

Title I, Part A School Parent and Family Engagement Plan



School Name: Brentwood

School #: 3015

Principal Name: Natalya Richie

School Website: <https://dcps.duvalschools.org/brentwood>



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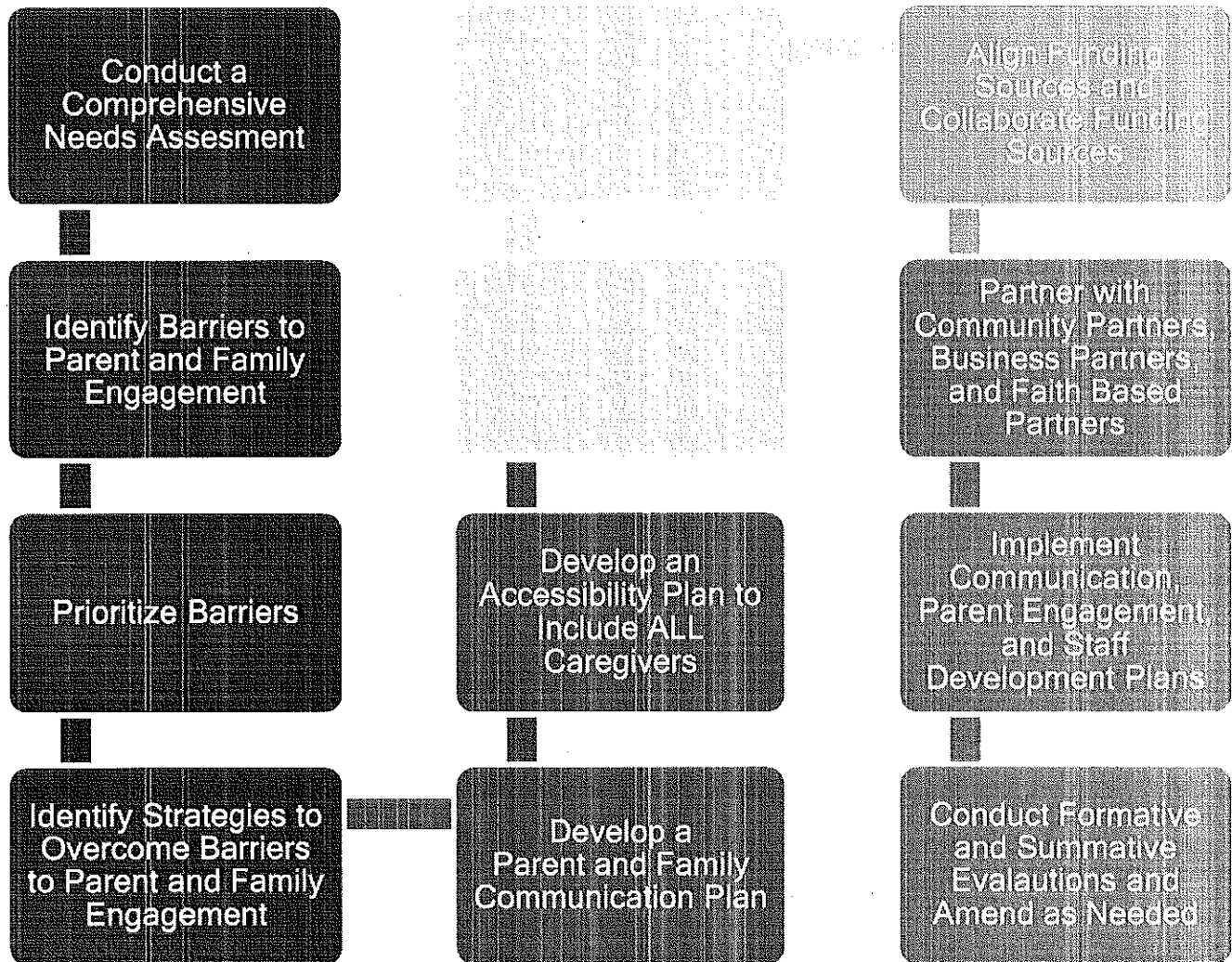
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OVERVIEW

The Duval County Public School District Local Education Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, [Click or tap here to enter text.](#), do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. 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 this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. 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.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 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 ESEA Section 8101; |
| <input checked="" type="checkbox"/> | Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)]; |
| <input checked="" type="checkbox"/> | Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)]; |
| <input checked="" type="checkbox"/> | Engage parents and family, 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 parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)]; |
| <input checked="" type="checkbox"/> | Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)]; |
| <input checked="" type="checkbox"/> | If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]; |
| <input checked="" type="checkbox"/> | Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; |
| <input checked="" type="checkbox"/> | Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and |
| <input checked="" type="checkbox"/> | Provide each parent and family 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)(i)(I) and Section 1112(c)(1)(A)(ii)]. |

*click to select each assurance, this page will require an original signature and submission to the District.

Signature of Principal/School Administrator

Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year
(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3328.00	\$2192.22	\$1,135.78
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
Deadline missed to purchase items. Currently we have already selected items for our parent resource room and marketing materials that families thought were valuable for communicating upcoming events. This plan will allow our bookkeeper to order items in a more efficient manner.		

Programmatic Overview from the Previous Fiscal Year
(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
7	7	Inventory was returned. However, we did not have a parent liaison this year. Our parent liaisons responsibility was to manage and promote the parent resource room. This year we are asking our teachers to encourage the parents to use the Resource Room to help them engage their child in supplemental work at home.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual	5	stakeholders had an opportunity to ask questions about title one programs, and give feedback on desired title one programs i.e. tutoring for math and reading.
Developmental Meeting	6	Review PFEP plan, title one success, barriers, 3rd grade data, discussed SIP,

		made suggestions towards 18.19 PFEP plan
Literacy and Me		Strategies for reading
Game Night	10	Parent resource materials were modeled and family's toured the parent resource room and procedures for check out.
Math and Science Night	70	students performed, display of 2nd grade science projects, family math games engagement
Arts Integration	60	introduction and engagement with how arts integrations assist with improving students critical thinking skills in the areas of Math and science

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Barrier 1 -Attendance
2. Barrier 2- Meeting Times
3. Barrier 3 -Effective Marketing of upcoming events

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

1. Barrier 1 - Embed student performances and showcases to increase student buy-in which will directly influence parent buy-in
2. Barrier 2 - Provide opportunities for parents to review minutes from all PFEP meetings, allow opportunities for families to tune in via skype or a live platform, have an AM meeting time and a PM meeting time, and invite parent to more of the district PFEP meetings
3. Barrier 3 - Ensure that a marketing plan is in place for all upcoming PFEP opportunities.

What are the overarching outcomes/goals for the current school year for parent and family engagement?

The overarching goals for the current school 18.19 is to increase parent involvement by allowing students to be a part of the planning and presentation processes. For example, our safety patrols will earn badges for being ushers, checking parents in, and setting up and breakdown of the events. In addition, we have partnered with the arts programs to ensure that all Performing Arts resources are showcased at every parent night. We have gathered that once students buy into the event they will then encourage their families to buy-in. We are looking forward to an impactful year.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility
<p>Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?</p>
<p>Include live broadcast of events that families can log into for the purpose of engaging in the event from home. Have am and pm meetings, Recorded messages will be available for review on our school website. Upload all resources to the PFEP landing page of our school website. In addition, we have collaborated with the arts programs to ensure that all Performing Arts resources are showcased at every parent night.</p>
<p>Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?</p>
<p>Recorded messages will be available for review on our school website. Upload all resources to the PFEP landing page of our school website. Newsletters Fliers Marquee</p>
<p>What are the different languages spoken by students, parents and families at your school?</p>
<p>English</p>

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

(2) All activities will be communicated to families at least 2 weeks in advance

(3) Tools and resources used will include: email, text, robo calls, student communication folder, newsletter(monthly), marquee, front office will have a calendar of events posted, front office staff will be trained to remind families of upcoming events.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

(1) We will describe and explain curriculum, forms of assessments and achievement levels thru easy to understand communications via our family monthly newsletter. This information will also be available on our school website in the order listed above to include frequently asked questions.

(2) Parents will be notified about the forms of assessments through dojo, teacher communication, school meetings (SAC), Open house, title 1 meeting, parent/teacher conferences, and FSA meeting night.

(3) The achievement levels students are expected to obtain will be described and explained during Open house, literacy night, math night, and resources will also be placed in the parent resource room

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

- 1) Parents have the opportunity to share feedback on our website using our survey link. We will continue to invite parents to PFEP events and invite all participants to complete a survey. Families will be informed that their feedback is utilized to improve our parent and family engagement. Families are given the opportunity to help make decisions during the Developmental meetings and the Annual Title I meeting. Families are also invited to our SAC meetings that are held monthly. The SAC meetings allows families to learn about the progress our schools is making and have an opportunity to share their suggestions and ideas.
- 2) Families are notified of these opportunities to share their input via classdojo, survey link included in monthly parent newsletter, school marquee. and class newsletters.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

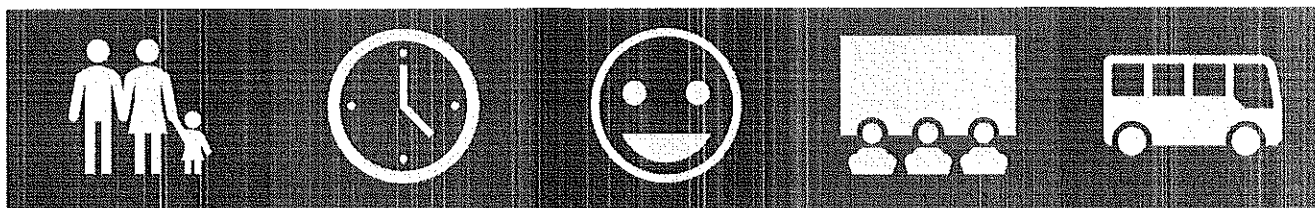
Comments will be forward to the title 1 specialist assigned to our school. Parents also have the option of voicing concerns during any of our Title I Parent and Family Engagement activities.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

Parents will receive the plan in an understandable fashion via brochure, it will be sent home to the parents and made available in the parent resource room for review and it will also be available online.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Parents feedback and suggestions are collected at all PFEP Developmental meetings, emails are collected and feedback is collected via surveys. In addition, parents are invited to attend all meetings SAC and PTA for purpose of provided suggestions, and ideas.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation - One time use JTA bus passes will be available for those with transportation needs
- Childcare -Childcare will be available on an as needed basis. Activities at Brentwood are planned around the family and the need for families to be together
- Home Visits -As needed as determined by the leadership team.
- Additional Services to remove barriers to encourage event attendance -n/a

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

PFEP Developmental meeting on May 31, 2018.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Meeting minutes, surveys

How flexible meetings will be offered to accommodate parents? Check all that apply.

- ☒ AM Sessions based on documented parent feedback
- ☒ PM Sessions based on documented parent feedback
- ☒ AM & PM Sessions (Same content to appeal to more parents)
- ☒ Other _____

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1 - Plan meeting time, date, location
2. Step 2 - Create flier, invitation
3. Step 3 - Send out flier, invitation
4. Step 4 - update marquee
5. Step 5 - Remind families via robo call

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.

All aspects of the Title 1 fund are shared with an approved Title 1 template that was created by the district. This template includes: What Title 1 is, the No Child Left Behind Act, how Title 1 Works, AYP, School Choice, Parents Rights, School Accountability Report Card, School Goals, Title 1 Supplemental Support, Budget for the upcoming year, Parent Compact Feedback, Parent Involvement policy requirements, open discussion, and a "Q & A" session.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.

(1) District Based PowerPoint that includes school specific data points, programs, interventions/safety nets, and progress monitoring assessments
 (2) School choice will discuss our program and how it aligns with district mission and vision.
 (3) Parents will also be informed of the rights they have when a school receives Title 1 Part A funding.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

All resources used at meetings will be shared with families via a brochure sent home with students, monthly newsletter, fliers, marquee, and robo calls.

Required Developmental Meeting

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Collect feedback, share successes, answer questions, and include families in the planning process

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?
<ul style="list-style-type: none"> • Reviewing surveys and parent ideas and suggestions for activities they want to see at the school. • Activities will be based on parent need and the areas that they feel they need the most support on in the home environment.
How will the school implement activities that will build relationship with the community to improve student achievement?
<ul style="list-style-type: none"> • Inviting community partners to share knowledge. • Invite parents to design and assist in planning upcoming parent meetings. • Invite partner to Family Engagement Activities and SAC meetings
(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.
<p>(1) The school will provide trainings on a monthly basis to engage families in the areas of literacy, math and science. Parents and Families will be encouraged during family engagement activities to utilize the Parent Resource Room</p> <p>(2) The school will provide materials via monthly newsletters, fliers sent home with students, pamphlets and academic resources will be available in counselor site and parent resource room.</p> <p>(3) Faculty and Staff are trained to utilize the Resource Center and Liaison to directly support individual student needs and are encouraged to meet with parents in the center to be able to assist parents with checking out support materials for at home support.</p>
If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?
<u>n/a</u>

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Jacqueline Jones	To provide an explanation and discuss the Title I programs and requirements.	September 2018	Parent survey Feedback form	\$200.00
Title I Developmental Meeting (required)	Jacqueline Jones	To provide an opportunity for parents review of current PFEP programs and their success and begin planning for upcoming years PFEP plan.	March 2019	Parents providing feedback and suggestions for improvement of PFEP.	\$200.00
Math and Science Night	Shandon Fox	At home strategies for Foundational problem solving skills. Parents will be taught grade level math and science skills and given time to practice those skills with their children. They will then complete a make and take in order to support their children at home with those math and science activities to increase academic progress in the classroom.	October 2018	Parent survey Feedback form.	\$200.00
Reading Night	Elton Wright	At home strategies for Foundational Literacy Skills. Parents will be given literacy strategies to assist their students at home. ELA standards will be shared with the parents. They will also participate in grade level specific make and take activities.	November 2018	Parent survey Feedback form	\$200.00

Arts Integration	Natalya Richie	Art and Music standards that students must meet will be shared with the parents. They will learn how the current standards advance foundational critical thinking and literacy skills. Parents will be given strategies and activities that they can do at home to help with critical thinking and literacy skills at home. Strategies will be modeled for parents and parents will practice strategies during the training.	February 2019	Parent survey Feedback form.	
Parent resource Game Night	Teri Jennings	Parents will learn how to teach their children Critical Thinking skills through educational games. And they will learn how a simple board game can incorporate both reading and math skills when engaged in a game. In addition, families will be provided the opportunity to build relationships with the school and each other through challenging "games" that promote reading and math proficiency.	September 2018	Parent survey Feedback form.	\$200.00

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...
...the assistance of parents and families and in the value of their contributions.
Cultural sensitivity training • Effective parent/teacher conferences • Engaging parents thru effective two way communication in students learning
...how to reach out to, communicate with, and work with parents and families as equal partners.
• Peach Jar Training - how to create flyers for distribution via Peachjar • Class Dojo Training - How to set up classes and share real time information to parents and guardians about student's academic achievement. • Grade Posting - Focus training to provide training for teachers to implement grades into gradebook
...implementing and coordinating parent and family programs and building ties between parents and families and the school.
How to effectively communicate with parents and families.
(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?
(1) August and September Early Release trainings (2) Sign in sheet, minutes, agenda, and parent surveys

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input type="checkbox"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	Transition to VPK
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	
<input type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.