



## Turner Elementary

### 2024-2025 Title I Parent and Family Engagement Plan (PFEP)

#### What is Title I?

Turner 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 contact our Title I Program Facilitator Megan Arnold 321-676-5700 or [arnold.megan@brevardschools.org](mailto:arnold.megan@brevardschools.org)

**School's vision for engaging families: Families are essential collaborators in our mission to empower students to build a bright future for themselves and their community. The varied experiences of our families enhance our community's depth.**

#### **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: \_\_\_\_\_

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



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**Turner Elementary WILL:**

**1. Involve families and community members in the planning, review, 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)
<b>Comprehensive Needs Assessment (CNA)</b>	Monthly SAC meetings, annual Title I meeting 9/11/24, program evaluation meeting, community end of year meeting 5/25	School newsletter, Focus, email, Facebook	Present PowerPoint presentation to parents and family and provide slides with our data analysis. Parents were able to ask questions and complete a feedback form	Sign In, Agenda, Minutes, Surveys
<b>School Improvement Plan (serves as the Title I school-wide plan)</b>	Monthly SAC meetings, annual Title I meeting 9/11/24, program evaluation meeting, community end of year meeting 5/25	School newsletter, Focus, email, Facebook	Present PowerPoint presentation to parents and family and provide slides with our data analysis. Parents were able to ask questions and complete a feedback form	Sign In, Agenda, Minutes, Surveys
<b>Parent and Family Engagement Plan (PFEP)</b>	Monthly SAC meetings, annual Title I meeting 9/11/24, program evaluation meeting	School newsletter, Focus, email, Facebook	Present PowerPoint presentation to parents and family and provide slides with our data analysis.	We will gather feedback from parents by using exit slip at meetings. A Title I teacher will be present at our SAC meetings to obtain feedback verbally from each meeting. We will also have parents participate in the mid-year survey and end-of-year survey. Agenda, Sign In, Minutes
<b>School-Home Compact</b>	Monthly SAC meetings, annual Title I meeting 9/11/24, program evaluation meeting May 2025	School newsletter, teacher's classroom newsletters, Focus, email	Present PowerPoint presentation to parents and family and provide slides with our data analysis.	We will gather feedback from parents by using an exit slip at meetings. A Title I teacher will be present at our SAC meetings to obtain feedback verbally from each meeting. We will also have parents participate in the mid-year survey and end-of-year survey. Agenda, Sign In, Minutes



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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	September 11, 2024 at 5:00 and 6:00pm – video presentation of PowerPoint will be uploaded to website	
How are families notified of the meeting? (2 methods of notification, can't only be electronic)	Parents are notified through a school wide flyer, individual classroom teacher newsletters, school newsletter, Focus email. Students will write it in their planners. It is also on our school website.	
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 will personalize the Power Point by 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 front office display 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. The district Title I office monitors and keeps documentation of this on file.	
How will you get feedback from parents and families about the meeting?	Parents will have the opportunity to provide feedback by completing an exit slip after the meeting. Our Title I team will also be available after the meeting to answer any questions parents and families might have. We will have exit slips in Spanish and Haitian Creole as well as staff available to assist in translation.	
How do parents and families who are not able to attend receive information and provide feedback?	A copy of the presentation & survey link were also uploaded to our website so parents can view the presentation and provide feedback at any time throughout the school year. We will notify our parents and families that the Title I PowerPoint for our annual meeting will be on our website and available in our Title I parent binder in the front office. We will also communicate that any parent can schedule a meeting with our Title I team to go over all information presented at the meeting	
How many families should attend? (at least 50% of your families)	250	How many families actually attended? 153

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-Anne Skinner	Our ESOL contact works directly with the district ESOL staff to continuously meet the needs of our ELL students. Our ESOL teacher meets with every family at the beginning of the year to establish a rapport with beginning of the year to establish a rapport with them. She translates documents and translates at meetings.
McKinney-Vento/ Students in Transition Liaison *District contact-Ivette Collado School Contact: Priscilla Hudder	Turner students identified as in transition are eligible for tutoring services paid for by district Title I funds if the students demonstrate academic deficiencies. Turner also has a social worker position allocated to provide community resources and social/emotional support for our families. We currently are looking to hire for this position.



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<b>FDLRS/ESE services</b>	Professional development opportunities are provided to staff and parents by the Office of Title I, Exceptional Education, and FDLRS. Title I works with ESE to provide resources and technology assistance for students.
<b>Preschool Programs (Head Start/VPK)</b>	VPK/PreK-VE: Title I funding supplements our VPK program, allowing us to offer full day services for our VPK students and families. Families of students in VPK and PreK-VE are invited to all school wide family involvement events.
<b>School Advisory Council (SAC)</b>	Our school advisory council will meet monthly. This council is composed of teachers, staff, business partners, parents and community leaders. All parents, teachers, and community business partners receive an invitation to participate via email and invitation in student backpacks. The SAC team provides input regarding development, implementation and evaluation of the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), School-Family Compact, Comprehensive Needs Assessment, and parent engagement funds.
<b>Parent Teacher Organization (PTO)/Parent Teacher Association (PTA)</b>	Our school currently does not have a PTO.
<b>Extra Programs at your school/Community Partners</b> (examples: Eckerd Connects, counseling, etc.)	

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

<b>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.</b>	Brevard Public Schools uses FOCUS as the main communication tool between home and school. It is very important 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.
<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. Schools also post this information on their school website and in their school newsletter. 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>	Families are provided information regarding curriculum, achievement levels, progress monitoring, and assessments at our Open House and Annual Title I meeting in September and parent conferences. Information is also provided in our newsletters and sent home by teachers. Within the newsletters, opportunities for practice at home are grade-level specific and relevant to what they are currently learning. Focus emails are sent out to provide information. Our ESOL teacher contacts each ESOL student’s family and conducts one on one virtual or phone meetings.
<b>Describe how your school provides information to families in their native language.</b>	Based on our Home Language Report, we provide information to families in the following languages: English, Spanish, Haitian Creole
<b>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	Alternative formats will also be provided upon the request of parents with disabilities as needed. We offer one on one support as needed.



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Describe the opportunities families have to participate in their child’s education.	Families are invited to math and literacy curriculum nights to gain a better understanding of their child’s academic progress. Parent teacher conferences, music programs, cookies with Santa, Dr. Seuss Night, Math night
Describe how your school shares the PFEP, SIP, CNA and other Title I documents with <u>community members</u> .	Parents, community members, and business partners are invited to SAC meetings. We also invite them to our Program Evaluation meeting in May to obtain their input and feedback. Information discussed will also be sent in an email to provide input.

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.

<u>Research Based Strategy</u>	<u>Materials To Be Used</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Presenter</u>	<u>Tentative Date/Time</u>
Staff will be provided with training on building relationships through communication with families. We will identify successful strategies and share them as a group. We will identify any needs that teachers have from the district to be successful.	Article: <a href="#">Beginning the School Year with a Consistent Communication Plan</a>	Article Study, group discussion	Megan Arnold	October 2024
Staff will be provided with training on building relationships to engage with and learn more about families. We will identify successful strategies and share them as a group. We will identify any needs that teachers have from the district to be successful.	Article: <a href="#">5 Culturally Responsive Family Engagement Strategies</a>	Article Study, group discussion	Megan Arnold	January 2025

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).



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- 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 <u>directly</u> supports	Translation provided	Take home materials provided
<b>Curriculum</b> Review/demonstrate materials that are used, textbooks, manipulatives, online platforms, etc.	Cookies & Milk with Santa, Math Night, Science Gross Out Night, Dr. Seuss Night	December 2024, November 2024, April 2025, March 2025	Reading, math & science strategies, engaging students with reading, math & science questioning techniques, Parents are provided with resources to implement at home.	Area of Focus #1 and 2 Positive Relationships With Parents, Families and other Community Stakeholders	YES	YES
<b>State Assessments &amp; Achievement Levels</b> FAST, STAR, EOC, Science, etc.	Annual Title I meeting and Open House, Program Evaluation	September 2024, May 2025	A clearer understanding of where their child is performing in FSA ELA and MAFS – where they are and where they need to be. Understanding the scale scores and achievement levels.	Area of Focus #1 and 2 Positive Relationships With Parents, Families and other Community Stakeholders	YES	YES
<b>Technology, FOCUS/Launchpad</b> cover FOCUS in depth, demonstrate how to navigate, check grades, get messages, etc.	Registration, Open House, Title I Events, and Parent Meetings	Registration – August 2024, Open House – September 2024	Laptops set up in cafeteria for parents to register using FOCUS, parents able to retrieve FOCUS pins, teachers review FOCUS (how to navigate and check grades) in their classrooms during Open House	Area of Focus #1 and 2 Positive Relationships With Parents, Families and other Community Stakeholders	YES	YES
<b>Transition (VPK-K, MS, HS)</b>	Kindergarten Orientation, Middle School Transition	April 2025 (Kindergarten) February 2025 (Middle School)	Expectations and preparing students for the transition	Area of Focus #1 and 2 Positive Relationships With Parents, Families and other Community Stakeholders	YES	YES
<b>Parent/Teacher Conferences</b>	Parent Teacher Meetings	November 2023 February 2024	Parents receive specific academic information on grade level standards, expectations, and their students’ progress as well as instructional strategies and activities that allow them to extend the learning to the home environment. Family is in collaboration with the teacher. Also set goals for the child based on the data presented on the foundational skill.	Positive Relationships With Parents, Families and other Community Stakeholders	YES	YES
<b>*College &amp; Career</b>						



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*Graduation Requirements & Scholarships						
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\* Required for secondary schools

<b>How will workshops/events for families be evaluated to determine their effectiveness?</b>	We will have a paper survey at our Title I meeting and at each of our Title I Nights. We will also have a midyear parent survey. In May, we will have an End of the Year meeting to get specific input from parents on our curriculum meetings available throughout the year. We will also have a Program Evaluation meeting with business partners, volunteers, parents and families to provide data on the variety of programs we used this year and get their input.
<b>How will the needs of families be assessed to plan future events?</b>	Refer to exit slips – analyze and disaggregate data to determine which programs were successful and which need to be changed. Look at times and days of the week that worked best for parents
<b>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc.)</b>	Barriers – times, days of week Action steps – offer one on one meetings, contact with our ESOL team to provide translated materials, contact Title I before and after school to meet with parents
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	Offer one on one meetings, contact with our ESOL team to provide translated materials, contact Title I before and after school to meet with parents, meetings uploaded to websites (if possible)
<b>How do families who are unable to attend building capacity events receive information from the meetings?</b>	Parents will receive information from our parent events through newsletters, Focus email, and individual parent conferences, outreach from ESOL teacher. Parents can request the information by emailing or calling the Title I Contact. All information will be in our Title I binder in the front office.



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<p><b>What strategies are used to increase family attendance? How do you target the families of your lowest students/subgroups?</b></p>	<p>Parents were invited via email, Facebook, and newsletter to a Program Evaluation during the Title I meeting where we presented data on the programs we used and if they were effective. They were given the opportunity to participate in a survey to give input on how we should use our Title I funds on programs that increase student achievement.</p>
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