



University Park Elementary

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

What is Title I?

University 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 contact our Title I Program Facilitator Michele Haslar (321)723-2566.

School's vision for engaging families: To empower all students with a love for learning in a safe and caring environment.

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 have **on-going**, two-way communication.
 - ☐ 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.
 - ☐ Provide information in a format and language parents can understand and offer information in other languages as feasible.



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Principal: _____

Date: _____

University Park 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) |
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| Comprehensive Needs Assessment (CNA) | 6/3/2024, 6/4/2024, 6/10/2024 6/11/2024 6/12/2024 | Survey opportunities through Focus Communication Option (Email/Text with links) | Families and community members gave feedback on a Google Form Survey. The Presentation and Google Form Survey were also shared on the school website. Families and community members were invited to attend our Annual Title I Night on September 19, 2024. Title I components, school data, and plans were shared. Feedback was given via an Exit ticket. Presentations and feedback forms, with translations, were shared through the school website for those that could not attend. | Meeting Attendance Sheets, Agendas, Minutes, Google Form surveys, Exit tickets |
| School Improvement Plan (serves as the Title I school-wide plan) | 8/2/2024 | Survey opportunities through Focus Communication Option (Email/Text with links) | Families and community members gave feedback on a Google Form Survey. The Presentation and Google Form Survey were also shared on the school website. Families and community members were invited to attend our Annual Title I Night on September 19, 2024. Title I components, school data, and plans were shared. Feedback was given via an Exit ticket. Presentations and feedback forms, with translations, were shared through the school website for those that could not attend. | Meeting Attendance Sheets, Agendas, Minutes, Google Form surveys, Exit tickets |
| Parent and Family Engagement Plan (PFEP) | 9/19/2024 | Flier in backpack, School Newsletter, School Website, FOCUS, email and phone calls | The draft PFEP was shared, and input was requested. Translation opportunities were provided. Parents and community members were invited to our September SAC meeting. School data and PFEP were shared during the meeting. Participants were invited to provide feedback on PFEP input form. | Meeting Attendance Sheets, Agendas, Minutes, Exit tickets |



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| | | | Families and community members were invited to attend our Annual Title I Night on September 19, 2024. Title I components, school data, and plans were shared. Feedback was given via an Exit ticket. Presentations and feedback forms, with translations, were shared through the school website for those that could not attend. | |
| School-Home Compact | 9/19/2024 | Flier in backpack, School Newsletter, School Website, FOCUS, email and phone calls | <p>The draft PFEP was shared, and input was requested. Translation opportunities were provided.</p> <p>Parents and community members were invited to our September SAC meeting. School data and PFEP were shared during the meeting. Participants were invited to provide feedback on PFEP input form.</p> <p>Families and community members were invited to attend our Annual Title I Night on September 19, 2024. Title I components, school data, and plans were shared. Feedback was given via an Exit ticket. Presentations and feedback forms, with translations, were shared through the school website for those that could not attend.</p> | Meeting Attendance Sheets, Agendas, Minutes, Exit tickets |

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

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| Tentative date & time(s) of meeting | September 19, 2024 |
| How are families notified of the meeting? (2 methods of notification, can't only be electronic) | Flier in backpack, School Newsletter, School Website, FOCUS and email. |
| 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? | A Feedback exit ticket will be used following the event to get feedback from parents and families. This exit ticket is translated into Portuguese, Arabic, Spanish, and Haitian Creole for families needing translation. A Google Form Survey will be included with the PowerPoint |



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| | translations for parents and families that could not attend the in-person meeting. Parents and families were given contact information for the Title I coordinator and were encouraged to reach out to her with any questions or concerns. | |
| How do parents and families who are not able to attend receive information and provide feedback? | A Feedback exit ticket will be used following the event to get feedback from parents and families. This exit ticket is translated into Portuguese, Arabic, Spanish, and Haitian Creole for families needing translation. A Google Form Survey will be included with the PowerPoint translations for parents and families that could not attend the in-person meeting. Parents and families were given contact information for the Title I coordinator and were encouraged to reach out to her with any questions or concerns. | |
| How many families should attend? (at least 50% of your families) | 250 | How many families actually attended? 69 |

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.

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| Title III-ESOL *District coordinator-Anne Skinner | The University Park Elementary ESOL teacher and assistant will encourage and support families to participate in school events. They will assist in translating documents and communicating with parents. The ESOL contact, teacher, and/or assistant will attend all events to provide translation when requested. ESOL provides summer school for our ELL students. |
| McKinney-Vento/ Students in Transition Liaison *District contact-Ivette Collado School Contact: Michele Haslar | McKinney Vento and Students in Transition program is supported through programs here at UP. This includes the designation of a school level liaison, access to a school social worker, a certified mental health counselor, and the Eckerd Connect Program. Through these entities, parents and children gain access to a wide range of wrap around supports including food acquisition, financial assistance, medical access, and mental health services. |
| FDLRS/ESE services | University Park's social worker and staff will communicate and assist families in transition with appropriate resources, tutoring, and assistance opportunities with the support of Title IX services. |
| Preschool Programs (Head Start/VPK) | University Park teachers, including ESE teachers and Guidance Counselors, will encourage and support parents of children with educational plans (IEP, EP, 504). Any supplemental instruction support provided by the Title I team will be discussed with the parents during the development of a child's educational plan. Teachers and parents of students with exceptionalities will have access to FDLRS for diagnostic and instructional support services. |
| School Advisory Council (SAC) | University Park encourages parents, teachers, and community members to become involved in planning, reviewing, and improvement of our programs. Participation in our SAC is essential to our continued improvement. SAC meetings are held monthly. Our faculty, staff, parents, and community members are invited through e-mail, school newsletter, and marquee to attend. Agendas and minutes are shared through e-mail and are available upon request. Our SAC committee is representative of our school population. |
| Parent Teacher Organization (PTO)/Parent Teacher Association (PTA) | University Park encourages parents, teachers, and community members to become involved in planning, reviewing, and improvement of our programs. Participation in our SAC is essential to our continued improvement. SAC meetings are held monthly. Our faculty, staff, parents, and community members are invited through e-mail, school newsletter, and marquee to attend. Agendas and minutes are shared through e-mail and are available upon request. Our SAC committee is representative of our school population. |



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| Extra Programs at your school/Community Partners (examples: Eckerd Connects, counseling, etc.) | University Park's preschool program has multiple Head Start units for three and four-year-old students. The Head Start program provides comprehensive child development services to predominantly economically disadvantaged children and families. Head Start has a special focus on helping preschool children develop early reading and math skills. Head Start promotes school readiness by enhancing social, cognitive, and emotional development of preschool children. This is done through the provision of educational health, nutritional, social, and other services to enroll students and families. |
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4. Utilize strategies to ensure meaningful communication and accessibility.

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| 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 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 will communicate with families through flyers, school newsletters, e-mails, FOCUS messages, phone calls, and conferences. |
| 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 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. |
| Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments. | Information about academic curriculum, Florida standards, and academic assessment used to measure student performance will be shared with parents and community members at the State of the School Meeting, Title I Annual Night, Open House, during parent conferences, on our school website, FOCUS, and at any time by parent request. |
| 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, Spanish, Portuguese, Arabic, Haitian Creole |
| How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events? | At University Park, parents and students with disabilities are provided accommodations in a timely manner and to the extent possible. Accommodations, alternative formats and/or translation services will be provided at the request of a person with disabilities as needed. |
| Describe the opportunities families have to participate in their child's education. | We encourage and support parents and community members to attend events at University Park. A minimum of two family engagement events are offered per semester. These events allow the parents to gain a better understanding of the curriculum being taught, grade level expectations, and how to better support their child's education at home. |
| Describe how your school shares the PFEP, SIP, CNA and other Title I documents with <u>community members</u> . | University Park SAC members, families, and community members are asked to provide meaningful input into the development of all plans related to school improvement through CNA meetings and surveys. They provide input into the development, implementation, and evaluation of the following: Schoolwide Improvement Plan, Title I Parent and Family Engagement Plan, Title I School-Home Compact, Title I Needs Assessment Survey, and Title I parent involvement funds. Finalized documents are shared on the school |



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website, sent home with families and community members when appropriate, and shared and reviewed during meetings and conferences.

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> |
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| Literacy, Math and Science Nights | Learn strategies and techniques to communicate student needs based on data and how to work together to support student learning. | District Title I Team | All Grade Levels | December 2024 March 2025 |
| PMP Trainings | Learn strategies and techniques to communicate student needs based on data and how to work together to support student learning. | Professional Development, SAMS meeting | Administrators and coaches | September 2024 Ongoing throughout the year |
| Student Led Conferences | iReady/Progress Monitoring/Grades | Parents will participate in conferences led by their own children. These data discussions are part of the academic goal setting in classrooms. | Lead Team presents the strategy to staff in SAMS | Conference Days- Once per semester |

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 | | | | | | |
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| <u>Topic</u> | <u>Title</u> | <u>Tentative Date/Time</u> | <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> |
| Curriculum | 1.Literacy Night 1 | December 2024 | These events will assist parents in understanding the curriculum and how to assist their children at home. | Students' performance is supported by systems that promote a positive culture and | Upon Request | 1.Read-aloud strategies, bookmark |



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| | 2.Family Math Game Night 3.STEM Night | March 2025 | Literacy is Light: Importance of/ supports for reading aloud at home Family Math Game Night: Math games to build math fluency STEM Night: Build parent knowledge in STEM, How to engage in STEM learning at home | environment: Strong MTSS addresses high impact systems in terms of early warning signs, attendance, behavior, clarity of expectation, and leadership | | questions (for reading at home) 2.Math manipulatives and games |
| State Assessments & Achievement Levels | Open House Annual Title I Night | September 19,2024 | Teachers explain the grade level curriculum and expectations. The most recent testing information is provided to all in attendance. Parents learn how to assist with their children's achievement and success. | Instructional Practice specifically relating to standards-aligned instruction | Upon Request | |
| Technology, FOCUS/Launchpad | Registration and Open House Parent Support | August 2024 September 19, 2024 | FOCUS was explained during Registration and Open House. Parents were assisted with creating Focus accounts during Registration and Open House. We continue with assisting parents with access to FOCUS and Launchpad throughout the school year. | Instructional Practice specifically relating to standards-aligned instruction | Upon Request | FOCUS account PINs, Directions for access and use |
| Transition (VPK-K, MS, HS) | Kindergarten Round UP Middle School AVID Night | August 2024 March 2025 | The Title I team, Kindergarten liaison, and Kindergarten teachers will prepare a presentation to inform upcoming families and students of expectations, events, and curriculum in Kindergarten. The Title I team and 6th grade teachers will collaborate with a team from the local middle school to share important information, dates, expectations, and curriculum for 7 th grade AVID and STEAM programs. | Instructional Practice specifically relating to standards-aligned instruction | Upon Request | Book, Materials to review and prepare for Kindergarten Registration packet |
| Parent/ Teacher Conferences | Parent Teacher Conference Nights | | Conference Nights are held twice per year, and upon request by parent or teacher. Curriculum, grade level expectations, behavior, and assessment information are shared. Teachers also share ways that parents can collaborate with the school to promote their child's success | Instructional Practice specifically relating to standards-aligned instruction | Upon Request | |



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

* Required for secondary schools

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| How will workshops/events for families be evaluated to determine their effectiveness? | Families and community members are asked to complete an exit ticket at the end of every event. Families are also asked to provide feedback on the District Parent Survey in Spring 2025. All stakeholders are asked to complete a survey in the spring of 2025 to evaluate the Title I Program. |
| How will the needs of families be assessed to plan future events? | Families and community members are asked to complete an exit ticket at the end of every event. Families are also asked to provide feedback on the District Parent Survey in Spring 2025. All stakeholders are asked to complete a survey in the spring of 2025 to evaluate the Title I Program. Information obtained from these exit tickets and surveys will be used to plan future events. |
| What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc.) | <p>1. Low attendance for events: Increase methods for advertising events, convenient day/time for families to attend, inform families earlier about meetings so they can arrange to attend, provide incentives for families to attend.</p> <p>2. Families cannot attend in-person meetings: Provide event information and resources input on the School Website, newsletter and through FOCUS.</p> <p>3. Limited English Proficiencies: Provide translation of advertisement for events, provide translated materials/ resources and feedback opportunities when requested, Provide translated feedback exit tickets.</p> |
| How are flexible dates and times for meetings, events and/or workshops offered? (Give examples) | At University Park, we understand the importance of parental involvement and therefore offer a variety of activities at times that families are available to attend. Parent surveys and exit tickets have shown that most of our families prefer for events to be weekdays in the evenings. We vary the event days (Tuesday, Wednesday, Thursday) and offer our events after work hours. Teachers and administrators are available before, during, and after school for meetings based on the needs of the family. |
| How do families who are unable to attend building capacity events receive information from the meetings? | University Park faculty and staff encourage parents to reach out to the school when they cannot attend an event. Event materials and information are shared on the school website for families who were not able to attend. Parents may also request any materials provided at the events to be sent home. |



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What strategies are used to increase family attendance? How do you target the families of your lowest students/subgroups?

Following each event, all attendees complete an exit ticket to provide input and engage in decision making. The information collected from these events is used to plan future events. We also provide opportunities for families and the community to participate in SAC meetings, CNA Meetings, and Title I Annual and Evaluation events to provide input. We have increased advertisements for these events through the school website, weekly school newsletters and FOCUS messages. We also provide information and brief surveys to families and community members that cannot attend in person events via emails and text messages so they can engage in decision-making. We send home paper copies of surveys for families that do not have access to technology.