



Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEF)

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 Robert Kirkpatrick, Cambridge Elementary School, (321) 633-3550.

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 Robert Kirkpatrick, Cambridge Elementary School, (321) 633-3550.

School's vision for engaging 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.
- ☐ 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:

Regina Lopez

Date:

9-20-19



Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEPP)

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)	May 2019	Spring Title I parent survey, Spring school Survey, Title I Event exit slips, SAC meetings	Families and community members are invited through a newsletter to join a discussion at the May 2019 SAC meeting.	Surveys, exit slips, meeting agendas, meeting minutes, sign in sheets
Comprehensive Needs Assessment (CNA)				
Parent and Family Engagement Plan (PFEPP)	August 22, 2019 September 19, 2019	Annual Title I meeting, August 2019 Spring Title I parent survey, Spring school Survey, Title I Event exit slips	Families are asked to fill out a comprehensive questionnaire providing suggestions and revisions	Title I Parent Family Engagement Plan Survey Title I event exit slips
School-Home Compact	August 22, 2019 October 24, 2019	Annual Title I meeting, August 2019 Parent/teacher conferences	Families are invited to review the parent/teacher compact at conferences. They are asked to provide input for the purpose of updating the compact during the Annual Title I meeting.	School-Home Compact Questionnaire
Title I Budget & Framework	Spring 2020	Families are asked to participate in discussions about the Title I Budget and Framework.	Exit slips from all events solicit interested families to participate in a discussion. Those who express interest will be part of several meetings, held in the spring, to provide input on the Title I Budget and Framework.	Exit slips, meeting agendas, meeting minutes, sign in sheets
Parent & Family Engagement Funds	Spring 2020	Families are asked to participate in discussions about the Parent and Family Engagement Funds.	Exit slips from all events solicit interested families to participate in a discussion. Those who express interest will be part of several meetings, held in the spring, to provide input on the Parent and Family Engagement Funds.	Exit slips, meeting agendas, meeting minutes, sign in sheets

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



Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEF)

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	August 22, 2019 at 5:30 p.m.
How are families notified of the meeting?	The annual meeting will be advertised through school calendar, marquee, Blackboard Connect, and the newsletter.
What information is provided at the meeting?	The Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum.
How are parents and families informed of their rights?	Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	The primary barriers are translation and child care concerns. For the Annual Title I Program, we have a translator to assist Spanish speakers. Families were invited to bring their children with them to the meeting.
How will you get feedback from parents and families about the meeting?	Parents were given questionnaires soliciting input.
How do parents and families who are not able to attend receive information from the meeting?	Annual meeting information will be posted to the website.



Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEPP)

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	Cambridge's Administrators, Title I teachers, and district professionals work collaboratively to provide the staff with professional development opportunities on how to effectively work with parents, including an Engaging Families Effectively workshop. The district resource teachers in the area of reading, math, science, and writing provide grade level-based training to address the Florida academic content standards, including Cracking the Code, iReady for math and reading, Eureka for math, and Learning Ally.
Title III-ESOL	The Title I Family Involvement Contact at Cambridge works collaboratively with the ESOL Resource Teacher and ESOL assistants to address the needs of English Language Learners (ELL) and families. Our teachers plan collaboratively with our ESOL teacher and assistants to implement appropriate programs, services and training opportunities for school staff and Language Learners families. Title I Parent Involvement Contact works with our ESOL teacher to ensure that school information is shared effectively with families.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Cambridge works collaboratively with the Educational Technology, that includes 2 technology integrators, to address the technology needs of students and families at Cambridge. By collaboratively planning and implementing appropriate programs, Cambridge is able to provide services and training opportunities for school staff and families, including opportunities to access and utilize Edline as a means of communication between home and school.
Title IX-Homeless	The Title I Family Involvement Contact at Cambridge works collaboratively with our Guidance Counselor to meet the varying needs of our students and families in transition without duplicating services. Since the number of transitional students in our county has increased significantly over the past year, we provide awareness for staff and families.
FDLRS/ESE services	FDLRS provides diagnostic and instructional support service, to Cambridge's exceptional education student education programs and families of students with exceptionalities school wide. Resource personnel in the FDLRS Office works collaboratively with Cambridge in planning, implementing and evaluating various parent involvement initiatives and training opportunities, and research based instructional strategies based on the Florida academic content standards.
Preschool Programs (Head Start/VPK)	As stated in the Head Start Act 45 C.F.R. 1304.40 Cambridge Elementary will engage in a process of collaborative partnership building with parents "to establish mutual trust and to identify family goals, strengths and necessary services and other supports" for families enrolled in Head Start. There are seven Family Engagement Outcomes within the Framework for the Parent, Family and Community Engagement component of Head Start. Cambridge will assist families in achieving outcomes in these areas: Family Well-Being, Positive Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transition, Family Connections to Peers, and Community and Families as Advocates and Learners. The district will contract with Brevard C.A.R.E.S. to provide required services as described in the original Head Start grant application.
SAC	SAC consists of administration, faculty, parents, and community members who meet to provide input and facilitate efforts to meet the goals of the School Improvement Plan.
PTO/PTA	n/a
Community Agencies/Business Partners	Title I and the Brevard Partners in Education contact work together with businesses such as colleges and financial planning companies to bring resources to events and trainings. Faith-based organizations such as Georgianna United Methodist Church provide supplies and volunteer help in the classrooms and during events.



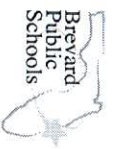
Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEF)

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.	We will inform parents and community using Blackboard Connect, Peachjar, Facebook, the marquee, and our website. Parents will receive additional information through FOCUS, student agendas, newsletters. Title I night will provide opportunities to have conversations amongst families, community members, and the school. Additionally, the school will reach out to community organizations.
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.	Cambridge will continue to issue printed Interims and report cards. Teachers will contact parents will individual needs and hold parent/teacher conferences. Teachers will utilize FOCUS to keep parents informed of academic progress. Parents will participate in IPST (Individual Problem-Solving Team) when students need support.
Describe how your school provides information to families in their native language. What languages do you provide?	15% of families have been identified as needing Spanish translation for information from school. In addition to documents translated by the district, Cambridge's newsletters, and Blackboard Connect messages are translated in house by the ESOL teacher. Individual, teacher-made announcements are also translated by the ESOL teacher when needed.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	All areas of the school are wheelchair accessible. Access signs are posted in braille. A staff member has been trained in sign language.
Describe the opportunities families have to participate in their child's education.	Families may attend Title I nights, which cover a variety of topics identified as important by parents. Parents may schedule conferences with teachers to discuss strategies for helping their children academically. Parents may volunteer in the classroom after completing the district process of approving volunteers.
Describe how your school shares the PFEF, SWP, CNA and other Title I documents with community members.	The school's website will include the PFEF, SWP, CNA and other Title I documents in the Title I section under "About Us." In addition, information will be discussed during relevant Title I nights, such as the January Data night, and School Advisory Council meetings.

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>
Engaging Families Effectively	This workshop will educate the faculty in strategies for engaging the community, providing faculty members with the tools to do so.	Gevonne Blum will conduct a workshop designed to promote engagement between the faculty and families of Cambridge Elementary School.	Cambridge's faculty	January 22, 2020

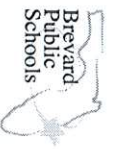


Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEPP)

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 directly supports	Translation provided	Take home materials provided
Curriculum Areas	Fact/Fitness Night	September 19, 2019	Families will participate in math strategies, which they may duplicate at home.	Math learning gains for all students will increase by 5 percentage points from 60 to 65% and the learning gains for the lowest 25% will increase from 45% to 55%. Our SWD making an ALG will increase from 43% to 50%.	Yes	Yes
State Assessments & Achievement Levels	School Data Night	January 23, 2020	Families will gain an understanding of achievement level expectations and where their students need assistance.	ELA 3+ proficiency will increase from 39% to 45%. ELA learning gains will increase from 52% to 55% and ELA L25% will increase from 56% to 60%. Math learning gains for all students will increase by 5 percentage points from 60 to 65% and the learning gains for the lowest 25% will increase from 45% to 55%. Our SWD making an ALG will increase from 43% to 50%.	Yes	Yes
	Internet Safety	October 3, 2019	Families will practice using the technology tools that students use to aid them in their academics.	Our SWD making an ALG will increase from 43% to 50%.	Yes	Yes
	Technology, FOCUS/LaunchPad					
Transition (Kdg, MS, HS)	Cocoa Jr./Sr. Meets with 6th Grade students at Cambridge Jr./Sr. Middle School Expo at Cambridge	Spring 2020 Spring 2020 Spring 2020	Families will gain a clearer picture of what procedures and academic requirements will be at the secondary level.	n/a	Yes	Yes
Parent/Teacher Conferences	Parent/Teacher Conferences	October 24, 2019	Families will monitor the progress of students in reading and math, developing an understanding of what can be reinforced at home.	ELA 3+ proficiency will increase from 39% to 45%. ELA learning gains will increase from 52% to 55% and ELA L25% will increase from 56% to 60%. Math learning gains for all students will increase by 5 percentage points from 60 to 65% and the learning gains for the lowest 25% will increase from 45% to 55%. Our SWD making an ALG will increase from 43% to 50%.	Yes	Yes
	Student Led Conferences	January 23, 2020				



Brevard Public Schools
Office of Title I
2019-2020 Parent and Family Engagement Plan (PFEF)

How will workshops/events for families be evaluated to determine return on investment?	Exit slips and/or surveys will be provided to gather input from the participants on the effectiveness of the events.
How will the needs of families be assessed to plan future events?	The exit slips and/or surveys will also be used to gather suggestions for future events. The leadership team, including administration and the title I team will read and discuss the input and develop plans for future events.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	The primary barriers for parents and families are event times, translation, and child care. Event times have been scheduled according to previous feedback from parents. Spanish translators will be on hand to translate as needed. Where appropriate, events have concurrent sessions held entirely in Spanish. Childcare has been provided on campus during events.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Events are scheduled in the evenings, as per feedback from previous events. Wednesdays and Fridays are avoided because of conflicts such as religious meetings, identified by Cambridge's families.
How do families who are unable to attend building capacity events receive information from the meetings?	Information from events will be posted on the school's website under "Title I." It is also a goal to bring events to the community through community organizations.
What strategies were used to increase family and community engagement in decision-making?	Strategies for increasing family and community engagement include acting on community feedback, soliciting additional feedback, and increasing community interest by overcoming barriers, celebrating cultural heritage with help from the community, and reaching out to community organizations.