



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEPP)

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

All families and community members were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I parent and family engagement notebook located in our front office. If you would like a printed copy of this document, or require translation, please contact our Title I Contact (Michelle Allred mllred@palmabayacademy.org)

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 (Michelle Allred mllred@palmabayacademy.org)

School's vision for engaging families: Palm Bay Academy Charter School will ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on State academic achievement standards and state academic assessments. PBA will achieve this by meeting the educational needs of low-achieving children; closing the achievement gap between high- and low-performing children; elevating the quality of instruction by providing staff with substantial opportunities for professional development; coordinating services with other agencies providing services to youth, children, and families; and affording parents substantial and meaningful opportunities to participate in the education of their children.

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: W. Forgan

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)	•3/2/20	•Parent Survey: Survey distributed via student notebook, blackboard, email and on website. •Suess-a-bration: Invitation distributed via student notebook, blackboard, email and on website.	•Parents from all campuses completed online survey. •Parents participated in the event and then filled out an exit slip with questions pertaining to the SWP and CNA	• Completed survey with analysis •Suess-a-bration packet: Agenda/Notes/Sign-in Sheets and Exit Slips
	•5/1/20	•Community and Board Survey: Surveys were hand delivered to board and community members.	•Community and Board Members filled our surveys and returned them to the Title 1 coordinator.	•Completed Survey
	•5/22/20	•Teacher Surveys: Survey distributed to teachers via email and discussed at staff meeting.	•Teachers from all campuses completed online survey.	•Completed survey with analysis
	•8/4/20	•Pre-Planning: Teachers, administration and staff input during required staff meeting. •Leadership meeting: Teachers and administration input during grade level meeting.	•Teachers administrators and staff discussed ideas for the SIP and CNA during pre-planning. •Teachers, administration, and staff discussed ideas for the SIP and CNA during grade level meeting led by leadership team.	•Pre-Planning Packet: Agenda/Sign-in Sheets and Notes •Leadership meeting packet: Agenda/Sign-in Sheets and Notes
	•9/28/20	•Annual Meeting: Invitation distributed via student notebook, blackboard, email and on website.	•Family members who attended the Title 1 Annual Meeting were informed of all components of the Title 1 program. Parents discussed the SWP and CNA during the presentation and filled an exit slip.	•Annual Meeting Packet: Agenda/Notes/Sign-in Sheets and Exit Slips
Parent and Family Engagement Plan (PFEF)	•3/2/20	•Parent Survey: Survey distributed via student notebook, blackboard, email and on website.	•Parents from all campuses completed online survey.	• Completed survey with analysis
	•3/10/20	•Suess-a-bration: Invitation distributed via student notebook, blackboard, email and on website.	•Parents participated in the event and then filled out an exit slip with questions pertaining to the SWP, CNA and PFEF. •Family members who attended the Title 1 Annual Meeting were informed of all components of the Title 1 program.	•Suess-a-bration Packet: Agenda/Notes/Sign-in Sheets and Exit Slips •Annual Meeting Packet: Agenda/Notes/Sign-in Sheets and Exit Slips



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEF)

	•9/16/20	•Annual Meeting: Invitation distributed via student notebook, blackboard, email and on website.	Parents discussed the SWP, CNA and PFEF during the presentation and filled an exit slip.	
School-Home Compact	•9/16/20	•Annual Meeting: Invitation distributed via student notebook, blackboard, email and on website.	•Family members who attended the Title 1 Annual Meeting were informed of all components of the Title 1 program. Parents discussed the SWP, CNA and PFEF during the presentation and filled an exit slip. Parents were also given the School-Parent Compact for Learning Suggestions/Revisions for 2020-2021 to fill out as part of their Exit Slip.	•Annual Meeting Packet: Agenda/Notes/Sign-in Sheets and Exit Slips and completed School-Parent Compact for Learning Suggestions/Revisions for 2020-2021.
	•9/21/20	•Open House: Invitation Distributed via Invitation from Teachers and on the School Calendar.	•Family Members visited each classroom and the Title 1 table where they received and completed the School-Parent Compact for Learning Suggestions/Revisions for 2020-2021. Classroom discussions were held on the Compact.	•Open House Packet: Agenda/Notes/Sign in Sheets and Exit Slips and completed School-Parent Compact for Learning Suggestions/Revisions for 2020-2021.
	•10/1/20	•Newsletter: Parents were also provided a copy of the School-Parent Compact for Learning Suggestions/Revisions for 2020-2021 with a newsletter that was distributed via email, paper copy, and through all teachers.	•Parents were provided the Parent Compact for Learning Suggestions/Revisions for 2020-2021 with a newsletter with directions asking them to return the form to school.	•Newsletter with notification of School-Parent Compact for Learning Suggestions/Revisions for 2020-2021.
Title I Budget & Framework	•9/16/20	•Annual Meeting: Invitation distributed via student notebook, blackboard, email and on website.	•Family members who attended the Title 1 Annual Meeting were informed of all components of the Title 1 program. Parents discussed the Title 1 Budget & Framework during the presentation and filled an exit slip.	•Annual Meeting Packet: Agenda/Notes/Sign-in Sheets and Exit Slips.
Parent & Family Engagement Funds	•9/16/20	•Annual Meeting: Invitation distributed via student notebook, blackboard, email and on website.	•Family members who attended the Title 1 Annual Meeting were informed of all components of the Title 1 program. Parents discussed the Parent and Family & Family Engagement Funds during the presentation and filled an exit slip.	•Annual Meeting Packet: Agenda/Notes/Sign-in Sheets and Exit Slips.

**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
2020-2021 Parent and Family Engagement Plan (PFEPP)

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 16, 2020
How are families notified of the meeting?	PBA families were notified of our Virtual Title 1 Annual meeting in several ways. Families were first sent home an invite one week prior to the meeting. Families were also sent an email, text, and received a blackboard message. The Title 1 Annual Meeting was also advertised on the school's webpage. Teachers sent home the information through their Google Classroom pages and through notes and emails home.
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?	Prior to Covid-19, parents and families indicated that childcare and time are the most significant barriers to their participation in school engagement events. To this end, we schedule all events at times that are most preferable to families according to parent feedback and parent surveys, and we do fund-raising to allow us to provide meals for events that take place during meal times. We provide take home materials at events and through our Parent Resource Room to ensure parents have everything they might need to work with their children at home. We will return to this plan when schools again open fully, and parents are invited back into the halls. Covid-19 has created a new barrier in the form of lack of technology and limited internet services. PBA has provided all students in need computers for home use and have helped arranged internet services for some families.
How will you get feedback from parents and families about the meeting?	Prior to Covid-19, parents and families filled out exit slips before they could receive the meal provided by fundraising or the take home materials. During Covid-19, all our events will be virtual. All our parents have been invited to join the Title I Parent Page where they can sign in and fill out the exit slip for each virtual event. Once the exit slip has been received by the Title I Coordinator, each child receives a book or activity that coincides with the event. The students perform in all virtual events and have a great desire to show their parents their performances leading them to click on the links to performances and follow through with the feedback. The exit slips have become a critical part of our communication to parents and the questions help us improve our school.
How do parents and families who are not able to attend receive information from the meeting?	The Title 1 Annual PowerPoint has been posted on our website and parents may request meeting minutes and notes. Meeting Minutes and notes are also included in the Title 1 binder and the monthly Title 1 newsletter will also include a section telling parents where they can find the minutes as well as the location of all of our Title I documents. In addition to the website, the Title I Parent Page via Google Classroom is open to all families and all meetings, exit slips, notes and virtual events can be found within the classroom.



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)

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	Title 1 Family Involvement Resource Teacher, and the Office of Educational Leadership and Professional Development staff work in partnership with PBA educators through district wide workshops/trainings to provide school staff members with professional development in working directly with our parents. PBA is also a Leader in Me School and all our staff has been fully trained in this program and is implementing it in their classrooms. PBA strives to develop their faculty's skills in differentiated teaching in every classroom along with methodologies of teaching. PBA leadership worked in conjunction with the Columbia Teachers College to support professional development in literacy thus enabling teachers to support development of literacy across grade levels and student needs, differentiate the stages of literacy, and identify high leverage strategies to maximize growth in literacy. To help combat the barriers of poverty, PBA will train all teachers and staff members with a program called, "A Framework for Understanding Poverty- 10 Actions to Educate Students." This web-based training gives in-depth information to help understand class differences and 10 actions you can implement the next day in the classroom to achieve impact. This workshop is based on the book A Framework for Understanding Poverty by Ruby K. Payne, Ph.D. To improve in the area of Science, PBA staff will learn to pique students' curiosity, capture their interest, and motivate their continued study through STEMscopes training. This training will help students recognize that science and engineering can reveal solutions to many of the major challenges that confront society today.
Title III-ESOL	Per Title III, the district resource teacher for Title 1 Family Engagement works collaboratively with the district resource teacher for ESOL to address the needs of the English Language Learners and families for language instruction in our Title 1 schools. PBA plans and implement appropriate programs, services and training opportunities for school staff and families. Our Title 1 Parent Engagement Contact works with our ESOL teachers to ensure that information is translated appropriately. We have made a great effort this year to translate and distribute information to our highest ESOL populations including Spanish and Haitian Creole to be able to reach those families.
Title IV-Well-Rounded Education/School Safety/Educational Technology	PBA teachers and the District Office of Technology work together to address the needs of students and families. We collaborate to plan and implement appropriate programs, service, 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	PBA educators and staff members work collaboratively with the Office of Title 1 and the district Homeless Liaison to meet the varying needs of our homeless students and families. Students identified as homeless are eligible for additional instructional support outside of regular classroom hours through tutoring services paid for by district Title 1 funds, should a need for remediation be necessary.
FDLRS/ESE services	FDLRS provides diagnostic and instructional support services to staff members and to families with exceptionalities. FDLRS and the district Title1 office work collaboratively to implement and evaluate various parent and family engagement initiatives and training opportunities, such as the annual Parenting in Today's World Conference, which we encourage our parents to attend. Joint professional development opportunities are provided for staff and training opportunities are offered to parents by the Office of Exceptional Education, Title 1 and FDLRS. Parents are informed of Title 1 services their child receives during conferences and/or meetings.
Preschool Programs (Head Start/VPK)	PBA provides parents with Voluntary Pre-Kindergarten through our private preschool. Parents of Volunteer Pre-Kindergarten students are invited to all parent workshops, family night events, informational meetings, Kindergarten readiness night, and parent meetings through newsletters and other media.
SAC	The SAC committee is run and directed by our School Board to include input from all stakeholders. This year, we have started a group called the Parent Panther Leaders or PPL. The PPL meets monthly and all parents are invited to attend. The mission of the group is to teach the parents about the 7 habits of effective parenting. The leaders of this group aid the SAC committee (a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members) by adding input gathered by a larger group of committed parents and community members. By offering a class along with the PPL team, we are ensuring the gathering of more information from a broader section of our families.
PTO/PTA	Parents and community members are encouraged to become active members of our PTO and are asked to provide meaningful input into the development of all plans related to school improvement through these meetings. The PTO meets monthly and parents are encouraged to become active members. We are currently searching for a new parent to take over the PTO/PTA.



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)

Community Agencies/Business Partners	Palm Bay Academy works with Circles of Care, Children's Hunger Project, St. Vincent de Paul's Church, A Better Therapy, and Crosswinds. These community members provide students and families with whatever social services, counseling, food uniforms, and school supplies they may need to supplement what families are able to provide for their children. This year, we are working to expand our community base and have already added several local businesses interested in joining the PBA community. PBA has also gained insight from the SRO officers that have joined our school and have enjoyed our students and their community.
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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 is more critical now than ever. An annual school calendar of Family Engagement Activities was passed out at the beginning of the school year. We also send out a monthly Title 1 newsletter which includes important dates for the school as well as upcoming events. The newsletter contains important Title 1 information such as where families can find the SIP, SWP, PFEP, Framework and more. The newsletter includes the link to our website, the Title 1 Coordinators contact information, and the new Title I Parent Page via Google Classroom. We also offer translation assistance on the newsletter and all information that goes home to parents. The newsletter is sent home in each child's backpack and a link to the newsletter is on the website and the Title I Parent Page. This year, we are also sending out an email to all parents with the newsletter attached. Aside from the newsletter, all events have an invite that is sent out prior to the PFE event with an RSVP. The Parent Family Engagement events have become a particularly important part of our ongoing communication and we have many parents that attend these virtual events. The events always have a student performance component and after Covid-19, we will once again serve food provided by fundraising. During each event we encourage parents to communicate with the school and include meaningful exit slips that help us gauge the needs of the student's community we serve.
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.	Virtual parent conferences and Open Houses allow families the opportunity to understand what is being taught and how. These events also help parents learn the specifics on their children's progress. For parents who are unable to attend their children's Open-House event or conferences, classroom teachers will send packets of information to be shared at home with students the following day. Parents also receive information about curriculum, academic assessments, and grade-level expectations at the virtual Title 1 Annual Meeting. Parents are also regularly involved in the Individual Problem-Solving Team (IPST) meeting to ensure their children are receiving all of the support they need to be successful in school. Teachers and the Title I team is always available to families by phone, text, email and for virtual conferences upon request.
Describe how your school provides information to families in their native language. What languages do you provide?	PBA has diligently worked to translate all school/home communication including all Title 1 documentation into both Haitian-Creole and Spanish. Haitian-Creole and Spanish students have given the information translated in their native language to make it easier for their non-English speaking family members to communicate and be involved. Translation assistance is also provided by our ESOL team and each form of parent contact information states that translation assistance is available upon request. Currently, we have Spanish, Turkish, Portuguese, Haitian Creole, and Chinese translators on staff to provide further assistance for those families.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	There are currently no intense disabilities in our school population. However, if a need for any accommodation should arise, PBA will provide parents and families with every accommodation needed to succeed. All families are part of our school community and have complete access to all that PBA has to offer. To help all parents and families succeed, virtual meetings and activities are offered at various times and childcare will be available when the school opens its doors again, post-Covid-19. PBA will work closely with teachers to identify families in need throughout the year. We will also conduct a survey twice a year to ensure that all families are able to fully participate.



**Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)**

Describe the opportunities families have to participate in their child’s education.	<p>The Covid-19 pandemic is a challenge, but it did not stop PBA from working hard to create opportunities for families to participate in their child’s education. PBA has adapted to the situation by creating virtual platforms for all that we do. Palm Bay Academy implements a variety of programs to encourage families to participate in their child’s education. It is important for the success of students to build positive relationships with parents and families and ensure that they are included in the school community. PBA holds a variety of events that give support to parents and prompts community involvement. Family Engagement Events such as the Title 1 Annual Meeting, Readers of the Caribbean, Turkey Trot Math Night, Winter Slumberland, STEM Night, Seuss-a-bration, Culture and History Night and Camp Read S’more provide parents with the skills and materials they need to support their children’s education at home. We are offering a parenting class called Parent Panther Leaders which helps parents learn the Seven Habits of Effective Families and gives parents the opportunity to add input into the school and Title 1 programs. PBA holds transition events to help families plan and prepare for their student’s future. Monthly calendars, newsletters and event invitations are disseminated, along with emails, texts, and phone calls to ensure that all families are aware of all the learning opportunities available. All events are always advertised on the school website as well. Parents are also encouraged to become active members of the PTO, PPL and Board of Directors where their valuable input helps develop our programs.</p>
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	<p>In order to ensure that the PFEP, SWP, CNA and other Title 1 documents are shared with our community members, copies of all documents will be made available on the school website, the Title I Parent Page, and the parent resource book located in the office. The school newsletter will inform parents of the location. In addition to the website, the school social media account will be used to inform community stakeholders of the location of documents. Community members that are on our School Advisory Council will be provided copies of documents at meetings. In addition, the Title 1 team is always available to families by phone, text, email and for virtual conferences upon request to help deepen the understanding of these documents. Additionally, ongoing communication between school and families will be communicated through a variety of methods including monthly school newsletters, FOCUS, Blackboard Connect messages, report cards, parent conferences, student agendas, communication folders, teacher, and school websites.</p>



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)

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>
Leader in Me Program	The leader in me program is a continuous program that all staff members have been trained in and are implementing in their classroom. There is continuous training and lighthouse meetings throughout the school year to increase understanding and evaluate our progress. In the fall, teacher training is available for all new teachers and staff members. The Leader in Me program helps teach students and their families the Seven Habits of Highly Effective People and the training builds teachers' knowledge of the program so it can be properly taught to the students. The PPL class is a class that teaches parents the Seven Habits immersing the families in this program.	We enrich all members of our staff through this ongoing process which includes workshops, book studies and a lighthouse coordinator that visits our school at least twice a-year to check for success and give advice on how to improve the program	Administration, teachers, instructional assistants, custodial, front office. All staff participate in this program.	Several times throughout the year in various ways.
Children's Hunger Project	We have a strong relationship with Children's Hunger Project. This connection provides food for families in need. This is a valuable resource for many of our family members. Relationships with programs such as Children's Hunger project show our families that we care about their family and want to create an environment that allows their families an opportunity to enjoy food over the weekend when the alternative might be to go hungry	Weekly delivery to school and food is distributed by school staff.	Office Staff, Title.1 Coordinator.	Weekly throughout the year.
Working with Families with Diverse Needs	PBA provides annual mandatory workshops for teachers facilitated by the schools Title 1 Coordinator or by a school district Title 1 Contact. This workshop helps teachers have a better understanding of families with diverse needs and gives them tools to help reach all families.	Presenter	Teachers	March 2020
A Framework for Understanding Poverty- 10 Actions to Educate Students	This web-based training gives you in-depth information to help you understand class differences and 10 actions you can implement the next day in the classroom to achieve impact. This workshop is based on the book A Framework for Understanding Poverty by Ruby K. Payne, Ph.D.	Web-based training	Administration, teachers, instructional assistants, custodial, front office. All staff participate in this program.	TBD



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)

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:</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 Reading	Pirates of the Caribbean	10/27/20 Virtual access available on this date.	Parents learn techniques to help their child(ren) learn to read. Some techniques include phonemic awareness, fluency practice and methods to help increase fluency. Comprehension practice and methods to help increase comprehension. Parents will learn methods to help their children learn how to find the main idea and more.	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes Books and bookmarks
Curriculum Areas Math	Turkey Trot Math Night	11/24/20 Virtual access available on this date.	Families will learn fun ways to practice addition, subtraction, multiplication and division through games and other hands on activities. Parents take home the games to continue practicing these skills with their child(ren).	Goal 2: A 5% increase in learning gains of the lowest 25% of students in Math as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes Flashcards and math games
Curriculum Areas Family Reading	Winter Slumberland	12/18/20 Virtual access available on this date.	The Winter Slumberland event focuses on reading for enjoyment and teaches families how to make time for reading in their household. Other skills include reading for meaning, asking higher order questions while reading with children and picking books the family can enjoy together.	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes Books
Curriculum Areas Science	Stem Night	2/5/21 Virtual access available on this date.	The Orlando Science Center brings their team to PBA for a night of fun and hands on Science activities. Families work their way through a variety of hands-on experiments learning all branches of science from dissection to roller coaster building. Parents are taught that science is all around them and learn to use the scientific method to rediscover their world with their child.	Goal 2: A 5% increase in learning gains of the lowest 25% of students in Math as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes STEM kits and Science activities, Orland Science Center tickets for four
Curriculum Areas Reading	Seuss-a-bration	3/2/20 Virtual access available on this date.	Families celebrate Dr. Seuss during the month of his birthday by using Seuss books to increase reading skills. Families engage in a variety of reading activities that are engaging and	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes Dr. Seuss books



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)

			educational for all involved. Focus for this event includes rhyming, word play and theatrical elements.			
Curriculum Areas Social Studies and History	Culture and History Night	4/28/20 Virtual access available on this date.	The Cultural and History Night focuses on the variety of cultures in our world as well as the history of our nation. Families are given the opportunity to learn about other cultures as they visit classrooms that focus on the differing cultures. Other classrooms focus on the history of the United States and focus on teaching the visiting families a history lesson while they travel from classroom to classroom. The ELA focus includes research-based projects aimed at increasing literacy skills	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes Books focusing in culture and history
Curriculum Areas Reading	Camp Read S'more	5/14/20 Virtual access available on this date.	Camp Read S'more gives PBA an opportunity to prepare families and students for summer focusing on techniques to avoid the summer slide. Families are given the opportunity to take home books and activities guided toward continual reading throughout the summer months.	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes Summer reading materials
Leader in Me and parent decision making	Parent Panther Leaders (PPL)	Held on the second Thursday of each month from 6:00- 7:00	PPL is a class open to all parents offering them the opportunity to learn the seven habits along with their children. A section of the class is devoted to developing PBA through parent input.	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments Goal 2: A 5% increase in learning gains of the lowest 25% of students in Math as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes Leader in ME Parent booklet and 7 Habits of an Effective Family book and study guide.
Parent decision making and community involvement	Coffee in the Car loop	Held on the last Friday of each month from 7:15- 7:45 AM	Coffee in the Car loop helps end each month on a positive note and helps remind parents of the next month's events. Parents are given coffee with a bag of creamer and sugar. Each bag includes dates for all upcoming events and a short survey for them to fill out and return helping to improve the school and its culture.	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments Goal 2: A 5% increase in learning gains of the lowest 25% of students in Math as measured by grade appropriate assessments	Yes, Upon request	No
State Assessments & Achievement Levels	Title 1 Annual Meeting	9/16/20 6:00-7:00	The Title 1 Annual meeting helps the families become more involved in the activities and events offered throughout the year. This event educates the parents as to what Title 1 is and why we are a Title 1 school. Parents were informed how to get their state Assessments and Achievement Levels during the Annual Meeting.	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments Goal 2: A 5% increase in learning gains of the lowest 25% of students in Math as	Yes Spanish and Haitian Creole	Yes Information regarding PBA's programs



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)

				measured by grade appropriate assessments		
Technology, FOCUS/LaunchPad	Virtual Title 1 Annual Meeting	9/16/20 6:00-7:00	The Title 1 Annual meeting helps the families become more involved in the activities and events offered throughout the year. This event educates the parents as to what Title 1 is and why we are a Title 1 school. Parents are given a tutorial of Focus, taught how launchpad works and taught how to translate.	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments Goal 2: A 5% increase in learning gains of the lowest 25% of students in Math as measured by grade appropriate assessments	Yes Spanish and Haitian Creole	Yes Information regarding PBA's programs
Transition (Kdg)	Seuss-a-bration	3/2/20 Virtual access available on this date.	All area daycares and VPK's are invited to the Seuss-a-bration. During the Seuss-a-bration, VPK families are given the opportunity to join in in one of our most popular Family Events, get to participate in the bookfair, and are given a tour of the school and their future Kindergarten classrooms.	Not included in SIP	Yes Spanish and Haitian Creole	Yes Dr. Seuss books
Transition (MS)	6 th Grade Transition Day	May 2020	Students form PBA are invited to the PBA Middle School to experience a day in the life of a Middle School student. Students meet the Middle School teachers, staff and administration and learn more about the PBA program.	Not included in SIP	Yes Upon Request	Yes Information regarding PBA's programs
Transition (MS)	8 th Grade Transition Day	March 2020	Area high schools are invited to the PBA Middle School campus for an informational gathering about each school. Tables will be set up where students can visit representatives from different area high schools and make more informed decisions about their High School future.	Not included in SIP	Yes Upon request	Yes Informational pamphlets from are high schools
Parent/Teacher Conferences	Parent/Teacher Conferences	Following the first and third report cards	Parents are constantly encouraged to maintain frequent contact with parents focused on academic, behavioral and/or social/emotional progress. Parent/Teacher Conferences are an opportunity for teachers to discuss all areas of the curriculum as well as areas of strength or weaknesses that parents need to know about their child(ren).	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments Goal 2: A 5% increase in learning gains of the lowest 25% of students in Math as measured by grade appropriate assessments	Yes Upon request	Yes Information regarding PBA's programs as well as information that each individual teacher prepares for families
Open House	Open House	9/21/20	Teachers describe and explain the curriculum at their grade level, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain.	Goal 1: A 5% increase in learning gains of the lowest 25% of students in ELA as measured by grade appropriate assessments Goal 2: A 5% increase in learning gains of the lowest 25% of students in Math as	Yes Upon request	Yes Information regarding PBA's programs as well as information that each individual teacher prepares for families



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)

				measured by grade appropriate assessments		
*College & Career	NA	NA	NA	NA	NA	NA
*Graduation Requirements & Scholarships	NA	NA	NA	NA	NA	NA

* Required for secondary schools

How will workshops/events for families be evaluated to determine return on investment?	All participants at family events and workshops are given an exit slip that they must fill out in order to get the family take home materials provided. These exit slips have questions pertaining to the actual event as well as question that will help guide the decision-making process of the school.
How will the needs of families be assessed to plan future events?	To include more family and community members in future events, the Title 1 team will continue to seek input through surveys on school programs from all families including those unable to attend events. Information will also be gained through our development team, our Board of Directors, our bus drivers, our church and community members and counseling partners.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	<p>Demands of life in poverty/at risk are a large barrier to family engagement in school. To this end, PBA works to provide as many services to families as possible to assist with counseling, uniforms, food, supplies, laundry, transportation, childcare and tutoring. One of the best things that we have done to help with these barriers is to offer a meal or snacks at each event paid for by fundraising and when Covid-19 diminishes, we will continue this program. In the past, we had great success at increasing event participation by providing food services and holding our events during dinner time. This habit eases both the time and financial burden from poverty-stricken families. Parents and families also indicated that time and childcare are significant barriers to their participation in school engagement events. To this end, we schedule all live events at the times that are most preferable to families according to parent feedback and parent surveys. Another barrier we have found is general lack of “want” to participate in events simply because parents and family member do not know how engaging these events can be. To help with this, we have a different class host each event and their students do a “Leader in me” performance at the beginning of each event. Teachers encourage their students to come and reward them for their participation. We have found that this technique has increased participation dramatically and when families realize how fun and meaningful our events are, the return for the next one – even if their child is not involved. During each family engagement event, we provide take-home materials related to that event. These take-home materials ensure that parents have everything that they might need to work with their children at home. We hope that working hard to bring families into our school will provide a systemic change in the culture of our school and we are seeing evidence of this change. The Covid-19 pandemic has been a challenge for keeping school involvement growing but it is a challenge that we are learning to overcome with great success. Our virtual events are modeled after our in-person events and include the students as the stars of the show leading families to click the link and watch their children fully engaged in their school environment. While the parents are discovering their student's school virtually, they are exposed to a plethora of learning activities designed to help them practice the skills needed to become better at home teachers for their child. Parents will also find a link to well-designed exit slips specific to issues that may need to be addressed at the school. We are asking for parents to give PBA their honest and true opinions about things that we could do to improve the school. Here is a link to our first event, Readers of the Caribbean: https://docs.google.com/presentation/d/1nD44dvGIROPtGGHnt5XP1rNh8VP0zk2Q_aviLjdHXnA/preview?slide=id.g8c9b17c0fd_0_37</p>



Brevard Public Schools
Office of Title I
2020-2021 Parent and Family Engagement Plan (PFEP)

How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Virtual meetings are held on different days of the week and held at various times to allow more parents to be able to attend. For example, we offer a monthly drive thru meet and greet or “Coffee in the Car loop” during school hours giving parents an opportunity to visit with the Title 1 Coordinator and gain insight on plans, give input on the SIP, SWP, PFEP, CNA etc. Each month, we have a family engagement event held virtually and the link remains open so all parents and families can enjoy the event during a time that is convenient for them. According to parent input, the best time for meetings is Thursday evening and due to that information, the SAC committee is offering a Virtual Parent Panther Leaders class on the second Thursday of every month, followed by an input meeting giving those parents in attendance opportunities to dive deeper into the school decision making process. We are keeping the PPL classes/meetings consistent hoping that it will give families an opportunity to mark their calendars for that evening and work to find a way to make it to the class. When in person school resumes, childcare will be provided at all events that are not family events. Teachers and staff members are available during two parent conference nights as well as before and after school, during planning or after school if requested by parents. When in person classes resume, check out materials will be available from 7:30-3:30 every day, during parent conference nights, and other times requested by parents. Parents who are unable to come to school to check out material may request materials by calling or emailing the Title One Coordinator, or by sending a note to the Title One Coordinators attention.
How do families who are unable to attend building capacity events receive information from the meetings?	Parents who are unable to attend building capacity events receive information through a variety of ways. All parents receive monthly newsletter detailing the events and all exit slips from events will be made available to parents via the PBA website. Parents are notified of the School Parent Compact, Title 1 services brochure, District PFEP, School and Family Engagement Plan and other important documents that are distributed throughout the year at our Parent Engagement events. Furthermore, all parents, regardless of their ability to attend meetings, are forwarded these documents through their child’s backpack, via email, and they can find them on our Title 1 webpage and the new Title I Parent Page that their children have access to thru Google Classroom.
What strategies were used to increase family and community engagement in decision-making?	PBA has improved its SAC committee who have become involved in creating a class for parents called the Parent Panther Leader class. This class teaches the parents the seven habits of an effective family and the last portion of the class each month is focused on community engagement and decision making. The parents who attend seem to be the most involved parents and have set forth a mission to change the paradigm of the school from a school full of disadvantaged students to a school where we can work together to improve and grow into an environment where everyone wants to bring their child. This group is working to bring in more community members who can help engage our students and their families in positive ways throughout the year. PBA reevaluates our Exit Slips after each family engagement activity to build questions that focus on the needs of the student/parent community. All suggestions are evaluated by the Title 1 team who communicates these ideas with the principal and all stakeholders of the school. All of our Family engagement events have a student performance component which encourages parents to watch their child perform, bringing more parents to the newly designed virtual events which helps gather information from parents that might not normally have attended. PBA is also sending out more frequent Surveys to families that pertain directly to decision making in the school.