



Cambridge Elementary School

2023-2024 Title I 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'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 Devane Clarke @ 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 Devane Clarke @ 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 Parent and Family Engagement Plan that describes how the school will carry out its required family engagement activities.

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

Principal:

Date:

9/28/23



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)	May 31 st , June 1 st , 2 nd , 3 rd 2023 August 24 th , 2023 September 14 th , 2023	SAC Meeting, CNA Meetings, Title I Annual Meeting, Spring School Survey, Spring Title I Survey, Title I Event Exit Sheets, School Compact Questionnaire.	Parents and community members were invited to attend all meetings and provide input.	Surveys, exit sheets, agendas, meeting minutes.
Parent and Family Engagement Plan (PFEPP)	August 24 th , 2023 September 14 th , 2023	Title I Annual Meeting SAC Meeting	Families are asked to complete a questionnaire that provides suggestions and reviews.	Title 1 Parent Family Participation Plan Survey, Title 1 Event Exit Slips
School-Home Compact	September 14 th , 2023 October 26 th , 2023 On-Going Throughout the Year	SAC Meeting Parent Teacher Conferences Annual Title I Meeting Compact Questionnaire/Survey for Teachers	Parents and community members were invited to attend Cambridge's Annual Meeting. Teachers provided the parents with the school-home compact and provided input during a faculty meeting. Parents and community members were invited to attend the SAC meeting and provide input. Teachers will discuss the compact with parents during parent teacher conferences.	Meeting Minutes. Parent Feedback Exit Slips Conference Notes
Title I Budget	August 24 th , 2023	Title 1 Annual Meeting	During our annual meeting, we went over how funds were used and asked for input via parent feedback exit slip.	Title 1 Annual Meeting Exit Slip
Parent & Family Engagement Funds	August 24 th , 2023	Title 1 Annual Meeting	During our annual meeting, we went over how funds were used and asked for input via parent feedback exit slip.	Title 1 Annual Meeting Exit Slip

**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.

Tentative date & time(s) of meeting	August 24 th , 2023, 5:30 p.m. – 7:00 p.m.
How are families notified of the meeting?	Flyer sent home and emailed. FOCUS Notification Newsletter (Smore) invited via FOCUS Facebook Post Teachers invited parents using a variety of classroom communication platforms.
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?	Parent and Families that were unable to attend Cambridge's Title 1 Presentation are given the opportunity to review the content and provide feedback through our school website. The main barrier for our school is translation for our Spanish-speaking families. We address this barrier by providing translated invitations and presentations. In addition, our ESOL Teachers, Ms. Stephens and Mrs. Estrada, attend the meeting to help with any communication issues. Our families often have younger children at home and that can make it difficult for them to attend school events. We can overcome this barrier by allowing all family members to attend these events.
How will you get feedback from parents and families about the meeting?	Families are provided a survey/exit slip at the end of the meeting, allowing them the opportunity to provide feedback.
How do parents and families who are not able to attend receive information from the meeting?	Information about the annual meeting can be accessed on our school website in both English and Spanish.



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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.

<p>Title III-ESOL *District coordinator-Anne Skinner</p>	<p>actively with the ESOL Resource Teacher and ESOL Assistants to address the needs of English Language Learners (ELLs) and collaboration with our ESOL teachers and assistants to implement appropriate programs, services, and training opportunities for learners. Title I Parent Engagement Contact works with our ESOL teacher to ensure that school information is effectively Title III funds to provide tutoring for Ms. Stephens and her assistant to tutor ESOL students in language acquisition.</p>
<p>Title IX-Homeless *District contact-Ivette Collado</p>	<p>and Cambridge administration work collaboratively with our Guidance Counsellor to meet the diverse needs of our duplicating services. Since the number of transition students in our county has increased significantly over the past months.</p>
<p>FDLRS/ESE services</p>	<p>FDLRS provides diagnostic and instructional support services to Cambridge's Exceptional Education Student Education (ESE) programmes and ESE student families. The resource staff in the FOLRS Office works collaboratively with Cambridge in the planning, implementation and evaluation of various parent engagement initiatives and training opportunities, and research-based instructional strategies based on BEST Florida's academic content standards.</p>
<p>Preschool Programs (Head Start/VPK)</p>	<p>As outlined in Head Start Law 45 C.F.R. 1304-40, Cambridge Elementary will participate in a collaborative partnership process with parents "to establish mutual trust and identify family goals, strengths and necessary services, and other support" for families enrolled in Head Start. There are seven family engagement outcomes under the parent, family, and community engagement component of Head Start. Cambridge will help families achieve outcomes in these areas: Family Well-Being, Positive Parent-Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transition, Family Connections with Peers, and Community and Families as Advocates and Learners. The district will contract with Brevard C.A.R.E.S to provide the required services as described in the original Head Start grant application</p>
<p>SAC</p>	<p>SAC consists of administration, teachers, parents, and community members who come together to provide information and facilitate efforts to meet the goals of the School Improvement Plan.</p>
<p>PTO/PTA</p>	<p>Cambridge Elementary School currently does not have a PTO/PTA.</p>
<p>Community Agencies/Business Partners</p>	<p>Title I and Brevard Partners in Education contact work together with companies such as universities and financial planning companies to contribute resources to events and training. Faith-based organizations, such as Georgian United Methodist Church, provide supplies and volunteer help in classrooms and during events.</p>



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4. Utilize strategies to ensure meaningful communication and accessibility.

<p>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</p>	<p>To ensure meaningful and ongoing communication with all stakeholders, Cambridge Elem. Uses our School Website, Marquee, Facebook, FOCUS Communication, School/Classroom Newsletters (SMORE), Teacher emails/phone calls, flyers, and teacher/parent communication apps such as Class Dojo and See Saw.</p>
<p>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.</p>	<p>Letters are sent home to every student that has been taught for four or more consecutive weeks by a teacher who is not state-certified in the subject area they are assigned. A copy of the letter and a list of the parents who received the letter is kept on file as documentation.</p>
<p>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</p>	<p>Cambridge will continue to issue printed bulletins and report cards. Teachers will communicate with parents with individual needs and hold parent/teacher conferences. Teachers will use FOCUS to keep parents informed about academic progress. Parents will participate in IPST (Individual Problem-Solving Team) when students need support. Teacher also sent home District Grade Level Expectation Brochures for parents to know the year-long learning goals for their child.</p>
<p>Describe how your school provides information to families in their native language.</p>	<p>Based on our Home Language Report, we provide information to families in English and Spanish. We prepare for meetings with bilingual families, by ensuring we have bilingual staff members available to translate. All forms of communication are translated for families including FOCUS messages and Monthly Newsletter.</p>
<p>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</p>	<p>Every reasonable effort is made at Cambridge Elementary to ensure that accommodation is made to allow people with disabilities to have access to meetings, workshops, and other events. All areas of the school are wheelchair accessible, and access signs are posted in Braille.</p>
<p>Describe the opportunities families have to participate in their child's education.</p>	<p>Parents may sign up to volunteer and participate in their child's classroom as well as other classrooms once approved by district security. Mondays are days on which parents can come one campus and have lunch with their children. In addition, parents can attend family engagement nights and learn a variety of topics to help their child with school activities and assignments. Parents are encouraged to meet with their child's teacher quarterly to discuss grades. Parents are invited and encouraged to attend SAC meetings and Literacy, Science, and Math Nights. Parents are also notified of additional parental resources available to them to support academic standards.</p>
<p>Describe how your school shares the PFEPP, SIP, CNA and other Title I documents with community members.</p>	<p>We make an announcement via Facebook and the marquee in front of the school telling community members that these documents are available in the front office and on our school website. The school's website will include the schools PFEPP, SWP, CAN and other Title I Documents in the Title I section under "about us". In addition, information will be discussed during relevant Title I Nights and School Advisory Council Meetings.</p>



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- 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>
Family Engagement Training	Teachers will provide opportunities through grade level meetings and/or after school to learn best practices for effective parent and community communication for engaging parents/community in events, reporting student progress, and supporting learning at home.	Presenter, small group discussions, educational articles, videos.	Cambridge's Instructional Staff	January, 2024



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	Art and Culture Title I Night	March 21 st , 2023	This is an evening where different arts and representation for the diverse cultures within our school are celebrated through a variety of hands-on events. Integration of Math and ELA strategies will be utilized within these activities.	This goes towards building a positive school culture and environment. Our youth truth survey showed we were below the average for culture and belonging.	Yes	Yes
	Title 1 Annual Meeting	August 24 th , 2023	The administration presented information to parents about FAST Data and STAR data from the previous school year. Families gained an understanding of what each level means and were provided with different resources including Cambridge's family engagement dates. Parent reports were provided to parents with student results. FAST Data is also discussed with parents during conferences with parents.	In 23-24, on ELA PM3 at least 55% of all students will be working at or above grade level in grades K-3, and at least 45% of students in grades 4-6. On Math PM3 at least 55% of students in all grade levels will be on or above grade level. We will increase ELA SWD subgroup proficiency to 45%.	Yes	Yes
State Assessments & Achievement Levels	Conference nights and requested conference meetings	October 26 th , 2023, and On-Going Throughout the school year.	Parents are invited to school where student led conferences will be utilized with teacher help to provide student assessment data and grades to parents and connect that information to the state required standard score for on grade level performance. Student growth will be celebrated.		Yes	Yes
Technology, FOCUS/LaunchPad	Data Night for families	January 2024	Parent conference night, parents will have an opportunity to visit a technology center in their classrooms where they will learn how to use FOCUS to monitor student achievement. Parents will be provided with sign-on information and an opportunity to work one on one with classroom teacher and their student to get the most from FOCUS. Messaging available on Focus will be highlighted as well.	In 23-24, on ELA PM3 at least 55% of all students will be working at or above grade level in grades K-3, and at least 45% of students in grades 4-6. On Math PM3 at least 55% of students in all grade levels will be on or above grade level. We will increase ELA SWD subgroup proficiency to 45%.	Yes	Yes
	FOCUS	October 26 th , 2023	5:00 – 7:00 Conference night			



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	IEP meetings are offered in virtual and by phone for parents throughout the school year.	On-Going	Parents are provided input into their child's individual education plan and at these meetings are provided resources to provide additional support to students.	In 23-24, on ELA PM3 at least 55% of all students will be working at or above grade level in grades K-3, and at least 45% of students in grades 4-6. On Math PM3 at least 55% of students in all grade levels will be on or above grade level. We will increase ELA SWD subgroup proficiency to 45%.	Yes	Yes
Transition (VPK-K, MS, HS)	Middle School Expo Cocoa Jr, Edgewood, Space Coast Jr. and McNair staff and students will visit Cambridge Elementary Cocoa Junior High Orientation	November 2023 April 2024	Families will gain a clear picture of what procedures and academic requirements will be at the secondary level and meet representatives from schools to help students understand and prepare for their transition Students will gain a clear picture of what procedures and academic requirements will be at the secondary level and meet representatives from schools to help students understand and prepare for their transition		Yes	Yes
	Kindergarten Orientation "Cambridge Candyland"	April 2024	Families are provided with a picture of kindergarten and how they can get the most of their child's experience during their kindergarten year. In addition, they will learn and practice a variety of developmentally appropriate strategies to prepare students for kindergarten.		Yes	Yes
Parent/Teacher Conferences	Parent Teacher Conferences Student Led Conferences		Families will monitor the progress of students in reading and math, developing an understanding of what can be reinforced at home. Zoom conference and phone conferences are available according to parents' needs.	Standards Aligned Instruction to Increase ELA Proficiency. Standards Aligned Mathematics Instruction to Increase Proficiency, Learning gains for SWD.	Yes; ESOL Teacher and interpreter provided upon request,	Yes
*College & Career		N/A				
*Graduation Requirements & Scholarships		N/A				

* Required for secondary schools



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<p>How will workshops/events for families be evaluated to determine their effectiveness?</p>	<p>Exit sheets and/or surveys will be provided to collect information from participants on the effectiveness of the events.</p>
<p>How will the needs of families be assessed to plan future events?</p>	<p>Exit sheets and/or surveys will also be used to collect suggestions for future events. The leadership team, including management and the Title I team, will read and discuss input and develop plans for future events</p>
<p>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</p>	<p>The main barrier is translation for our Spanish-speaking families. We can address this barrier by providing translated invitations and presentations. In addition, our ESOL teacher, Ms. Stephens and Mrs. Estrada, along with several Spanish-speaking staff members attend the meeting to help with any communication issues. Our families often have younger children at home and that can make it difficult for them to attend school events. We can overcome this barrier by allowing all family members to attend these events.</p>
<p>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</p>	<p>Events are scheduled in the evenings based on feedback from surveys and previous events. Wednesdays and Fridays are avoided due to conflicts such as religious gatherings identified by Cambridge families. PowerPoint presentations of the events are posted on the school's website in both English and Spanish.</p>
<p>How do families who are unable to attend building capacity events receive information from the meetings?</p>	<p>Information about events that cannot attend events at the school will be posted on the school's website under "title 1". It is also a goal to bring events to the community through community organizations.</p>
<p>What strategies were used to increase family and community engagement in decision-making?</p>	<p>Strategies to increase family and community involvement include acting on community feedback, requesting additional feedback and increasing community interest by overcoming barriers, celebrating cultural heritage with community help, and reaching out to community organizations.</p>