



Brevard Public Schools
Office of Title I
2019-2020 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 Jessica Mostowski- email: Mostowski.jessica@brevardschools.org phone: 321-768-0465 ext. 3018

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 Mostowski- email: Mostowski.jessica@brevardschools.org phone: 321-768-0465 ext. 3018

School's vision for engaging families: Our mission is to serve every student with excellence as the standard. We believe that family involvement is essential to fulfilling this mission.

Assurances:

We will:

- ☐ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- ☐ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- ☐ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- ☐ Involve parents in the planning, review, and improvement of the Title I program.
- ☐ Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- ☐ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- ☐ Provide materials and training to help parents support their child's learning at home.
- ☐ Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☐ Coordinate with other federal and state programs, including preschool programs.
- ☐ Provide information in a format and language parents can understand, and offer information in other languages as feasible.
- ☐ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal: _____

Date: _____



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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)	8/16/19- survey 8/24/19-SAC & community meeting	Survey sent to parents via backpack and emailed to community/business partners. All stakeholders invited to attend our SAC & Community Meeting via email, calendar, and website.	SAC & Community Meetings, Title I surveys, Feedback forms All in attendance are presented with school data, asked to identify needs and areas of focus, and suggest ways to meet needs of the school.	Survey results, email proving outreach Website advertisement, notes/agenda/sign-in sheet from meetings, exit slips
Parent and Family Engagement Plan (PFEP)	8/16/19-survey 3/26/19-SAC	Survey sent to parents via backpack and emailed to community/business partners. All stakeholders invited to attend our SAC Meeting via email, calendar, and website.	SAC Meetings, Title I surveys, Feedback forms All in attendance were presented with the PFEP and asked for input for next year's revision.	Survey results, email proving outreach, newsletter, notes/agenda/sign-in sheet from meetings
School-Home Compact	8/16/19-survey 1/29/19-SAC	Survey sent to parents via backpack and emailed to community/business partners. All stakeholders invited to attend our SAC Meeting via email, calendar, and website.	SAC Meetings, Title I surveys, Feedback forms All in attendance were presented with the compact and asked for input for next year's revision.	Survey results, email proving outreach, newsletter, notes/agenda/sign-in sheet from meetings
Title I Budget & Framework	8/16/19-survey 4/30/19-SAC	Survey sent to parents via backpack and emailed to community/business partners. All stakeholders invited to attend our SAC Meeting via email, calendar, and website.	SAC Meetings, Title I surveys, Feedback forms All in attendance were presented with the budget and framework summary and asked for input for next year's revision.	Survey results, email proving outreach, newsletter, notes/agenda/sign-in sheet from meetings
Parent & Family Engagement Funds	8/16/19-survey 3/15/19-survey monkey 3/26/19-SAC	Survey sent to parents via backpack and emailed to community/business partners. Survey Monkey link on website and in newsletter. All stakeholders invited to attend our SAC Meeting via email, calendar, and website.	SAC Meetings, Title I surveys, Feedback forms All in attendance were presented with the PFEP and asked for input for next year's revision.	Survey results, email proving outreach, newsletter, notes/agenda/sign-in sheet from meetings

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

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

Tentative date & time(s) of meeting	9/11/19 5:00-7:00
How are families notified of the meeting?	Parents are notified of the Annual Parent Meeting through multiple ways including newsletters, paper notices/reminders, SynerVoice Phone Notification, E-mail, School Website, facebook, School marquee, and School Calendar.



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What information is provided at the meeting?	A Power Point Presentation and video 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 is shown. The Principal and Assistant Principal explains how 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. Our School Newsletter also contains information on "Parents Right To Know".
What barriers will you address to encourage parents/families to attend?	The identified barriers include the following: Lack of child care, Language barrier (LEP parents), and parent work schedules. The steps our school will take to overcome these barriers is to; Design "kid-friendly" meetings or activities and/or offer child care for children of parents who attend meetings; Offer translations during meetings when feasible; Schedule events during different days and times to best meet the needs of the working parent, and provide adequate notice of upcoming events.
How will you get feedback from parents and families about the meeting?	Exit slips are distributed at the end of the meeting for families to fill out. The Title I contact maintains all exit slips, sign-in sheets, agendas, and comment cards.
How do parents and families who are not able to attend receive information from the meeting?	The Annual Title I power point presentation and video is posted to our school's website for all stakeholders to see. An offer for parents to meet with our Title I contact is offered on our website. Teachers are responsible for distributing these documents to ALL students. The Title I teacher provides a form for teachers to use to document the distribution of these forms. The Title I teacher compiles a master list and ensures students who enroll throughout the year receive these documents as well.

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	McAuliffe Elementary Title I staff, the district Title I Parent and Family Engagement Resource Teacher, and the Office of Educational Leadership and Professional Development staff work collaboratively to provide school staff with professional development on working effectively with parents. The Title I teacher will provide training to teachers on ways to engage families in the school setting. This will empower teachers to build relationships with families which will show an increase in parent and family engagement.
Title III-ESOL	Our ESOL contact works directly with the district ESOL staff to address the needs of English Language Learners. Training opportunities are offered to staff and families of ELL students, without duplicating services. Our ESOL assistants translate documents and translate at meetings, if feasible.
Title IV-Well-Rounded Education/School Safety/Educational Technology	McAuliffe teachers and the District Office of Education Technology work together to address the needs of students and families. We collaborate to plan and implement appropriate programs, services, and training opportunities for school staff and families, including opportunities to access and utilize FOCUS as a communication tool between school and home.
Title IX-Homeless	Any McAuliffe students identified as homeless are eligible for tutoring services paid for by district Title I funds, if the students demonstrate academic deficiencies. Our school contact works with district personnel to ensure services are provided.
FDLRS/ESE services	Joint professional development opportunities are provided for staff and training opportunities are offered to parents by the Office of Exceptional Education, Title I, and FDLRS. Parents are informed of Title I services their child receives during conferences and/or meetings.



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	<p>FDLRS provides diagnostic and instructional support services to staff members and to families of students with exceptionalities. FDLRS and the district Title I office work collaboratively to implement and evaluate various parent and family engagement initiatives and training opportunities, such as the Parent University workshops, which we encourage our parents to attend.</p>
Preschool Programs (Head Start/VPK)	<p>Title I funding supplements our VPK program, allowing us to offer full day services for our VPK students and families. Families of students in VPK and EELP are invited to all schoolwide family involvement events.</p>
SAC	<p>Our School Advisory Council (SAC). This group is composed of parents, school staff, and community members. Parents and school staff who express an interest in being on SAC are included on our SAC ballot. Parents vote for parents and school staff vote for staff members. To encourage parents to participate in SAC, we set up a SAC table at registration and our annual Title I meeting. Our SAC chair and SAC members provide information about SAC to any parents who express interest. Our Title I Coordinator promotes our SAC during events. Our principal talks about SAC in our Title I meeting. Our SAC committee provides input into the development, implementation, and evaluation of the school's Title I Plan, School Improvement Plan, Comprehensive needs assessment, Title I Parent and Family Engagement Plan (PFEP), and how funds reserved for parental involvement will be used. Members of SAC will serve as liaisons between SAC and other parents. In addition, SAC will use the following information and feedback to evaluate the PFEP: BPS client survey results, Title I district survey results, and needs/recommendations gathered at family involvement activities. Strategies to increase family and community engagement in the decision making process include reaching out in a variety of ways. We gather feedback during all parent engagement events and activities. Our Staff and SAC members promote the completion of both BPS surveys, and school made surveys via paper copies and online options. SAC meetings are promoted through the school calendar, website, and in the principal's weekly phone call message to parents</p>
PTO/PTA	<p>The Title I Coordinator works with the Christa McAuliffe Leadership team, PTO, and staff to plan and activities and events within the school to best meet the needs of parents and students.</p>
Community Agencies/Business Partners	<p>Our Business & Volunteer Coordinator builds relationships with community members and encourages their feedback and input. Surveys and feedback forms are distributed to collect feedback. Our coordinator also attends trainings and provided trainings to families and staff.</p>



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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.	The following methods are used to ensure meaningful, ongoing communication between home, school, and the community: Newsletters, FOCUS (online access to grades and information), SynerVoice Phone Notifications, Facebook, E-mail, School Website, Peachjar, School Calendar, Marquee announcements, and/or communication apps.
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.	Our school describes and explains the curriculum at each grade level in, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain in several ways. During the Title I Annual Meeting, parents receive information regarding curriculum and assessment tools. During our Open House, teachers explain grade level and achievement level expectations. They also discuss how students are progress monitored. During parent teacher conferences, MTSS meetings, interim reports, and report cards, parents are given information on the academic achievement of their child.
Describe how your school provides information to families in their native language. What languages do you provide?	To the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency. Translated documents are provided in English and Spanish, as well as other languages by request. Translation services are also available, as feasible. Staff members who speak Spanish and Haitian-Creole are available to teachers and staff to assist in communicating with parents and are available to attend various activities. Our ESOL contact works directly with the district ESOL staff to address the needs of English Language Learners. Training opportunities are offered to staff and families of ELL students, without duplicating services. Our ESOL assistants translate documents and translate at meetings, if feasible. Our ESOL assistant translates documents into Spanish. We use "Google Translate" for other languages.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	To the extent practicable, the school will provide full opportunities for the participation of parents with disabilities. Joint professional development opportunities are provided for staff and training opportunities are offered to parents by the Office of Exceptional Education, Title I, and FDLRS. Parents are informed of Title I services their child receives during conferences and/or meetings.
Describe the opportunities families have to participate in their child's education.	Reading, math, and writing games and materials as well as parenting materials are available for check-out through the Title I Parent Resource Center. Parents are welcome to personally check out materials or may request materials to be sent home by contacting Mrs. Mostowski, Title I teacher, via e-mail, phone, or note. Parents are actively involved in the MTSS process through conferences, meetings, and other forms of communication. We offer events such as strings and chorus concerts, Holiday Festival, Literacy Night, and grade level musical programs to encourage families to attend fun, non-academic activities.



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	We demonstrate the effectiveness of each activity by keeping sign-in sheets, by reviewing comment cards, and by keeping copies of the material check-out forms to determine how many parents check out materials each year.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	Our school will ensure that PFEP, SIP, CNA and other documents are shared with community stakeholders by advertising the release of such documents and information during SAC, parent meetings/events, & faculty meetings, school marquee, school newsletter, and school website. In addition, this information will also be kept in the front office in the Parent Involvement Binder. Additional copies of these documents are available upon request and will be translated when feasible.

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>
Closing the Attitude Gap Book Study	Teachers will have a better understanding of how to work with at risk students to increase student achievement.	Book Study	All Teachers	Twice per semester
Title I Parent and Family Engagement Contact Meetings	The Title I teacher will receive information and strategies to increase parental involvement and correlate activities to student achievement.	Presenter	All Teachers and Staff	Fall and Spring

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>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 <u>directly</u> supports</u>	<u>Translation provided</u>	<u>Take home materials provided</u>
Curriculum Areas	Science Night	10/24/19 5:30-6:30	Parents will be informed about curriculum and given suggestions about how they can help their children at home. Parents will learn math strategies, reading strategies, technology resources, writing strategies, science strategies, and science fair information.	Increase science proficiency Increase parental engagement	Yes-upon request/as feasible	Yes



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Curriculum Areas	Kindergarten Make and Take	11/7/19 5:30-6:30	Parents will be informed about curriculum and given suggestions about how they can help their children at home. Families will make learning games to take home.	Increase math proficiency Increase ELA proficiency Increase parental engagement	Yes-upon request/as feasible	Yes
Curriculum Areas	1 st Grade Math Night	10/17/19 5:30	Parents will be informed about curriculum and given suggestions about how they can help their children at home. Parents will learn math strategies including games and songs.	Increase math proficiency Increase parental engagement	Yes-upon request/as feasible	Yes
Curriculum Areas	Literacy Night/Science Fair	2/18/20	Parents will be informed about curriculum and given suggestions about how they can help their children at home.	Increase ELA proficiency Increase science proficiency Increase parental engagement	Yes-upon request/as feasible	Yes
Curriculum Areas	4 th Grade Parent Information & Game Night	1/23/20 5:30	Parents will be informed about curriculum and given suggestions about how they can help their children at home.	Increase math proficiency Increase ELA proficiency Increase parental engagement	Yes-upon request/as feasible	Yes
State Assessments & Achievement Levels	Open House Annual Title I Meeting Parent Conferences SAC Meetings	9/11/19	Parents will be informed about the status of our school's student achievement data. Individual student achievement data will be shared during parent conferences, through report cards, interims, and Focus.	Increase parental engagement	Yes-upon request/as feasible	
Technology, FOCUS/LaunchPad	Technology Night-DCP Team	2 nd Semester	Parents will learn how technology is being used in the classroom and how they can use technology to support learning at home. Parents will learn safety tips, and how to use FOCUS and LaunchPad.	Increase parental engagement	Yes-upon request/as feasible	Yes
Transition (Kdg, MS, HS)	Boo-Hoo Breakfast Kindergarten Roundup Middle School orientation nights	8/15/19 8:00AM April 6:00 Second semester	Christa McAuliffe staff and administration work closely with Middle Schools in both our feeder chain and those with choice programs. Presentations are provided at the school level for all 6th grade students and Parent Informational meetings are advertised and promoted with our 6th grade parents. Recommendations are made to ensure students are appropriately placed in the Middle School setting. Guidance department works closely with the Pre K teachers for those students who "roll-up". In addition, each spring, the Kindergarten teachers host Kindergarten Roundup for incoming Kindergarten students.	Increase parental engagement	Yes-upon request/as feasible	Yes
Parent/Teacher Conferences	Parent conference night	10/24/19 1/30/20 Additional conferences are scheduled as requested	Parents will learn strategies to help their children with academic achievement. Parents will be informed about curriculum and their child's academic performance.	Increase parental engagement	Yes-upon request/as feasible	Yes (Check-out materials upon request)
*College & Career						



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*Graduation Requirements & Scholarships						
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* Required for secondary schools

How will workshops/events for families be evaluated to determine return on investment?	In order to determine a return on investment from parent and family engagement events, we collect feedback from all in attendance including the teachers. The Title I teacher maintains all exit slips, sign-in sheets, agendas, and feedback forms. These are used to evaluate the effectiveness of each activity.
How will the needs of families be assessed to plan future events?	Parent feedback forms are collected at the end of every event. Title I and BPS surveys are distributed throughout the year. All feedback forms and survey results are analyzed by our SAC, Title I, and leadership team. SAC meetings are held to identify needs. These results are used to improve and plan future events.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	The identified barriers include the following: Lack of childcare, Language barrier (LEP parents), and parent work schedules. The steps our school will take to overcome these barriers is to; Design more "kid-friendly" meetings or activities and/or offer child care for children of parents who attend meetings; Offer translations during meetings when feasible; Schedule events during different days and times to best meet the needs of the working parent, and provide adequate notice of upcoming events. Provide information to parents who are unable to attend meetings/events.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Meetings are scheduled on different days of the week at various times to allow more parents to be able to attend. Teachers and other staff members are available during two parent conference nights as well as before school, during planning, or after school if requested by parents. Child care may be provided at certain events, if feasible. Check-out materials are available from 7:30-3:30 every day, during parent conference nights, and at other times as requested by parents. Parents who are unable to come to school to check out materials may request materials by calling or e-mailing Mrs. Mostowski, or by sending a note to Mrs. Mostowski's attention. The annual Title I meeting presentation may be viewed by parents throughout the year per request, and is available online. Parents give input annually on a Title I District Parent Survey regarding meeting topics, days of the week, and time choices to assist our school in scheduling meetings.
How do families who are unable to attend building capacity events receive information from the meetings?	Families who are unable to attend events are given an opportunity to receive copies of documents distributed during events as well as information presented. The Title I Annual Meeting Power Point Presentation is located on our website for parents to view.



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What strategies were used to increase family and community engagement in decision-making?	Christa McAuliffe Elementary has implemented a variety of strategies to increase parent/family/community engagement and involvement in the decision making process. We provide materials and trainings to assist families in working with their children. We provide families and community members opportunities to volunteer. We promote both SAC and PTO membership and encourage participation. The activities we have planned help build relationships with the community and support academic achievement of all students. With the continuous promotion of our SAC meetings, and requests for feedback and input, we consistently provide families and community members with multiple opportunities to be involved in the decision making process within our school.
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