



**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 Contacts, Jessica Saltsman and Gina Loggins.*

*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, Jessica Saltsman y Gina Loggins.*

**School's vision for engaging families:**

**Audubon partners with parents and community members to help all students S.O.A.R. (Safety, Ownership, Achievement, Respect) to success!**

**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: Gaine Alsty

Date: 9/19/19



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**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) Comprehensive Needs Assessment (CNA)	May 2019 Aug.15, 2019 Aug.23, 2019 Aug.29, 2019	Program Evaluation Survey, SAC meeting in May and August, Title 1 Annual meeting, school newsletter, surveys, Peachjar	SAC members provided input at the meeting and through a survey. Parents provided input through the end of the year survey in May as well as through exit slips given at our annual Title 1 meeting. PTO members were also given surveys in an effort to collect more feedback.	Sign ins Exit slips/Surveys Agendas and minutes for meetings
Parent and Family Engagement Plan (PFEF)	May 2019 Aug.15, 2019 Aug.29, 2019	Program Evaluation Survey, Aug. SAC meeting, Title 1 Annual meeting, school newsletter, surveys, Peachjar	SAC members provided input at the meeting and through a survey. Parents provided input through the end of the year survey in May as well as through exit slips given at our annual Title 1 meeting. PTO members were also given surveys in an effort to collect more feedback.	Sign ins Exit slips/Surveys Agendas and minutes for meetings
School-Home Compact	Sept.26, 2019	Program Evaluation Survey, Sept. SAC meeting, school newsletter, surveys	SAC members will provide input at their monthly meeting and surveys collected from the program evaluation in May will be used to create this document with their input. The school newsletter will also be used to collect more feedback.	Sign ins Exit slips/Surveys Agendas and minutes for meetings
Title I Budget & Framework	May 2019 Aug.15, 2019 Aug.29, 2019	Program Evaluation Survey, Aug. SAC meeting, Title 1 Annual meeting, school newsletter, surveys, Peachjar	SAC members will provide input at their monthly meeting and surveys collected from the program evaluation in May will be used to create the framework with their input. Information was provided during the Title 1 Annual meeting regarding the budget and how input from the community helps formulate the budget.	Sign ins Exit slips/Surveys Agendas and minutes for meetings
Parent & Family Engagement Funds	May 2019 Aug.15, 2019 Aug.29, 2019	Program Evaluation Survey, Aug. SAC meeting, Title 1 Annual meeting, school newsletter, surveys, Peachjar	Family and community members were asked for input through the end of the year evaluation and SAC gave us input through the SAC meeting as well. The Title 1 Annual meeting shared how these funds are being used for the current year, based on the CNA and input from families and community members.	Sign ins Exit slips/Surveys Agendas and minutes for meetings

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



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**2. Hold an annual meeting for families to explain the Title I program and the rights of parents and families to be involved.**

<b>Tentative date &amp; time(s) of meeting</b>	Aug.29, 2019 5:30-6:00pm
<b>How are families notified of the meeting?</b>	A flyer was sent home and sent through Peachjar, the event was shared on the school newsletter, and a Blackboard message was sent out to all families.
<b>What information is provided at the meeting?</b>	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.
<b>How are parents and families informed of their rights?</b>	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.
<b>What barriers will you address to encourage parents/families to attend?</b>	Transportation and work schedules, our school's greatest barriers, were addressed by providing a Facebook Live feed of the meeting. This was provided through the Administration page as well as through the PTO page.
<b>How will you get feedback from parents and families about the meeting?</b>	Parents gave feedback through exit slips provided after the meeting and through Peachjar (for those who couldn't attend).
<b>How do parents and families who are not able to attend receive information from the meeting?</b>	Families can view the meeting through the Facebook Live feed and submit feedback using the form provided on Peachjar.

**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.**

<b>Title II- Professional Development</b>	District resource teachers and school site instructional coaches provide ongoing site-based professional development to teachers regarding specific subject-area support, resources, and planning. Sub funds have been put in place so that teachers can collaboratively plan lessons in Math and in Reading using Standards Focused Documents. In addition, Title 1 teachers will attend a conference to collect additional ways to improve their program in an effort to increase family involvement and to better support parents with their at-home efforts.
<b>Title III-ESOL</b>	District ESOL contact works collaboratively with Audubon school-based ESOL contact regarding ESOL needs and offering translation, when available. Families are encouraged to attend family events so that they can be active participants in their child's education and receive resources through the Title 1 office that can further aid in their effort to support learning at home.
<b>Title IV-Well-Rounded Education/School Safety/Educational Technology</b>	The I-ready instructional program was purchased as a resource to assist teachers with identifying areas of concern and administering individual and small group interventions to address those needs.



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<b>Title IX-Homeless</b>	The guidance counselor coordinates with student services to identify and support students in transition. Pre-identified students receive additional support through donations of food, supplies, clothing, gifts, and other additional resources that are in need.
<b>FDLRS/ESE services</b>	The ESE department is part of the MTSS process, attending and providing input on intervention needs. The ESE students are also supported through intervention groups, when possible. Families provide input at meetings, through a survey, regarding what their needs are and how we can provide them additional support at home. The Title I office provides support to the ESE teachers by providing interventions and resources available for check-out in an effort to support the school and family connection.
<b>Preschool Programs (Head Start/VPK)</b>	The current VPK students attend the kindergarten round-up/registration at their future schools. During the second semester, the parents of pre-k students are invited to our school in order to learn about the kindergarten program.
<b>SAC</b>	All families are invited to attend SAC meetings and provide input on pertinent topics, within our school setting, for the sole purpose of improving our school. Community members are also encouraged to be a part of this committee in an effort to share their perspectives.
<b>PTO/PTA</b>	The PTO involves teachers and parents coming up with ways to improve the overall moral of the school. Family events, teacher celebrations, fundraising efforts, and ways to improve social/emotional needs of the students are just a few priorities of the PTO.
<b>Community Agencies/Business Partners</b>	Business partners donate time and resources for our school's use. Their partnership makes it possible for us to supply students with behavior incentives, recognize teachers with extrinsic rewards, and provide items for school events. Families are encouraged to attend family nights hosted by business partners in an effort to help raise funds as well as demonstrate an investment in their child's education.

**3. Utilize strategies to ensure meaningful communication and accessibility.**

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</b>	Parents are encouraged to visit the school website, download Peachjar and FOCUS apps, and monitor their child's classwork as it goes home. Many classrooms have opted to use the Remind app in an effort to keep their families up-to-date. Many teachers also utilize the Homework Helper sheets that come with the Eureka math program in an effort to support the learning of students at home.
<b>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.</b>	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.
<b>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>	Families are invited to attend Open House to learn about their curriculum and are given a pamphlet of what their child is expected to learn in that particular year. If not in attendance, these pamphlets are sent home with every student. The FSA scores are picked up by parents and sent home with the remaining students through the report cards. An offer to meet to go over the scores is advertised via Blackboard message as well as through the monthly newsletter.
<b>Describe how your school provides information to families in their native language. What languages do you provide?</b>	We coordinate with our teachers in an effort to provide information to families in their native tongue. Exit slips are translated, upon request, as well. All parents are shown at our Title I meeting how to translate documents on our school website to fit their needs. Translated languages include Spanish, Cantonese, Chinese (Zhongwen), Marshallese, and Vietnamese.
<b>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	Families with disabilities are given a specific survey in an effort to help get them the resources they need for their children as well as notify us how we can help with the barriers that prevent them from access to meetings, workshops, and/or events.



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Describe the opportunities families have to participate in their child's education.	Families are encouraged to attend our Parent and Family Engagement events, parent trainings, and conferences. They can also arrange meetings through the Title 1 office, at their convenience, to receive support and/or resources for at-home help.
Describe how your school shares the PFEF, SWP, CNA and other Title I documents with community members.	Our school shares these documents with community members through SAC meetings, through our school website, and are also available by contacting the Title 1 office. We advertise these documents and their location through our monthly newsletters.

**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>
Creating Family Engagement Magic	Staff will learn how to plan and facilitate effective parent conferences by using the input given by their families. Families will be able to prepare for their child's upcoming conference by planning questions and information regarding their child's learning style and needs, ahead of time.	Presenter	Audubon Staff	9/15/19 2:00pm

**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.

<u>Building Capacity of Families to Support Learning at Home</u>						
<u>Topic</u>	<u>Title</u>	<u>Day/Time</u>	<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 <u>directly</u> supports</u>	<u>Translation provided</u>	<u>Take home materials provided</u>
Curriculum Areas	Literacy Night STEAM Night	1/30/20 5:30pm 3/26/20 5:30pm	Literacy night will focus on how to incorporate fun reading strategies at home where-as STEAM night will focus on how to incorporate Math/Science fun at home through the use of everyday resources.	Math and Reading Proficiency Science proficiency	Upon request	Trade books Science manipulatives



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<b>State Assessments &amp; Achievement Levels</b>	FSA Scores	Scheduled by families	Parents will be shown what the scores mean and how to interpret them. They will be able to view their child's strengths and weaknesses, thus being able to help them in the areas in which they struggle.	Math and Reading proficiency Science proficiency	Upon request	FSA Scores
<b>Technology, FOCUS/LaunchPad</b>	FOCUS on Families	10/2/19 8:00pm or 2:30pm	Parents will learn how to access Focus, upload the app, and view/print interim reports as a result of this training. Parents can then monitor and discuss their child's grades on a regular basis in an effort to help their child.	Math and Reading proficiency Science proficiency	Upon request	Handouts
<b>Transition (Kdg, MS, HS)</b>	Middle School Transitions Kindergarten Orientation	TBD- ongoing 4/2/20 6-7pm	Parents will learn about the Kindergarten program and/or Middle School options in an effort to best prepare their child for their future education.	Social emotional and behavior	Upon request	Handouts
<b>Parent/Teacher Conferences</b>	Step it Up with Sunshine	10/24/19 5pm 1/23/20 5pm	Parents will attend conferences with teachers in an effort to learn ways to best support their child at home with behavior and social emotional growth. Title 1 will be available to share social emotional/behavior ideas and provide resources for families, upon request.	Math and Reading proficiency Science proficiency Lowest 25% Social emotional and behavior ESSA subgroups	Upon request	Handouts
<b>*College &amp; Career</b>						
<b>*Graduation Requirements &amp; Scholarships</b>						

\* Required for secondary schools

<b>How will workshops/events for families be evaluated to determine return on investment?</b>	Exit slips will help to determine the effectiveness of our events Attendance of families at events will help us decide if the day/time offered was successful Teacher input will be collected to determine overall effectiveness
<b>How will the needs of families be assessed to plan future events?</b>	Parent surveys PTO meetings SAC meetings Program Evaluation
<b>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</b>	Work schedules- offer flexible times of attendance/meetings can be requested with Title 1 contacts Offer Facebook Live events for later viewing
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	Some events have two different times available for attendance, ie, morning and evening sessions Requests to go over information from missed meetings/workshops can be made through the Title 1 office Parent input through exit slips regarding the best time for attendance Meetings are held in conjunction with other events, ie, Walk to School Day, Book Fair



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How do families who are unable to attend building capacity events receive information from the meetings?	School website Peachjar flyers School's monthly newsletter Blackboard messages Facebook Live- events can be viewed at their convenience
What strategies were used to increase family and community engagement in decision-making?	A survey was given in May of 2019 to collect input from all stakeholders An increase in PTO involvement SAC flyer created to invite all families to attend meetings Exit slips given at Family Engagement events Surveys available on the school website and through Peachjar flyers Mocha Mondays- families can meet with admin on a monthly basis to share in decision-making