Oak Park Elementary

2026-27 Title I Parent and Family Engagement Plan (PFEP)

What is Title I?

Oak Park Elementary has been identified as a Title I school. Title I is a federal grant that gives additional resources to schools with economically disadvantaged students. These resources provide extra teachers, professional development for school staff, extra time for teaching (before/after school tutoring), parent trainings, and other activities designed to raise student achievement All Title I schools must jointly develop with parents and family members a written parent and family engagement plan (PFEP).

All families and community members were invited and encouraged to provide input and suggestions on developing this plan. Input was given during in-person or virtual meetings and by way of surveys. 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 reach out to our Title I Contact Kathy Comer @ 321-269-3252 ext, 47884

School's vision for engaging families: At Oak Park Elementary we believe that every moment matters. Guided by our theme, -"If you're going to be here, be here"- we envision a school where students, staff, and families are fully present, deeply engaged, and committed to growing together. Through purposeful learning, strong relationships, and a culture of belonging, we strive to create a school community where every child is empowered to succeed, and every voice is valued.

Assurances

We will:

- [x] 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.
- [x] 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.
- [x] 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.
- [x] Involve parents in the planning, review, and improvement of the Title I program.
- [x] 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 have **on-going**, two-way communication.
- [x] Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- [x] Provide materials and training to help parents support their child's learning at home.
- [x] Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
- [x] Coordinate with other federal and state programs.
- [x] Provide information in a format and language parents can understand and offer information in other languages as feasible.

Principal: Kelly Rouse Date: 9/30/26

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Oak Park Elementary WILL:

1. **Involve families and community members in the planning, reviewing, and improvement of their Title I school-wide plan.**

Title I Documents	Date of meeting to gather family/community input	List outreach strategies used to invite families and community to provide input. (examples: newsletter, FOCUS message, personal invite/phone call)	Describe the method in which family and community members were involved. (examples: in-person, virtually, survey)	What evidence do you have to document family/community participation? (examples: meeting minutes, survey results)
Comprehensive Needs Assessment (CNA)	June 23-26, 2026	Focus message, flyer	In person, survey	Copy of flyer, meeting minutes, survey results
School Improvement Plan (serves as the Title I school-wide plan)	August 27, 2026 August 31, 2026, September 2, 2026	Focus Message, weekly newsletter, flyer, invite to SAC, Annual meeting	In person, survey	Copy of flyer, copy of newsletter, meeting agenda, meeting minutes, sign in sheets, survey results
Parent and Family Engagement Plan (PFEP)	August 27, 2026 August 31, 2026, September 2, 2026	Focus Message, weekly newsletter, flyer, invite to SAC, Annual meeting	In person, survey	Copy of flyer, copy of newsletter, meeting agenda, meeting minutes, sign in sheets, survey results

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School-Home Compact	August 27, 2026 August 31, 2026, September 2, 2026	Focus Message, weekly newsletter, flyer, invite to SAC, Annual meeting	In person, survey	Copy of flyer, copy of newsletter, meeting agenda, meeting minutes, sign in sheets

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 27, 2026
How are families notified of the meeting? (2 methods of notification, can't only be electronic)	FOCUS Message, Facebook, Website, Weekly Newsletter, Flyer
What information is provided at the meeting?	The Office of Title I provides each school with a video 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 will personalize a one-page handout describing 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 poster (in both English and Spanish) to display in the front office informing parents of their rights. Parents are also informed of their rights during the annual meeting. Schools are also required to have a "Parents Right To Know" letter in the Title I parent notebook kept in the front office.

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How will you get feedback from parents and families about the meeting?	Attendance at the meeting (sign in sheets), comments at the meetings, surveys and exit tickets	
How do parents and families who are not able to attend receive information and provide feedback?	In our office, our informational documents are housed in a notebook. This notebook houses our parent and Family Engagement Plan, SIP, Title I	
How many families should attend? (at least 50% of your families)	150	How many families actually attended? 147

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.**

Title III-ESOL ***District coordinator-Julie Kostka**	Oak Park provides our students with limited English proficiency with an instructional assistant that is ESOL certified so they can meet the same challenging content and performance. We translate print information that goes home to families who need a version in their home language.
McKinney-Vento/ Students in Transition Liaison ***District contact-Ivette Collado** **School Contact: Jackie Small, counselor**	McKinney-Vento liaisons form partnerships with a range of organizations and coordinate federal and local funds to provide comprehensive support for families experiencing homelessness. We utilize Title I funds (which can be used for family engagement and supporting homeless students) with other federal, state, and community resources to address the multifaceted needs of these families. We encourage and support the continuation of attending the same school, receive adequate transportation to the school and enroll students in support services offered and they qualify for.
FDLRS/ESE services	Oak Park collaborates with FDLRS and Title 1 to plan, implement, and evaluate training and opportunities for parent involvement. This information supports teachers and empowers families with information about their child's learning style, behavior strategies to use at home and how to best participate in ESE meetings.

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Preschool Programs (Head Start/VPK)	VPK teachers will coordinate meetings with parents to discuss the transition to kindergarten. VPK teachers will coordinate meetings with kindergarten teachers to discuss the specific learning needs of all students.
School Advisory Counsil (SAC)	Our SAC meets once per month to discuss pertinent information happening throughout the school. SAC informs about Title 1 budget expenditures; items related to the SIP and how they will have an impact on students. The SAC is made up of faculty, staff, parents and family members of students, and community stakeholders. We actively seek to bolster membership.
Parent Teacher Organization (PTO)/Parent Teacher Association (PTA)	PTO meetings will be held monthly. Through emails, text messages, social media posts, reminders are sent to our parents, families, and stakeholders about meetings. Agendas and minutes will be sent to those who are unable to attend the meetings so they can still give their opinions and feedback on the issues. Our PTO is made up of faculty, staff, parents and families of students, and community stakeholders. We encourage SAC committee members to also be active participants in PTO. PTO discusses fundraisers, school & Title 1 funds and how funds are spent on things aligned with SIP.
Extra Programs at your school/Community Partners (examples: Eckerd Connects, counseling, etc.)	We are also partnering with The Child Hunger Project. The Child Hunger Project supports families in ways that directly impact a child's ability to engage and succeed in school, which in turn encourages family participation in their education. It Improves student readiness by providing weekend meals to children who might otherwise go hungry. The program ensures students return to school on Monday, nourished and ready to learn. It reduces stress at home by allowing parents to focus more on helping with homework, attending school events, and communicating with teachers rather than

	food insecurity. It strengthens School-Family Connections by providing communication between the school and families, which builds trust and opens doors for further engagement.

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

Describe the methods that will be used to ensure meaningful, ongoing two-way communication between home, school, and community and how it will be monitored.	Brevard Public Schools uses FOCUS as the main communication tool between home and school. It is very important that parent accounts are active and regularly checked. Parents are encouraged to have the FOCUS app on an electronic device. If parents need help registering or learning how to use FOCUS, the school will provide support. We also send home flyers and communicate with an electronic weekly newsletter.
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 not state certified in the subject area they are assigned. A copy of the letter is kept on file.
Explain how families are provided with information regarding the curriculum, achievement levels, progress monitoring, and assessments.	Families receive this information at the Title 1 Annual Meeting; it is posted on the school's website and presented in weekly newsletters. Teachers present what students are expected to learn each year through their open-door presentation. Parent guides to the Florida B.E.S.T standards are provided to parents at the Annual meeting and in the lobby for easy access. Data from all assessments are shared with parents through parent teacher conferences, interim progress reports, and report cards.

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Describe how your school provides information to families in their native language.	Based on our Home Language Report, we provide information to families in the following languages: English and Spanish.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Any family unable to attend the event can receive information in writing or in an alternative manner when necessary. Families who need accommodations to receive information are invited to meet with staff for specific information.
Describe the opportunities families have to participate in their child's education.	Families can volunteer in their child's classroom and throughout the school, attend field trips, participate in monthly curriculum nights, be informed by reading school and classrooms newsletters, give feedback through exit tickets and surveys, attend award ceremonies, join PTO/SAC, and ask pertinent questions about their child's day.
Describe how your school shares the PFEP, SIP, CNA and other Title I document with community members.	Oak Park provides the agendas and minutes for meetings. We also provide copies of the individual plans that were discussed and created, such as the PFEP, SIP, and other documents. In addition, the information is available on our school website and Parent Notebook in the front office. The Parent Family Engagement Plan (PFEP), School Improvement Plan (SIP), and other Title I documentation is available on the Title I section of our school webpage, and hard copies are available in our front office through our Title I Parent Notebook.

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5. **Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc.) using research-based strategies, 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.**

Title of Presentation/Topic	Materials To Be Used	Format for Implementation: workshop, book study, presenter, etc.	Presenter	Tentative Date/Time
Family and Parent Engagement	Building relationships and Parent engagement strategies	Grade level and faculty meetings	Coaches and admin	ongoing

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, afternoon, evening, weekend, or virtually).**
   - **Provide information to families in a timely manner and in an easy-to-understand format.**
   - **The pre-populated topics are required for ALL schools; schools may add additional topics, as needed, based on family feedback collected.**

Building Capacity of Families to Support Learning at Home						
Topic	Title	Tentative Date/Time	Adult learning goal: What skill that reinforces student learning at home will families gain during this training?	List the Schoolwide improvement plan (SWP) goal this event directly supports	Translation provided	Take home materials provided

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Curriculum	26-27 Annual Title I Meeting and RCA kick-off	August 27, 2026 (5p-7p)	Using the Parent Guide to BEST standards, teach parents how to understand what is expected at each grade level.	***Area of Focus #1*** -Improve the proficiency in Reading ***Area of Focus #2***- Improve the proficiency in Math ***Area of Focus #3***- Improve proficiency in science	Yes	Yes
	26-27 RCA kick-off	September 16, 2026 (5p-7p)	School culture and relationships with students and families	***School Culture***	Yes	Yes
	26-27- Super Science Night/ Open House	October 8, 2026 (5p-7p)	How to support students with scientific research. How to prepare and complete STEM Fair Projects.	***Area of Focus #3***- Improve proficiency in science	Yes	Yes
	26-27 Data night and student led conferences	January 8, 2027- (5p-7p)	Provide families with current student data compared to peers. How to read, interpret, and understand data to help children at home better.	***Area of Focus #1*** -Improve the proficiency in Reading ***Area of Focus #2***- Improve the proficiency in Math ***Area of Focus #3***- Improve proficiency in science		

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	26-27 Literacy Night and Living Wax Museum Math Night	January 28, 2027- (5p-7p) February 25, 2027-(5p-7p)	How to improve and maximize reading comprehension. How to Support Students with Math Curriculum	***Area of Focus #1-*** Improve the proficiency in reading ***Area of Focus #2-*** Improve the proficiency in math	Yes Yes	Yes Yes
State Assessments & Achievement Levels	26-27 Data night and student led conferences	January 8, 2027- (5p-7p)	Provide families with current student data compared to peers. How to read, interpret, and understand data to help children at home better.	***Area of Focus #1 -***Improve the proficiency in Reading ***Area of Focus #2-*** Improve the proficiency in Math ***Area of Focus #3***- Improve proficiency in science	Yes	Yes
Technology, FOCUS/Launchpad	26-27 Registration and meet and greet	August 6, 2026	Provide families with the understanding of FOCUS as a communication platform, grades, Test scores and many other things. In addition, provide them with an overview of the apps on Launchpad and how to navigate the programs.	***Area of Focus #1 -***Improve the proficiency in Reading ***Area of Focus #2-*** Improve the proficiency in Math ***Area of Focus #3***- Improve proficiency in science	Yes	Yes
Transition (VPK-K, MS, HS)	VPK-Kindergarten (Including HeadStart)	Fourth Quarter	Provide families with information on the home school, open house dates and registration for kindergarten. Teachers will share information about student needs,	***Area of Focus #1 -***Improve the proficiency in Reading ***Area of Focus #2-*** Improve the proficiency in Math	Yes	yes

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	Elementary to Middle school	Fourth Quarter	curriculum expectations and transition practices. Provide families with information on the home school, open house dates and registration for middle school. Teachers will share information about student needs, curriculum expectations and transition practices. Madison Middle School will send representatives to discuss classes and programs offered.	***Area of Focus #3***- Improve proficiency in science		
Parent/ Teacher Conferences	Parent Teacher Conferences	In person as needed Once per semester (scheduled)	To inform parents of the progress of their child, to discuss data, to discuss behavior and attendance.	***Area of Focus #1*** -Improve the proficiency in Reading ***Area of Focus #2***- Improve the proficiency in Math ***Area of Focus #3***- Improve proficiency in science	Yes	Yes

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***College & Career**	N/A	N/A	N/A	N/a	N/A	N/A
***Graduation Requirements & Scholarships**	N/A	N/A	N/A	N/A	N/A	N/A

*** Required for secondary schools**

How will workshops/events for families be evaluated to determine their effectiveness?	Exit tickets will be created and made available during and after events so parents and families will have the opportunity to give their opinion on the event and what recommendation they may have.
How will the needs of families be assessed to plan future events?	Exit tickets will be analyzed, along with year-round entry of what families need. Surveys will be conducted online, sent home, and on the school's website, to provide ample opportunities for input.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc.)	Barriers: transportation, childcare Events will be held on campus. When possible, events will be held in the community to allow for less travel, and greater accessibility. Events will be staggered and scheduled at various times to accommodate families; some events will provide childcare.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	All events are held in the evening with a follow up the next day for families that could not attend. Example, the annual meeting with RCA kick-off and house sorting was held on August the 28 from 5-7 pm and the next day for families to attend from 11:00- 1:00 pm. The same information was given at both events. The activities were also the same.

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How do families who are unable to attend building capacity events receive information from the meetings?	The information sent is home after the event and posted on the school's website and social media pages. If more information is needed, an offer will be made to contact the event coordinator to help with what is needed.
What strategies are used to increase family attendance? How do you target the families of your lowest students/subgroups?	We are offering interesting and exciting nights of engaging activities. All agendas, email invites, postings on social media and flyers are translated and provided for both English and Spanish speaking families. We offer childcare and meals for families at some events. Students are awarded with incentives for having their families participate in events.