



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**2017-2018 SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)**

**School Name:** Brownsville Middle School

**Loc. #:** 6031

I, Marcus L. Miller [Principal's Name], do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on the Parent and Family Engagement Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited. This plan has been jointly developed and agreed upon by stakeholders (i.e., staff, families, community members, etc.) in compliance with Title I Federal funding regulations. The school will adhere to the plan of action for parent and family engagement activities throughout the academic year and will ensure its transparency of efforts by providing communication to parents and families in multiple languages, flexible meeting times, needs-based workshops, and accommodations to parents and families with special needs. Additionally, the school will disseminate this document in multiple languages and make it accessible by making it available on our school's website. The school will also ensure that its PFEP is aligned to the School Improvement Plan (SIP) for the current school year.

**PARENT AND FAMILY ENGAGEMENT PLAN ASSURANCES**

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-level PFEP, distribute it to parents of participating children, and make the plan available to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the School-level PFEP and the joint development of the schoolwide program plan under Section 1116(c)(3);
- Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan [Section 1116(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family with an individualized student report about the performance of their child on the State assessments [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112 (e)(1)(A)].

**Signature of Principal or Designee**

12/01/17

**Date Signed**



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## **BUILDING CAPACITY**

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement. Include a description of how the school implements activities that build relationships with the community in order to improve student achievement and what materials and trainings will be provided to assist parents/families to work with their child(ren). Provide details on how the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116].

Activity/Tasks	Person(s) Responsible	Resources/Materials Provided	Description of Implementation
<input checked="" type="checkbox"/> The Parent Academy	Administration	Handouts	The Parent Academy is conducted via Face to Face meetings, with a focus on enhancing the parents ability to assist their child's educational efforts.
<input checked="" type="checkbox"/> Agency Referrals	Administration	Handouts	Information regarding agency referrals is disseminated on a needs- basis.
<input type="checkbox"/> Community Partnership/Activities			
<input checked="" type="checkbox"/> District Advisory Council (DAC) General and Executive Board, Parent Advisory Council (PAC), Educational Excellence School Advisory Council (EESAC), and Title I Annual Parent Meetings	Administration	Handouts Powerpoint	Meetings held during the evening to accommodate parent schedules (most work during the day) to ensure parents are fully aware of the various programs, educational initiatives and incentives are being implemented at the school site.
<input type="checkbox"/> Parent & Family Engagement Workshops			
<input type="checkbox"/> Parent & Family Engagement Survey			
<input type="checkbox"/> Other:			

## **STAFF DEVELOPMENT**

Describe the professional development activities that the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders, and other staff with the assistance of parents/families that includes:

- How to value and utilize the contributions of parents/families;
- How to reach out to, communicate with, and work with parents/families as equal partners; and
- How to implement and coordinate parent/family programs and build upon bonds between parents/families and the school.

Activity	Person(s) Responsible	Parent/Family Engagement Focus Areas	Timeline	Evidence of Effectiveness
<input type="checkbox"/> Online PD: Building Relationships with Parents		Valuing and utilizing parent contributions		Master Plan Points
<input checked="" type="checkbox"/> M-DCPS Meetings/Training/Workshops	Administration	Enhancing capacity to work with parents and families	August 2017-May 2018	Master Plan Points
<input type="checkbox"/> CIS/CLS Orientation Meeting		Implementing/Coordinating parent/family programs		Agenda, sign-in sheets, handout, PowerPoint and implementation of knowledge gained.
<input type="checkbox"/> CIS/CLS Training Sessions		Implementing/Coordinating parent/family programs		Agendas, handouts, PowerPoint and implementation of knowledge gained.
<input type="checkbox"/> How to Engage Hard to Reach Parents		Communicating with parents as equal partners		PowerPoint, follow-up activity and/or MPPs; sign-in sheets.
<input checked="" type="checkbox"/> Professional Learning Community/ School-based Project	Administration	Implementing/Coordinating parent/family programs	August 2017-May 2018	Sign-in sheet, artifacts (photos, Twitter, etc.)
<input type="checkbox"/> Other:				



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### OTHER ACTIVITIES

Describe other activities, such as the parent resource center, that the school will conduct in order to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116].

Content and Type of Activity	Person(s) Responsible	Parent/Family Engagement Focus Areas	Timeline	Evidence of Effectiveness
<input checked="" type="checkbox"/> Parent Resource Center/Area <input checked="" type="checkbox"/> The Parent Academy <input type="checkbox"/> DAC/PAC Meetings <input checked="" type="checkbox"/> ESSAC Meetings <input type="checkbox"/> Workshops <input type="checkbox"/> Community-based Partnerships <input type="checkbox"/> Other: <input type="text"/>	Administration	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Assessments <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Social Media <input type="checkbox"/> Parenting <input checked="" type="checkbox"/> Data-Driven Instruction <input checked="" type="checkbox"/> Parent Portal	August 2017-May 2018	Sign-in sheets, Agenda, Meeting minutes,

### ACCESSIBILITY

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families. Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families understand.

Accessibility Focus Areas	Accommodations	Person(s) Responsible	Timeline	Evidence of Effectiveness
Language	<input checked="" type="checkbox"/> Translator <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> Other: <input type="text"/>	Administration	Ongoing	Improved Parental Attendance
Parents with Special Needs	<input checked="" type="checkbox"/> Parking <input type="checkbox"/> Ramp <input type="checkbox"/> Sign Language Interpreter <input type="checkbox"/> Other: <input type="text"/>	Administration	Ongoing	Improved Parental Attendance

### COMMUNICATION

Describe how the school will provide timely information about the Title I programs. Describe and explain the curriculum at the school, and the forms of assessment used to measure student progress; the achievement levels students are expected to obtain; and identify students who are at risk of not meeting state standards on performance standards assessments. Describe how the school, if requested by parents, will provide opportunities for regular meetings in order to formulate suggestions and to participate, as appropriate, in decision-making related to the education of their child(ren). Provide a description of how the school will submit parents/family's comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116].

Communication Focus Areas	Content and Type of Activity	Date	Attendance	Evidence of Effectiveness
Title I	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	September 2017	98	Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> EESAC	Sept- June 2018	24	
	<input checked="" type="checkbox"/> Electronic Communication to Parents	Ongoing		
	<input type="checkbox"/> Mailout to Parents			
	<input type="checkbox"/> Title I Parent Newsletter			
	<input type="checkbox"/> Other: <input type="text"/>			
Curriculum	<input checked="" type="checkbox"/> FSA Night	February 2018		Number of parents who attended the meetings as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	September 2017	98	
	<input checked="" type="checkbox"/> Science Fair/Night	March 2018		



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Communication Focus Areas	Content and Type of Activity	Date	Attendance	Evidence of Effectiveness
Curriculum (Continued)	<input type="checkbox"/> Reading Under the Stars			
	<input checked="" type="checkbox"/> Open House	September 2017	98	
	<input checked="" type="checkbox"/> EESAC	Monthly	24	
	<input type="checkbox"/> Student Backpack			
	<input type="checkbox"/> Website			
	<input type="checkbox"/> Other: <input type="text"/>			
Assessment/Achievement Levels	<input checked="" type="checkbox"/> Title I Annual Parent Meeting	September 2017	98	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Open House Night	September 2017	98	
	<input checked="" type="checkbox"/> EESAC	Monthly	24	
	<input checked="" type="checkbox"/> Response to Intervention (RtI)	Ongoing	20	
	<input type="checkbox"/> Links to websites Containing Assessment/Data Information			
	<input type="checkbox"/> Other: <input type="text"/>			
Parent Concerns	<input checked="" type="checkbox"/> PT/PTSA meeting	Monthly	24	Number of parents who attended the meeting as evidenced through the sign-in sheet(s).  Parent Survey Compilation of Results.
	<input checked="" type="checkbox"/> EESAC meeting	Monthly	24	
	<input type="checkbox"/> Parent Survey			
	<input type="checkbox"/> Other: <input type="text"/>			
Attendance	<input checked="" type="checkbox"/> Parent/Teacher Conference	Weekly	10-15	Number of parents who participated in conference call(s) and/or attended the meetings, as evidenced through the sign-in sheet(s).
	<input checked="" type="checkbox"/> Truancy Child Study Team	Monthly	6	
	<input checked="" type="checkbox"/> Meetings with School Social Worker	Ongoing	3	
	<input type="checkbox"/> Other: <input type="text"/>			

**DISCRETIONARY ACTIVITIES (OPTIONAL)**

Describe any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Discretionary Activities Focus Areas	Content and Type of Activity	Person(s) Responsible	Timeline	Evidence of Effectiveness
Transportation				
Home Visits				
Literacy Training				
Community/Faith-based Organization Collaboration				
Other				



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### BARRIERS

Provide a description of the barriers that hindered participation by parents during the previous school year. Describe the steps the school will take during the upcoming school year to overcome the barriers (with attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

Barrier(s): <i>check all that apply</i> (Including the Specific Subgroup)	Plan of Action (Steps)
<input checked="" type="checkbox"/> Language	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"><b>Language</b></div> <div style="border: 1px solid black; padding: 5px;">Provide a translator and handouts in various languages to accommodate all parents.</div>
<input type="checkbox"/> Disabilities	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"><b>Disabilities</b></div> <div style="border: 1px solid black; height: 40px;"></div>
<input checked="" type="checkbox"/> Transportation	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"><b>Transportation</b></div> <div style="border: 1px solid black; padding: 5px;">Parents are encouraged to carpool.</div>
<input checked="" type="checkbox"/> Child Care	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"><b>Child Care</b></div> <div style="border: 1px solid black; padding: 5px;">Offer activities for smaller children while parents attend meetings</div>
<input type="checkbox"/> Unfamiliar with School System	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"><b>Unfamiliar with School System</b></div> <div style="border: 1px solid black; height: 40px;"></div>
<input type="checkbox"/> Cultural Differences	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"><b>Cultural Differences</b></div> <div style="border: 1px solid black; height: 40px;"></div>
<input checked="" type="checkbox"/> Economic Disadvantages	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"><b>Economic Disadvantages</b></div> <div style="border: 1px solid black; padding: 5px;">Offer flexible meeting times to coincide with daycare hours of operation and work schedules.</div>
<input type="checkbox"/> Homelessness	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"><b>Homelessness</b></div> <div style="border: 1px solid black; height: 40px;"></div>

**Deadline to submit the School-level Parental & Family Engagement Plan (PFEP) is Friday, November 17, 2017.**