home. The same information will be available for families unable to attend. Teachers will maintain sign-in sheets and provide a copy to the Title One Coordinator who will also maintain documentation on the dissemination of mandatory information, distribution methods, and timelines. Parents will also be informed of student progress on academic assessments during parent conferences and on interim reports and report cards.



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<p>Describe how your school provides information to families in their native language. What languages do you provide?</p>	<p>Communications will be sent home in students' native language when possible. The ELL contact provides written translation services in Spanish, Afrikaans, and Mandarin Chinese when possible. An ESOL endorsed certified teacher provides tutoring services for ELL students working below grade level. In addition, the ELL contact works closely with the Title I contact to provide information about parent involvement to the ELL families.</p> <p>To the extent practicable, Coquina will provide full opportunities for the participation of parents with disabilities, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.</p> <p>To the extent practicable, Coquina will provide full opportunities for the participation of parents with disabilities, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.</p>
<p>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</p>	<p>To the extent practicable, Coquina will provide full opportunities for the participation of parents with disabilities, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.</p>
<p>Describe the opportunities families have to participate in their child's education.</p>	<p>Coquina will provide information at family nights on how the activities relate to expectations of the Florida Standards and how those standards are assessed throughout the year including FSA.</p> <p>At this year's virtual family events focusing on content areas (STEAM night, reading night, etc.) parents will be informed of expectations of student progress and provided with strategies to facilitate that progress at home. These meetings are scheduled quarterly and are coordinated by the Title I team. Evidence of these events will be agendas, sign-in sheets and handouts as well as parent feedback forms.</p> <p>Parents may request a parent conference or can schedule a conference on parent conference nights (Oct/Feb). In addition, the classroom teacher will contact parents if data shows that the child is working below grade level and/or is being placed in the IPST process to monitor student progress in intervention groups. Teachers and school based leadership meet monthly to analyze and monitor student data.</p>
<p>Describe how your school shares the PFEF, SWP, CNA and other Title I documents with community members.</p>	<p>Parents will be given a copy of the Coquina PFEF summary, which includes more detailed information on these topics. A copy of the PFEF will be available in the front office and on the school website. The information from the SIP and CNA are shared at the Title I Annual Meeting as well as at SAC meetings in order for all stakeholders to be informed.</p>

- 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>
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SEL/Supporting PBIS	Training the support staff on ways to have positive interactions with families when they are on campus, during breakfast, lunch, arrival, dismissal, and events, will help build positive relationships with families which will encourage families to engage in family curriculum events on campus.	Presenter	Custodians and IA's	November/afternoon
Parent Engagement/Parents are Partners	Training teachers on ways to increase positive parent interactions and effectively communicate with parents will help to establish a partnership between parent and teacher.	Presenter	Teachers	October/afternoon

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 <u>directly</u> supports	Translation provided	Take home materials provided
Curriculum Areas	Curriculum Nights – What your Child is Expected to Learn in ...; Literacy (includes writing) and Math/ Science	October November January May/ Virtual/Evening	At family events focusing on content areas, families will be informed of expectations of student progress and provided with strategies to facilitate that progress at home.	Proficiency and Learning Gains in ELA, Math and Science	Flyers and handouts (hard copies and digital), as applicable	Yes
	Curriculum Nights - What your Child is Expected to Learn in ...; and Math/Science	October, November and January/ virtual/evening	Family events will have break-out sessions for FSA and iReady in reading and math to teach families how to read reports and what the grade level expectation is for their student.	Proficiency and Learning Gains in ELA, Math and Science	Flyers and handouts (hard copies and digital), as applicable	Yes
Technology, FOCUS/LaunchPad	Curriculum Nights - What your Child is Expected to Learn in ...; and Math/Science	October, November and January/ virtual/evening	Family event will have break-out sessions for technology, including how to use FOCUS and Launchpad.	Proficiency and Learning Gains in ELA, Math and Science	Flyers and handouts (hard copies and digital), as applicable	Yes



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Transition (KdG, MS, HS)	KG Round Up 6 th grade student and family meetings	Feb / March	Families will receive tips and materials, as well as registration information for achieving success as their student rolls up to KG. Sixth grade families learn what programs of study are offered at schools across the county via a meeting held by the feeder middle school. The feeder middle school comes to speak to 6 th grade in the spring and has a follow up meeting with families a week or so after. Families are notified via email, flyers are sent home, and it is posted on our school Facebook page to encourage parents to attend. We also have students write the date down in the planner every day a week prior to the information night.	Proficiency and Learning Gains in ELA, Math and Science	Flyers and handouts, as applicable	Yes
Parent/ Teacher Conferences	Parent /Teacher Conference Nights	Oct./Feb. evenings	Families will learn how to talk about their child's academic progress using data provided by the teacher.	Proficiency and Learning Gains in ELA, Math and Science	Flyers and handouts, as applicable	No
*College & Career	N/A	N/A	N/A	N/A	N/A	N/A
*Graduation Requirements & Scholarships	N/A	N/A	N/A	N/A	N/A	N/A

* Required for secondary schools

How will workshops/events for families be evaluated to determine return on investment?	Families will submit feedback on surveys at the event. Feedback is read and analyzed to determine if the event was worthwhile.
How will the needs of families be assessed to plan future events?	Data gathered on surveys and feedback forms at events will be analyzed by leadership, committees, and staff to plan future events.



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What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	<p>According to the feedback forms and family surveys from parents, a barrier we have at Coquina is that family members do not attend school events during the day. Another barrier, this year, is that families and volunteers are not allowed on campus. We will be hosting virtual events this year to overcome this barrier.</p> <p>We have designated a school-based person to coordinate volunteers in order to provide opportunities for family members that would like to be involved in daily school activities from home (cutting, folding, creating work packets, etc.). The coordinator will match the volunteer with a classroom or event that could use assistance.</p> <p>Lack of meeting attendance is a problem so we are asking grade levels to provide entertainment or project displays at family curriculum nights that will entice parents. Grade levels will work with the Title 1 team to choose the event and activity that they will present to families so that each event has a grade level represented.</p> <p>To the extent practicable, Coquina will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.</p> <p>Teachers are available before and after student hours for parent conferences. Some teachers also hold conferences during their planning time to accommodate families. Family events have a beginning and ending time but usually allow for free movement through the use of stations or choices for sessions are offered. Families have overwhelming responded to surveys that they prefer evening family activities. We begin family events at the close of our aftercare program to encourage families to stay for the event.</p>
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	
How do families who are unable to attend building capacity events receive information from the meetings?	All presentations are posted on the website and a paper copy is added to the Parent Involvement notebook that is located in the front office.
What strategies were used to increase family and community engagement in decision-making?	Community members and families are encouraged to comment or add input to the school wide plan. They may do so by providing their thoughts on the feedback forms provided throughout the school year or by contacting the front office. Information gathered in these surveys are analyzed by the Title 1 team and trends are found. School based newsletters, Facebook, and the website keep the community and families informed on upcoming opportunities to participate in decision-making.