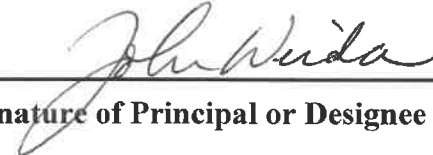


SCHOOL Title I, Part A Parent and Family Engagement Plan (PFEP)

I, John Weida, principal of Brentwood Elementary School, do hereby certify that all facts, figures, and representations made in this application 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 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.

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 ESEA Section 8101;
- Involve the parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent;
- Jointly develop/revise with parents/families the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community;
- Involve parents/families, in an organized, ongoing, and timely way, in the planning, review, and improvement of the schoolwide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective parent/family engagement, and to revise, if necessary, the school's parent and family engagement plan;
- Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- 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 is out of field; 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. [ESEA Section 1116].



Signature of Principal or Designee



Date Signed

Mission Statement

(Include: How parent and family engagement plan is shared responsibility. How parent and family engagement will assist in providing high quality instruction for all learners.)

Response:

Brentwood Elementary School prepares and empowers our students for a rapidly changing world by instilling in them critical thinking skills, a strong sense of community, and respect for our core values of honesty, perseverance, loyalty, and compassion.

Involvement of Parents

Describe how the school will engage parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs including engagement in the decisions regarding how funds for Title I will be used.

Response:

Brentwood Elementary will involve parents in all aspects of its Title I programs. The School Advisory Committee (SAC) has the responsibility of developing the School Improvement Plan (SIP) and the Parent Involvement Plan (PIP). In addition, the SAC also participates in budgeting decisions. More than 50% of our SAC Committee is comprised of community members and parents and meets up to 10 times per year.

Brentwood's PTO board will be involved in planning of the Title I Parent Involvement activities and meets bi-monthly to plan, review, and improve Title I programs for Brentwood. PTO holds general meetings once monthly.

Brentwood recently formed a relationship with Kiwanis Sarasota East. Kiwanis is initiating a program with Brentwood to recognize students who have improved their grades. The program is called BUGS (Bringing Up Grades). Kiwanis officers will attend quarterly functions to recognize improved grades. Families of those students will be invited to attend. Students will walk onto the stage, receive a certificate and a gift provided by Kiwanis.

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home.

[ESEA Section 1116]

Response:

The Patterson Foundation has provided Mind in the Making training for Brentwood staff and families. The course is typically 16 hours, presenting commitment challenges to our staff and families. In response to this, a shortened program has been created that lasts six hours. Brentwood will participate in this version of the Mind in the Making. The training focuses on research-based strategies to foster brain development in young children. The training is designed to be a facilitative model and participants are given strategies to implementation right away at home.

Each grade level prepares a Parent Night to inform parents about instruction and materials being used at school unique to their child's grade level. Topics include the Florida Standards, iReady, Thinking Maps, Arts Integration, Reading Recovery and specific reading or math strategies to reinforce at home. Families receive manipulatives or academic materials to take home.

Parents will have the opportunity to participate in bi-monthly parent coaching sessions facilitated by The Florida Center therapists and the Parent and Family Engagement Coordinator. These coaching sessions will engage parents in the social emotional learning curriculum and address parental concerns related to their child's development.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, and the rights of parents.

Response:

Parents are advised regarding the Title I program at our annual meeting. These meetings are advertised through ConnectEd calls, emails and texts, on the website, on the marquee and on a flyer. Once a year, teachers meet with each parent individually to explain our curriculum and assessment measures, their child's progress, and to sign the Home/School Compact. In addition, the school website contains detailed and up to date information regarding curriculum and assessment. A copy of the Home-School Compact is available on our website and a hard copy is sent home in the October newsletter. Formal copies will be signed at the fall conferences. All Title I documents are available on the school website as well as in each child's agenda book.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may use Title I funds to provide transportation, child care, or home visits, as such services are related to parent and family engagement.

[ESEA Section 1116]

Response:

Brentwood hosts many parent nights for various subgroups, including ESOL and ESE, as well as for our entire school. Our ESOL paraprofessionals attend all activities, including PTO meetings, to offer their assistance with translation and help our non-English speakers feel welcome. Our Home School Liaison is able to provide in-home information visits, if necessary. All materials/communications are sent home in native language. PTO meetings are offered at a variety of times to include before school, after school and in the evening. Our SAC meeting is offered monthly in the afternoon.

Building Capacity

Describe how the school will implement activities that:

- Will build the capacity for strong parent/family engagement;
- Will build relationships with the community to improve student achievement;
- Provide materials and trainings to assist parents/families to work with their child(ren);
- Provide other reasonable support for parent/family engagement activities.

[ESEA Section 1116]

Response:

Our goal for the upcoming school year is to grow family participation in the Mind in the Making training for Brentwood staff and families by offering an abbreviated version which is less of a time commitment than the previous program. When parents attend Pre-K Staffing, he/she will be encouraged to participate. Ongoing communications will notify all families of upcoming training. Through this training, research-based strategies will be shared to foster brain development in young children along with practical implementation strategies. This training will continue for both staff and families.

Therapists from the Florida Center will facilitate bi-monthly parent coaching sessions to provide parents with relationship building techniques and discipline strategies. Teachers will receive additional information on establishing a trauma sensitive school through classroom management and relationship building.

Grade level teams will continue to sponsor Family Nights to showcase student work and share strategies that can reinforce skills at home.

Brentwood's Parent and Family Engagement Coordinator will facilitate activities and events to provide parents with resources and support to increase their student's academic and social success. Utilizing community partnerships with various social service agencies parents will have access to behavioral mental health, financial assistance, and other supportive services. The school's website and PTO's Facebook page will be used to provide social emotional learning strategies for parents to implement at home.

Staff Development

Describe the professional development activities 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 in the following areas:

- How to reach out to, communicate with, and work with parents/families as equal partners;
- The value and utility of contributions of parents;
- How to implement and coordinate parent programs; and
- Build ties between parents and schools.

[ESEA Section 1116]

Response:

The Patterson Foundation has provided Mind in the Making training for Brentwood staff and families. Previously Mind in the Making was a 16-hour intense training. This time commitment presented a challenge to families and staff. The Patterson Foundation has since modified the training to be six hours of research-based strategies to foster brain development in young children in which adults are provided with implementation strategies. The training is designed to build social and intellectual capital among its participants. The facilitated style of the training builds upon the expertise among the

participants as well as sharing relevant brain research. Mind in the Making is designed for families to develop personalized strategies towards student growth and progress.

Forty Carrots and Florida Center have partnered with Brentwood to support families with mental health needs. Both the Florida Center and Forty Carrots provide family and individual counseling at Brentwood and in the home setting that is prescriptive in nature. These supports identify needs and services so that children can access their education more readily and families have the strategies and techniques to work with their child at home.

Brentwood's Parent and Family Engagement Coordinator will provide staff with trainings on trauma sensitive classroom strategies and how to communicate with parents regarding student progress and behavior. The Coordinator will help facilitate communication between parents and the school using telephone calls, email, and social media to strengthen engagement.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children.

[ESEA Section 1116]

Response:

All families have access to our media center computers before and after school to access information. Teachers provide supplemental hands-on instructional games to use at home during each grade level's Parent Night. A partnership with First Presbyterian Church offers family involvement functions throughout the year to include art shows, chorus performances, volunteer recognition, and a family dinner.

Communication

Describe how the school will provide the following to parents and families of participating children:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain;
- If requested by parents/families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the schoolwide program plan is not satisfactory to the parents/families of participating children, the school will include submit the parents/families' comments with the plan that will be made available to the local education agency.

[ESEA Section 1116]

Response:

During the first PTO meeting, parents are provided detailed information regarding Title I status and supports. During conferences, teachers meet with each family to show target proficiency areas in reading and math as compared to their child's current placement.

Specific skill strategies provided by the iReady program will allow teachers to provide suggestions for families to support their child's growth at home.

Through our School-Wide Support and CARE meetings, parents are informed of interventions/accommodations that teachers and support staff are implementing to enhance instruction. Input from the family guides the educational decision-making.

Brentwood provides a monthly e-newsletter to all families and staff that highlights the academic, social and emotional learning happening at Brentwood specific to grade level and school-wide.

Accessibility

1. Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents/families with limited English proficiency, disabilities, and migratory children).

Response:

Childcare and translation services are provided with all Parent Informational Nights including , STEM night, PTO meetings and Mind in the Making Trainings.

2. Describe how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent feasible, in a language parents/families can understand.

Response:

Parent Link calls offer both verbal and written communication via email and text (in native languages). These messages are sent throughout the school year to share timely information. Our monthly Superstar ENews provides families with information from each grade level, administration and current happenings at the school. Weekly post on the PTO Facebook page to include families in the school's social emotional learning activities.

Discretionary Activities (optional)

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

Response:

We use Emergency Funds as needs arise to include transportation for parent meetings, medical and other emergency family needs. Overtime is provided for staff to provide translation and childcare services so families can attend parent information evenings.

Barriers

1. Describe any barriers that hindered participation by parents during the previous school year.

Response:

Work schedules and transportation seem to be the most common reason parents cannot attend family activities at school. We have more than 100 students who are bussed in from across town. For some, it's a 45-minute drive to our school.

2. Describe the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

Response:

Translation services for students whose primary language is not English is provided as needed. We will continue to offer accommodating schedules and modes of communications for all families to ensure equal access to information and school activities.

Best Practices

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice.

Response:

1. **Mind in the Making Learning Sessions**
2. **Math manipulative – Practice & Take**
3. **STEM Fair Information Night**
4. **FSA Information night & intervention communication for students at-risk**

PLEASE NOTE THE FOLLOWING DOCUMENTS ARE TO BE UPLOADED

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents/families for all children served under this part, a parent-school compact that outlines how parents/families, the entire school staff, and students will share the responsibility for improved student academic achievement.

[ESEA Section 1116]

Upload Evidence of Input from Parents/Families

Upload evidence of parent/family input in the development of the parent and family engagement plan. Include the meeting agenda, the meeting minutes and the sign-in sheet.

Upload Parent-School Compact

Upload an electronic version of the Parent-School Compact for 2018-19.

Upload Evidence of Parent/Family Input in Development of Parent-School Compact

Upload evidence of parent/family input in the development of the compact. Include the meeting agenda, the meeting minutes and the sign-in sheet.