



**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 Cindy Shaheen, 321-267-7890 ext 41674.

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 Cindy Shaheen, 321-267-7890, ext 41674.

School's vision for engaging families: At Apollo, our mission is to educate all students with excellence as the standard, working together in a safe professional learning community. Apollo's Title I program works to strengthen individual student's current academic level. Title I will communicate the need for parent involvement at home and school and the positive relationship this has on student success. To foster parental involvement, materials, training, assistance, and resources will be provided. Apollo will strive to build strong and meaningful relationships with our students and their families.

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.



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- ☐ 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: Frank O'Leary Date: 10/30/2020

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)	5/5/20 5/20/20 9/17/20	Community members/business partners have been asked to participate on SAC committee where they can provide input.	Family and community members were asked for their input via the Family Survey in May 2020, SAC meeting May 2020, and Annual meeting exit tickets September 2020.	Family survey results, SAC meeting minutes and Annual Meeting exit tickets.
Parent and Family Engagement Plan (PFEP)	5/5/20 5/20/20 9/17/20	Community members/business partners have been asked to participate on SAC committee where they can provide input.	Family and community members were asked for their input via the Family Survey in May 2020, SAC meeting May 2020, and Annual meeting exit tickets September 2020.	Family survey results, SAC meeting minutes and Annual Meeting exit tickets.
School-Home Compact	5/5/20 5/20/20 9/17/20	Community members/business partners and families have been asked to participate on SAC committee where they can provide input.	Family and community members were asked for their input via the Family Survey in May, 2020, SAC meeting May 2020, Annual meeting exit tickets September 2020 and Compact Survey September 2020.	Family survey results, SAC meeting minutes and Annual Meeting exit tickets. Compact survey results
Title I Budget & Framework	5/5/20 5/20/20 9/17/20	Community members/business partners and families have been asked to participate on SAC committee where they can provide input.	Family and community members were asked for their input via the Family Survey in May 2020, SAC meeting May 2020, Annual meeting exit tickets September 2020.	Family survey results, SAC meeting minutes and Annual Meeting exit tickets
Parent & Family Engagement Funds	5/5/20 5/20/20 9/17/20	Community members/business partners and families have been asked to participate on SAC committee where they can provide input.	Family and community members were asked for their input via the Family Survey in May 2020, SAC meeting May 2020, Annual meeting exit tickets September 2020.	Family survey results, SAC meeting minutes and Annual Meeting exit tickets



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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	September 17, 2020. Virtual meeting presentation in conjunction with curriculum night.
How are families notified of the meeting?	Newsletter, flyer home in backpack, flyer home via FOCUS for eLearning students, email, Blackboard Connect and text notification to parents with link.
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 and 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?	Many parents indicated time conflicts with meetings set for a specific date and time. To encourage parents/families to attend, Title 1 made the Annual meeting presentation available virtually in conjunction with classroom curriculum night. Additionally, the link was emailed and text to parents/families. This allowed parents to "attend" the meeting on "their time".
How will you get feedback from parents and families about the meeting?	Parents were provided a link to sign in acknowledging their attendance as well as a link for an exit ticket. Paper copies of exit slips provided upon request.
How do parents and families who are not able to attend receive information from the meeting?	On the flyer home to parents, a notice was made that parents who were unable to view the virtual meeting, could contact Title 1 for this information or they could visit the Title 1 website.



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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	Apollo Title 1 will work with District Title 1 office and outside presenters to provide school staff training on the value of parental involvement and how it correlates to student achievement.
Title III-ESOL	Apollo has 1 ESOL Coordinator, 1 ESOL Itinerant teacher to support Apollo's 14 ESOL students and 23 ESOL certified teachers. The ESOL coordinator will identify the ELL/ESOL families. The ESOL coordinator will work together with the Title 1 Parent Involvement contact to provide materials, resources and other programs, as needed in their native language. Translated documents are available on the Apollo website and are provided in English, Spanish and Arabic, as well as other languages by request.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Apollo utilizes BPS mobile app, Blackboard Connect, Apollo and PTO Facebook pages to connect with parents electronically regarding events. FOCUS is used as a means for parents to monitor their student's academic progress and to connect with teachers.
Title IX-Homeless	Administration, Guidance and Title 1 will work together, to the extent that is practical, to ensure that the needs of Apollo's Students in Transition (SIT) families are met to allow full participation at Title 1 events.
FDLRS/ESE services	Title 1 will coordinate with ESE to assure that all students and families with disabilities receive services to allow full participation at Title 1 events.
Preschool Programs (Head Start/VPK)	Apollo Elementary will conduct a Kindergarten Round Up in the spring. Parents will receive volunteer and parental involvement opportunities information. Parents will learn expectations for students entering kindergarten and how they can work with their student at home. They will also learn the correlation between parental involvement and successful student academic achievement.
SAC	Parents will share needs, barriers, and suggestions to Comprehensive Needs Assessment (CNA), School Improvement Plan (SIP), School Compact, Parent Family Engagement Plan, Title 1 budget and Framework.
PTO/PTA	Parents will share needs, barriers, and suggestions to Comprehensive Needs Assessment (CNA), School Improvement Plan (SIP), School Compact, Parent Family Engagement Plan, Title 1 budget and Framework.
Community Agencies/Business Partners	Community partners will support Parent and Family Engagement events with donations. In addition, they will support Apollo students with supplies to enrich learning and with basic needs such as shoes, jackets and clothing. Partners will also provide input to support Apollo's goals.



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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 between home, school and community is a top priority at Apollo. Apollo will use all means to communicate with families such as: surveys, Blackboard Connect, Apollo and Title 1 website, Apollo and PTO Facebook pages, newsletters, marquee, event flyers home (paper and email) and planners. These are all utilized to communicate between home, school and community.
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 curriculum information, achievement levels, progress monitoring and assessments at Open House/Curriculum Night, parent/teacher conferences and at family engagement events.
Describe how your school provides information to families in their native language. What languages do you provide?	Apollo has bilingual staff members who are easily accessible on a daily basis to provide translation services for Spanish speaking families. Translation devices are also available on campus for families/students speaking other languages. Written information are printed in English, Spanish, Arabic and other languages through the use of Google Translate. Translation services for hearing/impaired deaf are also available through a staff member. Translation devices are available through District Title 1 for use at Parent Engagement events.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Title 1 will coordinate with ESE to assure that all students and families with disabilities receive services to allow full participation at Title 1 events.
Describe the opportunities families have to participate in their child's education.	Apollo families have the opportunity to participate in their children's education by participating in PTO and SAC. Conditions permitting, parents may volunteer in the child's classroom, chaperone on field trips, participate in parent/teacher conferences, Individual Education Plan (IEP) meetings. By participating in Title 1 academic events, parents will receive strategies to assist them with their child's education at home.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	Apollo continually strives to involve our local community. Apollo and PTO Facebook pages, Apollo and Title 1 websites, SAC and PTO are used to share and make community aware of the availability of school and Title 1 documents. Business partners are asked to participate in SAC and PTO where they are made aware of these documents and asked for their input.



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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>
"Parents: The Most Important Partner"	This presentation addressed the need for a paradigm shift to seeing families/communities as partners in children's education.	ZOOM PowerPoint Presentation	Apollo Faculty members	9/4/2020
Powerful Partnerships	This presentation addressed the need to build partnerships with families helps strengthen the family-school bond.	ZOOM PowerPoint Presentation	Apollo Faculty members	10/2/2020

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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<u>Building Capacity of Families to Support Learning at Home</u>						
<u>Topic</u>	<u>Title</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Adult learning goal:</u> 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	Open House/grade level Curriculum expectations	9/17/20, yes virtual	Parents are provided grade level curriculum expectations, assessments and grade level proficiency levels.	Increased learning gains of lowest 25% students. Increased Science performance and FSA scores. Increasing the number of students scoring Level 3 or above on ELA and Math FSA. Social Emotional Learning.	Yes, upon request	Yes, virtually
State Assessments & Achievement Levels	Open House/grade level Curriculum expectations	9/17/20, yes virtual	Parents are provided grade level curriculum expectations, assessments and grade level proficiency levels.	Increased learning gains of lowest 25% students. Increased Science performance and FSA scores. Increasing the number of students scoring Level 3 or above on ELA and Math FSA. Social Emotional Learning.	Yes, upon request	Yes, virtually
Technology, FOCUS/LaunchPad	Technology How-To's	11/20, 12/20 yes virtual	Parents will be provided information on items such as how to review grades and report cards on FOCUS. Also, parents will learn how to utilize Launchpad and other technology resources to partner with teachers to support their students.	Increased learning gains of lowest 25% students. Increased Science performance and FSA scores. Increasing the number of students scoring Level 3 or above on ELA and Math FSA. Social Emotional Learning.	Yes, upon request Yes,	Yes, virtually copies by request
Transition (Kdg, MS, HS)	Kinder Round-up, Middle school transition information	May, 2021, yes virtual	Apollo Elementary will conduct a Kindergarten Round Up in the spring. Parents will receive volunteer and parental involvement opportunities information. Parents will learn expectations for students entering kindergarten and how they can work with their student at home. They will also learn	Increased learning gains of lowest 25% students. Increased Science performance and FSA scores. Increasing the number of students scoring Level 3 or above on ELA and Math FSA. Social Emotional Learning.	Yes, upon request	yes



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			the correlation between parental involvement and successful student academic achievement.			
Parent/ Teacher Conferences	Parent/Teacher Conferences	11/5/20 1/28/21, yes virtual	Parents are provided grade level curriculum expectations, assessments and grade level proficiency levels.	Increased learning gains of lowest 25% students. Increased Science performance and FSA scores. Increasing the number of students scoring Level 3 or above on ELA and Math FSA. Social Emotional Learning.	Yes, upon request	Yes, virtually
*College & Career						
*Graduation Requirements & Scholarships						

* Required for secondary schools



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How will workshops/events for families be evaluated to determine return on investment?	Exit slips from events and i-Ready ELA and Math scores. Title I family survey.
How will the needs of families be assessed to plan future events?	Exit slips, PTO and SAC meeting discussions. Title I family survey.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	Barriers, per the family survey, were notification time and conflicts with family events (such as sporting events, church). Workshops, Open House, Title 1 annual meeting and other events can be accessed by families virtually. For families without electronic access, the information can be sent home with their student, if brick and mortar, or if they are eLearning families can reach out to Title 1 to schedule a pick-up time for materials or meeting. Notification of events will be distributed via flyer home, newsletter, text, email and Blackboard Connect. To the extend possible, notification documents are translated into languages easily read by families.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Flexible dates and times are offered virtually so that families can view at their leisure. These meetings/events include: Title 1 Annual Meeting, Open House/Curriculum Night, School Advisory Council, parent teacher conferences and capacity events.
How do families who are unable to attend building capacity events receive information from the meetings?	Families can receive information on capacity events by viewing the event virtually at their leisure. For families without electronic access, the information can be sent home with their students, if brick and mortar, or eLearning, families can reach out to Title I to schedule a pick-up time for materials or meeting.
What strategies were used to increase family and community engagement in decision-making?	Increased use of electronic surveys such as the Family Survey (May 2020), Title 1 Annual Meeting was held virtually, sign in and exit slips could be completed electronically. School Advisory Council meetings held virtually.