



## Audubon Elementary

### 2023-2024 Title I 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's 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 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 Gina Loggins at 321-452-2085 extension 42034*

*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 Gina Loggins at 321-452-2085 extension 42034*

**School's vision for engaging families:** To create a partnership of students, parents, staff, and community. Our student-centered environment ensures that each learner will have the opportunity to soar to higher levels.

#### Assurances

- We will:**
- Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the 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: \_\_\_\_\_

*Candace R Jones*

Date: \_\_\_\_\_

*10-23-23*



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**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?
School Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)	June 5, 2023 June 6, 2023 June 7, 2023 September 14, 2023	Program evaluation surveys, SAC meetings, PTO Meetings, School Newsletters, surveys, Blackboard Message, FOCUS Messages, Facebook Posts	SAC and PTO members provided input at the SAC and PTO meetings and through surveys. Families provided input through the end of the year survey, CNA summer meetings, and through exit slips after the Annual Title 1 Meeting.	Sign ins, agendas, meeting minutes, exit slips, surveys
Parent and Family Engagement Plan (PFEP)	August 31, 2023 September 12, 2023 September 14, 2023	Program evaluation survey, PTO and SAC meetings, Title 1 Annual Meeting, School Newsletters, Surveys, Facebook posts	SAC and PTO members provided input at the SAC and PTO meetings and through surveys. Families provided input through the end of the year survey, CNA summer meetings, and through exit slips after the Annual Title 1 Meeting.	Sign ins, agendas, meeting minutes, exit slips, surveys
School-Home Compact	August 31, 2023 September 12, 2023 September 14, 2023	Program evaluation surveys, SAC meetings, PTO Meetings, Faculty Meeting, Title 1 Annual Meeting, School Newsletters, surveys, FOCUS Messages, Facebook Posts	SAC and PTO members provided input at the SAC and PTO meetings and through surveys. Families provided input through the end of the year survey, CNA summer meetings, and through exit slips after the Annual Title 1 Meeting.	Sign ins, agendas, meeting minutes, exit slips, surveys
Title I Budget	April 20, 2023 August 31, 2023	Program evaluation surveys, SAC meetings, PTO Meetings, Faculty Meeting, Title 1 Annual Meeting, School Newsletters, surveys, FOCUS Messages, Facebook Posts	Information was provided during the Title 1 Annual meeting regarding the budget and how input from the community helps formulate the budget.	Sign ins, agendas, meeting minutes, exit slips, surveys
Parent & Family Engagement Funds	April 20, 2023 August 31, 2023 September 14, 2023	PTO and SAC meetings, Program evaluation survey, PFEP Survey, Title 1 Annual Meeting Survey, School Newsletters, Blackboard messages, Facebook posts	Families and community members were asked for input through the end of year evaluation and PFEP survey. SAC and PTO members gave input during their monthly meetings as well. The Title 1 Annual meeting shared how funds are being used for the current year based on the CNA and family/community input	Sign ins, agendas, meeting minutes, exit slips, surveys

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





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

<b>Tentative date &amp; time(s) of meeting</b>	August 31, 2023 5:00pm
<b>How are families notified of the meeting?</b>	Flyers were sent home in backpacks, through classroom teacher's digital platforms, FOCUS message, posted on Audubon's PTO and School Facebook page, Posted on the school marquee, and posted on the Audubon school website.
<b>What information is provided at the meeting?</b>	The Office of Title I provides each school with a Power Point Presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum.
<b>How are parents and families informed of their rights?</b>	Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
<b>What barriers will you address to encourage parents/families to attend?</b>	The meeting was recorded and posted to the school website and Facebook pages for those with conflicting work or evening activities. This also helps with families with transportation barriers. Schedules and transportation are our families greatest barriers.
<b>How will you get feedback from parents and families about the meeting?</b>	A Google Form exit slip was created and sent to all families through PTO and school Facebook pages, the school website, and paper copies were available.
<b>How do parents and families who are not able to attend receive information from the meeting?</b>	A video recording of the presentation as well as the feedback form were posted to the school website and the school and PTO Facebook pages.

**3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.**

<b>Title III-ESOL</b> *District coordinator-Anne Skinner	Audubon's ESOL school-based contact regarding ESOL needs and offering translation, when available. Families are encouraged to attend family events so they can be active participants in their child's education and utilize resources through the Title 1 office. This can further aid in their efforts to support learning at home.
<b>Title IX-Homeless</b> *District contact-Ivette Collado	The guidance counselor coordinates with student services to identify and support students in transition. Pre-identified students receive additional support through transportation, donations of food, clothing, gifts, and resources as needed.
<b>FDLRS/ESE services</b>	The ESE department is part of the MTSS process, attending meetings and providing input on intervention needs. ESE students are supported through intervention groups when possible. Families provide input at meetings regarding concerns for their child and how we can provide additional support at home for them. The Title 1 office provides support to the ESE teachers through interventions and resources available for checkout in an effort to support the school and family connection.



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<b>Preschool Programs (Head Start/VPK)</b>	All current VPK students attend the Kindergarten Round Up/Registration at their future schools. During the second semester, the parents of Pre-K students are invited to our school to learn about Audubon's Kindergarten program.
<b>SAC</b>	All families are invited to become SAC members and to join SAC meetings. They are encouraged to provide input on pertinent topics within our school setting for the sole purpose of improving our school. Community members are also encouraged to be a part of this committee, share their perspectives, and give input.
<b>PTO/PTA</b>	The PTO involves parents and teachers in providing input and suggestions to improve the overall moral of the school. Family events, teacher celebrations, fundraising efforts, and ways to improve social/emotional needs of the students are some of the priorities of PTO.
<b>Community Agencies/Business Partners</b>	Business partners and community agencies donate many resources for Audubon's use. Their partnership makes it possible for us to supply students with positive behavior incentives, recognize teachers, and provide items for school functions. Families are encouraged to attend family spirit nights hosted by business partners in an effort to raise funds for our school, as well as demonstrate an investment in their child's education.

#### 4. Utilize strategies to ensure meaningful communication and accessibility.

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</b>	Families are encouraged to visit the Audubon website, download the FOCUS app, and monitor their child's classwork as it goes home and is updated in FOCUS. Some classrooms have also opted to use the Seesaw app in an effort to keep their families up to date with the happenings in the classroom and around campus.
<b>Describe how you notify each family in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.</b>	Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who not state-certified in the subject area they are assigned. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation.
<b>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>	All families are invited to attend Open House to learn about their child's curriculum. Digital and paper pamphlets of what your child is expected to learn for their respective grade level are sent home to families. iReady diagnostic scores are given and discussed with families at our annual Literacy Night event. Title 1 further offer resources to check out for use at home to assist in any areas of concern with the curriculum. Teachers send home family letters and information sheets with students FAST testing scores. Families were also invited to a workshop on navigating and understanding the FSA Parent Portal and FOCUS app.
<b>Describe how your school provides information to families in their native language.</b>	Our school coordinates with our teachers to provide information to families in their native language. Documents such as exit slips, newsletters, and flyers are translated to Spanish and other languages upon request. All parents are shown how to translate documents on our school website to fit their needs during our annual Title 1 Meeting. Translated languages include, but are not limited to, Spanish, Chinese, and Vietnamese.
<b>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	Families with disabilities are given a specific survey in an effort to help get them the resources they need for their children, as well as notify us how we can help with the barriers that prevent them from access to meetings, workshops, and/or events.
<b>Describe the opportunities families have to participate in their child's education.</b>	Families are encouraged to participate in our Parent and Family Engagement events, parent trainings, and conferences. They are also encouraged to arrange meetings through the Title 1 Office, at their convenience, to receive support





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	and/or resources for at home support. Families are always encouraged to reach out at any time to their child's teacher for assistance with their child's needs, as well as, participate in Parent Teacher conferences.
Describe how your school shares the PFEP, SIP, CNA and other Title I documents with <u>community members</u> .	Audubon shares documents with community members through our monthly SAC and PTO meetings, our monthly school newsletters, and weekly classroom newsletters. We also post these documents on the school's website under the About Us- Title 1 tab.

5. Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc) on ways in which to communicate effectively, build relationships, and engage families as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year. This section focuses on training staff to work with families to improve academic achievement.

<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>
Partnering with Parents	Staff will learn how to communicate with families in a way that is both explicit and understandable. The training emphasizes the importance of teachers reaching out to families to keep them connected in their child's education through many different platforms, such as phone calls, email, text, or FOCUS. The power of a positive text or email builds trust and relationships. These relationships create a connection and develops a relationship between school and families.	Gina Loggins and Wendy Dunegan will present the information during grade level meetings.	Audubon Staff	October 12, 2023 8:10am-2:30pm

6. 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.

<b>Building Capacity of Families to Support Learning at Home</b>						
<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>



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<b>Curriculum Areas</b>	Trunk or Read Math Night Literacy Night STEAM Night Bingo for Books Bash	October 19, 2023 November 14, 2023 January 25, 2024 March 13, 2024 May 9, 2024 5:00pm-7:00pm with recordings	Trunk or Read and Literacy night will focus on incorporating vocabulary and comprehension strategies at home. Math night with focus on math fluency at home. STEAM night will focus on incorporating math and science at home through everyday resources. Bingo for Books will focus on continuing reading and math over the summer.	Instructional Practice Specifically Related to Math, ESSA subgroup specifically related to students with disabilities, and Instructional practice specifically relating to Science.	Upon request	Score reports, reading strategies, books, math manipulatives and strategies, science resources
<b>State Assessments &amp; Achievement Levels</b>	FAST and STAR Scores, iReady scores, and Penda Scores parent letters.		Parents of students in grades 3-6 will be notified of how to access their child's FAST scores and the meanings of the scores after each PM. Parents of students in grades K-2 <sup>nd</sup> will have a letter explaining their child's scores and meanings of the scores sent home after each PM taken. Parents will be given their child's iReady reading and math reports and learn to interpret them. They will see what their child can do and what their child's next steps are. Parents of students in grades 3-6 will be provided reports through Penda, an online science program.	Instructional Practice Specifically Related to Math, ESSA subgroup specifically related to students with disabilities, and Instructional practice specifically relating to Science.	Upon request	Score Reports and Parent Letters
<b>Technology, FOCUS/LaunchPad</b>	Teach Me Technology Workshop	August 31, 2023 5:30-6:30pm	Parents were given the opportunity to learn how to access FOCUS, Launchpad, Google Classroom, the FAST Parent Portal, and get help with any technology related questions. Families learned how to view grades, assignments, report cards, and test scores and their meanings, from a computer or their phone in an effort to help their child achieve success.	Instructional Practice Specifically Related to Math, ESSA subgroup specifically related to students with disabilities, and Instructional practice specifically relating to Science.	Upon request	FOCUS pins, FAST Portal log in information and directions for access
<b>Transition (VPK-K, MS, HS)</b>	Middle School transitions Kindergarten Orientation	Ongoing April 10, 2024	Parents will learn about the Kindergarten program during Kindergarten Round Up and/or Middle School options in an effort to prepare their child for their future education. Families will have the opportunity to visit middle schools in the area as well as join presentations from the Middle Schools here at Audubon.	Instructional Practice Specifically Related to Math, ESSA subgroup specifically related to students with disabilities, and Instructional practice specifically relating to Science.	Upon request	Handouts Night Before Kindergarten Book This is Middle School Brochure
<b>Parent/Teacher Conferences</b>	Conference Nights	October 26, 2023 April 3, 2024 5:00-7:00pm	Parents and families will attend conferences with teachers in an effort to learn ways to best support their child at home with academics and their social emotional well-being. Title 1 and our PBIS coach will be available to share social emotional resources and support for families upon request.	Instructional Practice Specifically Related to Math, ESSA subgroup specifically related to students with disabilities, and Instructional practice specifically relating to Science.	Upon request	Score Reports, Handouts, Title 1 resources for checkout
<b>*College &amp; Career</b>						



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*Graduation Requirements & Scholarships						
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\* Required for secondary schools

<p><b>How will workshops/events for families be evaluated to determine their effectiveness?</b></p>	<p>Exit slips will help determine the effectiveness of our events. Attendance of family events will also help us decide if the day/time offered was successful. Teacher input will be collected for perspective on overall effectiveness of events. Team leadership meetings will evaluate all the data.</p>
<p><b>How will the needs of families be assessed to plan future events?</b></p>	<p>Parent surveys, PTO meetings, SAC meetings, Program Evaluation, Exit Slips, Surveys</p>
<p><b>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</b></p>	<p>Work, extracurricular activity schedules, and transportation are our biggest barriers. We will record events/workshops of the live events for access at a more convenient time.</p>
<p><b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b></p>	<p>Some events have stations making it possible for families to arrive at different times and still benefit from the stations they can participate in. Requests to go over information from missed meetings or workshops can be made through the Title 1 office. Parents offer input to the best times and dates for their families through exit slips. We try to hold meetings in conjunction with other events when possible. Meetings and trainings are recorded for later viewing and when possible Live on Facebook.</p>
<p><b>How do families who are unable to attend building capacity events receive information from the meetings?</b></p>	<p>All events are recorded and posted on multiple platforms, such as, the school website and Facebook. Documents and information is also posted on the school website, the school and PTO Facebook pages, and through FOCUS Messages.</p>





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<p><b>What strategies were used to increase family and community engagement in decision-making?</b></p>	<p>An increase in PTO involvement SAC flyer created to invite all families to attend meetings Teachers reaching out to at least one parent in their homeroom and personally inviting them to attend SAC and/or PTO Exit slips given at every parent and family engagement event Surveys provided throughout the year</p>
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