



**Brevard Public Schools
Office of Title I
2021-2022 Parent and Family Engagement Plan (PFEP)**

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school 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 and family engagement 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 **Bianca Drawdy:** Drawdy.Bianca@brevardschools.org*

*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 **Bianca Drawdy:** Drawdy.Bianca@brevardschools.org*

The Sunrise family of students, parents, teachers, and staff will strive for a new beginning of excellence for each child every day! We value engaging and collaborating with all involved stakeholders to ensure ALL students are enabled to “shine” through their responsible choices and academic potential.

Assurances

- We will:**
- ✓ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the “School 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: *Janene Jost*

Date: 10/1/21



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EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:

- 1. Involve families and community members in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of families.**

Title I Documents	Date of meeting to gather family/community input.	List outreach strategies used to invite families and community to provide input.	Describe the method in which family and community members were involved.	What evidence do you have to document family/community participation?
Schoolwide Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)	5/17/21 9/15/21	We encouraged our parents and families to take the District Parent Survey and encouraged our students to take the Youth Truth Survey. These surveys are important pieces to our Comprehensive Needs Assessment as they will aid in the develop of our PFEP.	Parents took the online District Parent Survey and students took the Youth Truth survey online (mostly completed in school).	Many parents, families, and students completed the District Parent Survey and Youth Truth Survey.
Parent and Family Engagement Plan (PFEP)	9/8/21	A school-wide incentive plan was created to encourage families to take a survey that would help develop our PFEP. The class with the greatest number of surveys completed was rewarded.	Surveys were sent home physically via student backpack and a google survey link was provided for families to give input on different family engagement topics.	Many parents and families sent back the physical paper surveys and filled out the google survey.
School-Home Compact	10/28/21	Families are asked to provide input and engage in discussions about the School-Home Compact.	Families are invited to review the School-Home compact at Parent Teacher conferences and provide feedback. Surveys will also be made available to parents and families to fill out once they receive the compact.	Surveys, exit slips, meeting agendas, meeting minutes, sign in sheets
Title I Budget & Framework	10/25/21 11/29/21	Families are asked to participate in discussions about the Title I Budget and Framework.	Parents and families are invited to attend our PTO and SAC meetings to provide input about our Title 1 Budget and Framework.	Surveys, exit slips, meeting agendas, meeting minutes, sign in sheets
Parent & Family Engagement Funds	10/25/21 11/29/21	Families are asked to participate in discussions about the Parent and Family Engagement Funds.	Parents and families are invited to attend our PTO and SAC meetings to provide input about our Parent & Family Engagement Funds.	Surveys, exit slips, meeting agendas, meeting minutes, sign in sheets

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

- 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	Sunrise Elementary's Annual Title 1 Meeting was hosted live on Zoom, September 2 nd at 4:30pm.
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How are families notified of the meeting?	Families were notified of the meeting and provided the link through several E-mails (via Blackboard communication), our Facebook page, and by teachers individually communicating with their students' parents and families. Flyers were made and sent home, as well as it was advertised on our school sign as you enter the campus.
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?	Hosting the Annual Title 1 meeting virtually allowed parents and families to join from any location. The meeting was translated into Spanish as well.
How will you get feedback from parents and families about the meeting?	After the meeting concluded, we provided parents with a google survey link to take a survey to provide us feedback.
How do parents and families who are not able to attend receive information from the meeting?	The meeting was recorded and posted on our school website in our Title 1 section (as is the google survey link). The link to the video and survey was also sent out via Blackboard communication and posted on our Facebook page.

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 II- Professional Development	The Office of Title 1 works collaboratively with the Office of Professional Development (Title II) to provide teachers and staff members with opportunities to develop their practice, skill, and professionalism. These professional development opportunities cover a variety of topics, such as behavior management, understanding the exceptional needs of students, and training on new curriculum.
Title III-ESOL	The district Resource teacher for Title 1 Family Involvement works collaboratively with the district Resource Teacher- Equity/ESOL to address the needs of English Language (Title III) Language Learners (ELL) and families for language instruction in our Title 1 Schools. We plan instruction for English implementation, appropriate programs, services, and training opportunities for school staff and English Language Learners families without duplicating instruction.



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Title IV-Well-Rounded Education/School Safety/Educational Technology	The Office of Title 1 works collaboratively with the Office of Educational Technology to enhance and address the technology needs of students and families in Title 1 Schools. We implement Technology Education through collaboration, to plan and implement appropriate programs, services, and training opportunities for school staff and families, including opportunities to access and utilize Focus as a means of communication between home and school.
Title IX-Homeless	The Office of Title 1 and the district Homeless Liaison work collaboratively to meet the (Title IX) varying needs of our homeless youth and families without duplicating services.
FDLRS/ESE services	Title 1 and FLDRS collaborate to address the exceptional needs of students and families without duplicating services.
Preschool Programs (Head Start/VPK)	Title 1 funding supplements our VPK programs, allowing us to offer full day services for VPK students and families. These offices work together to coordinate parent training, Step Forward Voluntary opportunities, and transitional services for our students entering the regular public school Pre-Kindergarten (VPK) program.
SAC	The School Advisory Council (SAC) is composed of administration, support staff, instructional staff, parents, community members, and business partners. This committee collaborates with the Title 1 Office to provide input in the development, implementation, and evaluation of the school's Title 1 plan and how funds reserved for parent involvement will be used.
PTO/PTA	The Office of Title 1 works collaboratively with the Parent Teacher Organization (PTO) to include families as participants in school decisions, governance, and advocacy. Parents and teachers have the opportunity to work together to supplement and enrich the educational experience.
Community Agencies/Business Partners	The Office of Title 1 works collaboratively with the Partner in Education Coordinator to coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, as well as provide services to the community.

3. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.	Every effort is made to ensure meaningful and ongoing communication between Sunrise, the home, and the community. Pertinent information and documentation are always sent via Blackboard email or posted on our Facebook page and school website. Sunrise teachers understand the importance of constant communication between families and therefore use newsletters, agendas, Focus, and other form of communication to contact families.
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 out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes.
Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Sunrise families are notified of pertinent information regarding curriculum, achievement levels, progress monitoring and assessments via multiple outlets. Parents and families have access to Focus, where teachers post student grades, progress, and achievement scores. Parents and families can always contact a specific teacher or the school for questions or clarification regarding their students' progress in class.



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Describe how your school provides information to families in their native language. What languages do you provide?	Our school translates necessary documents in Spanish to ensure that we are meeting our families' language needs. Teachers either use Google Translate or Sunrise ELL personnel to translate these documents. Sunrise is also planning on using Title 1 funds to purchase a Smore subscription. Smore is a digital newsletter-crafting company that provides teacher access to create beautiful, engaging, and simple to understand online newsletters for parents and families to read. Smore newsletters can be translated into ANY language.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Parents and families of students with disabilities are timely notified when a meeting, workshop, or event regarding their student is occurring. The families can attend in person, virtually, or over the phone. There is translation provided for all meetings, when necessary.
Describe the opportunities families have to participate in their child's education.	Families are welcome and encouraged to participate in their child's education in various ways. These ways are but not limited to: Family engagement nights, learning activities sent home with students, consistent communication through a variety of tools, the opportunity to volunteer in the classroom and school, the opportunity to advocate/make decisions on different committees, and the opportunity to serve our community together.
Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	The PFEP, SWP, CNA, and other Title 1 documents are sent home either physically via student take-home folders, or electronically via Blackboard communication or posting on our school website.

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

<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>
Pandemic Parents Are More Engaged. How Can Schools Keep It Going?	This workshop will educate the faculty on how the pandemic has affected parent involvement and the different steps we can take to maintain this amount of involvement.	Our Administration Team and Literacy Coach will facilitate this workshop. Teachers will read the article, engage in discussion, and fill out an exit slip (per grade level).	Sunrise K- 6 Teachers	10/12/21
Engaging Families Effectively	This workshop will educate the faculty in strategies for engaging the community, providing faculty members with the tools to do so.	Gevonne Blum will conduct a workshop designed to promote engagement between the faculty and families of Sunrise Elementary School.	Sunrise Faculty & Staff	3/25/22

5. Provide assistance, training, workshops, events, and/or meetings for families to help them understand the education system, curriculum, standards, state assessments and achievement levels.

- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays).
- Provide information to families in a timely manner and in an easy to read format.
- The pre-populated topics are required for ALL schools; schools may add additional topics, as needed, based on family feedback collected.

Building Capacity of Families to Support Learning at Home



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<u>Topic</u>	<u>Title</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Adult learning goal: What skill that reinforces student learning at home will families gain during this training?</u>	<u>List the Schoolwide improvement plan (SWP) goal this event directly supports</u>	<u>Translation provided</u>	<u>Take home materials provided</u>
Curriculum Areas	STEM Drive-Thru Family Night	11/18/21	Parents and families will enjoy a Drive-Thru Night full of STEM activities all while interacting with relevant and Science and Math standards and curriculum.	Sunrise will increase Math achievement by 5% from 53% to 58% for all students measured by Math FSA by the end of the 2021-2022 school year. Sunrise will increase on grade level Science proficiency by 5%, from 49% to 54% on the NGSSS Assessment in science for students in grade 5 by the end of the 2021-2022 school year.	Yes	Yes
	English Language Arts/Social Studies Family Night	3/10/21	Parents and families will enjoy an outdoor Multicultural Night full of food, art, music; all while interacting with relevant and aligned ELA and Social Studies standards and curriculum.			
State Assessments & Achievement Levels	Title 1 Annual Meeting	9/2/21	Parents and families will gain an understanding of State Assessments and Achievement Levels through the breakdown of the scoring guide for both FSA and iReady.	Sunrise will increase on grade level ELA proficiency by 5% from 59% to 64% on the Florida Standards Assessment for all students in grade 3-6 by the end of the 2021-2022 school year. Sunrise will increase Math achievement by 5% from 53% to 58% for all students measured by Math FSA by the end of the 2021-2022 school year. Sunrise will increase on grade level Science proficiency by 5%, from 49% to 54% on the NGSSS Assessment in science for students in grade 5 by the end of the 2021-2022 school year.	Yes	If Desired
Technology, FOCUS/LaunchPad	Virtual Open House (iReady Help Session)	9/2/21	Families had the opportunity to join our Literacy Coach's Zoom meeting to learn more about iReady, how it works, and how they can use it successfully at home with their students.	Sunrise will increase on grade level ELA proficiency by 5% from 59% to 64% on the Florida Standards Assessment for all students in grade 3-6 by the end of the 2021-2022 school year. Sunrise will increase Math achievement by 5% from 53% to 58% for all students measured by Math FSA by the end of the 2021-2022 school year. Proficiency for the SWD subgroup, the Black/African American subgroup, and the ELL subgroup will increase to 41%, which is the Federal Index performance	Yes	Yes
	Technology for Families Night	10/14/21	Families will practice using the technology tools (such as Focus, iReady, and other apps on Launchpad) that students use to aid them in their academics.			



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				benchmark as outlined by ESSA (Every Student Succeeds Act).		
Transition (Kdg, MS, HS)	Stone Magnet Middle School Recruitment Presentation	10/20/21	6th grade students and their families will gain a clearer understanding of what procedures and academic requirements will be at the secondary level. Families and students transitioning into VPK & Kindergarten will gain a clearer understanding of procedures and expectations.	Sunrise will increase on grade level ELA proficiency by 5% from 59% to 64% on the Florida Standards Assessment for all students in grade 3-6 by the end of the 2021-2022 school year. Sunrise will increase Math achievement by 5% from 53% to 58% for all students measured by Math FSA by the end of the 2021-2022 school year. Proficiency for the SWD subgroup, the Black/African American subgroup, and the ELL subgroup will increase to 41%, which is the Federal Index performance benchmark as outlined by ESSA (Every Student Succeeds Act).	Yes	Yes
	Pre-K & Kindergarten Round-Up Transition Night	5/12/22				
Parent/ Teacher Conferences	Virtual Parent-Teacher Conferences	10/28/21 1/20/22	Families will monitor the progress of their students' academic achievement in all subjects, while developing an understanding of what can be reinforced at home. Virtual conferences and phone conferences are available according to the parents' needs.	Sunrise will increase on grade level ELA proficiency by 5% from 59% to 64% on the Florida Standards Assessment for all students in grade 3-6 by the end of the 2021-2022 school year. Sunrise will increase Math achievement by 5% from 53% to 58% for all students measured by Math FSA by the end of the 2021-2022 school year. Proficiency for the SWD subgroup, the Black/African American subgroup, and the ELL subgroup will increase to 41%, which is the Federal Index performance benchmark as outlined by ESSA (Every Student Succeeds Act).	Yes	If Desired

How will workshops/events for families be evaluated to determine return on investment?	Sunrise will provide families with exit slips and/or online surveys to gather input from the participants on the effectiveness of the events. These exit slips will be available to fill out during the live events but will also be asked to be brought back to school after completion. Families can also choose to take the same survey via Google Forms.
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<p>How will the needs of families be assessed to plan future events?</p>	<p>Sunrise will use these exit slips and/or Google surveys to gather suggestions for future events. The Leadership Team (compiled of Teachers, Administration, and the Title I Team) will read, discuss, and analyze the data to ensure future events are meeting the needs, desires, and accommodations of our families.</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>Barriers such as transportation, event times, translation, and childcare are evident among the Sunrise community. Many of Sunrise’s events will be held virtually, which will address the transportation concern and allows parents to join from anywhere. Sunrise has received feedback from parents and families that they prefer to have events during the evening time starting at 5pm. Sunrise will take this into high consideration when planning events. Sunrise will have translators on-hand to translate as needed and we will also ensure that all documents handed out are translated as well. Many Sunrise events are family-friendly, and parents are welcome to bring their children when appropriate.</p>
<p>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</p>	<p>Most Sunrise events are scheduled in the evenings, as per feedback from families about previous events. The Annual Meeting and Science Night are recorded and posted to the school’s website. Academic Virtual Nights are posted to the website and feedback is gathered using Google Docs.</p>
<p>How do families who are unable to attend building capacity events receive information from the meetings?</p>	<p>Pertinent information from events will be posted on Sunrise’s school website under the Title 1 tab, sent via Blackboard communication, and/or posted on our Facebook page. Teachers can also ensure that students who did not attend events can take home any missed important documents or materials.</p>
<p>What strategies were used to increase family and community engagement in decision-making?</p>	<p>Strategies for increasing family and community engagement in our decision-making process included acting on community feedback from prior years, soliciting additional feedback, and increasing community interest by overcoming barriers and reaching out to community organizations.</p>