

2020-21 Title I, Part A *Don Brewer* Parent and Family Engagement Plan



Don Brewer Elementary School

#3217

Principal Name: Amy Novak

School Website: www.duvalschools.org/donbrewer



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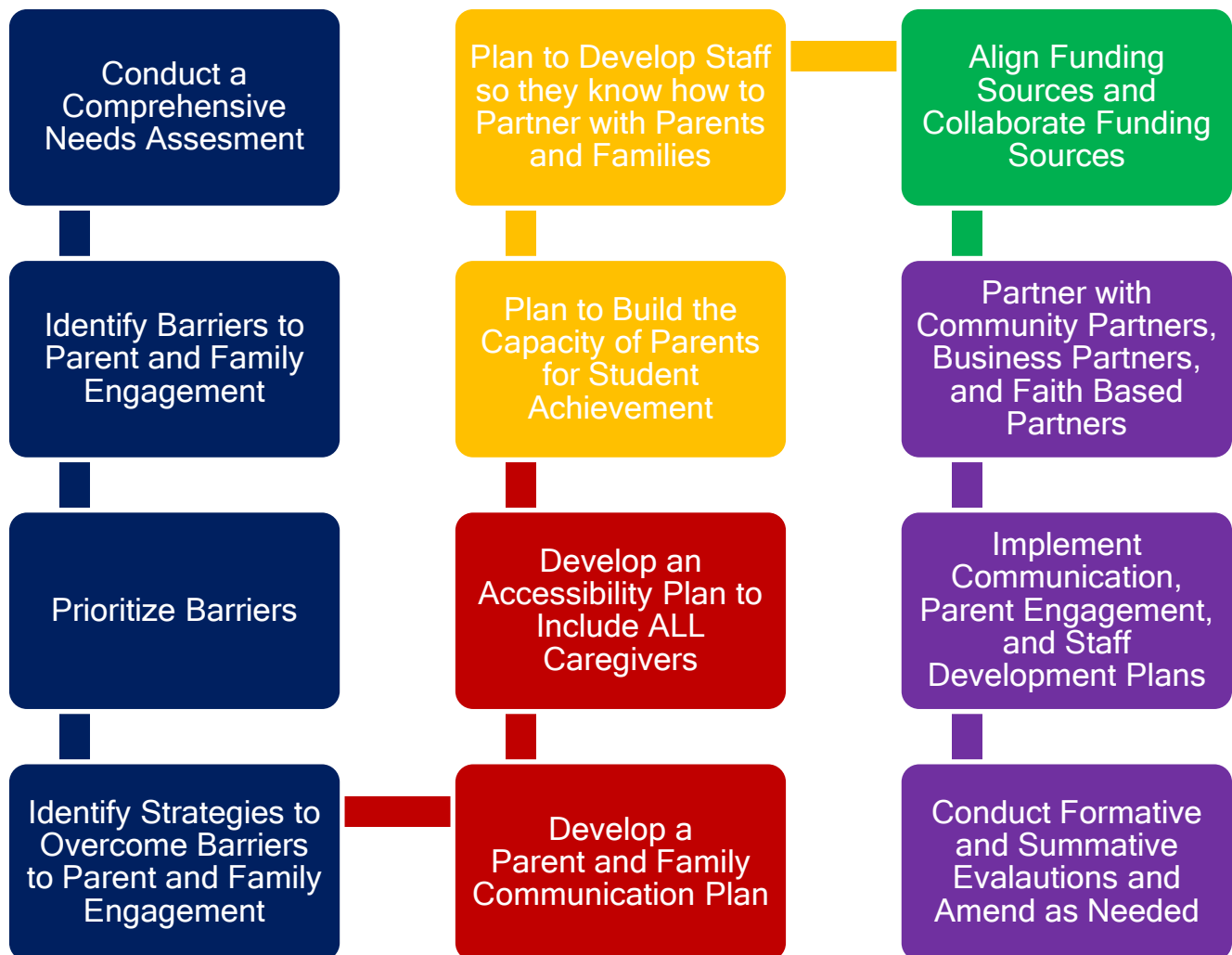
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OVERVIEW

The Duval County Public School District Local Educational 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, Amy Novak, 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.

Amy Novak
Signature of Principal/School Administrator

9/18/2020
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
\$ 3000.00	\$ 2743.15	\$ 256.85
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		
Only funds remaining are due to the inability to complete the final parent workshops/events due to the COVID-19 pandemic. We will work with parents to ensure all funds are spent.		

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	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	Continue to educate our families on the availability of resources available to assist their children with the following: <ol style="list-style-type: none"> 1. Academics/FSA Prep 2. Study Skills 3. FOCUS
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	6	Evaluation forms, comments shared specific to positive programming and support, parents communicated they enjoy social events that allow them to interact with their children, appreciate instructional

		support that is specific to group (i.e. 3 rd gr promotional meeting)
3 rd Grade Promotion Requirements	26	Evaluation forms - parent felt content was specific to their individual needs, informative, helping in preparing for the year ahead, FSA requirements
Building a Successful Family	5	Evaluation forms - routines and schedules are truly helpful for students, forced choice options were helpful, overall results so small given low attendance
Reading FUNdamentals	7	Evaluation forms - parents appreciated reading strategies to use at home, home school connections
Instructional Progress and Transition to Middle School	50	Evaluation forms - diagnostic and progress monitoring reports helpful to understanding current levels of progress, parents felt very strongly about the value in the middle school transition part of the program, critical as they plan for their child's future
Midyear Instructional Focus	54	Evaluation forms - parents appreciated information, thoroughly enjoyed the movie with their student following the presentation, as well as the food truck. All evaluations spoke to the enjoyment of the night and interacting with staff in a social setting. Noted how much our staff obviously cares for our students.
Family Academic Night	142	Evaluation forms - families valued the multi-content approach, moving freely from room to rooms, make-and-take was really well received, parents again appreciated the home school connections
End of year Parent Meeting (developmental)	15	Chat and conversation used to gather input, due to virtual platform during COVID-19 quarantine. Parents shared incredible support of move to virtual platform and support of staff during this difficult time. Appreciate normalcy. Desire for additional tutoring and extra-curricular clubs for the upcoming school year, assuming we are back on campus together. Would like to see funds spent to continue providing social events to engage with their students and our staff that support the instructional gaps that will occur as a result of our current programing. In addition, they are interested in extra-curricular programs to expand STEM, hands on science, technology, opportunities for our students.

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.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

Parents shared appreciation for being able to provide input in our current online platform.

Shared appreciation of current state of affairs, support by all staff, and efforts to maintain normalcy.

Parents share concerns regarding academic status for the 20-21 school year, hoping we are back on campus, and hope additional tutoring and support will be offered, as well as the possibility of extra-curricular activities for students.

Parents shared their interest and support on continuing with the instructional programming that meets the needs of specific grade levels (i.e. 3rd grade promotion requirements).

Parent thoroughly enjoyed all of the instructional and social events this year and hope we can continue to offer a blend of academics and social events to support our community.

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: Current pandemic status, COVID-19.
2. Barrier 2: Meeting Times - parents are working various schedules and need flexible times
3. Barrier 3: Focus of Workshop/Event - Parents would like more focused events on areas they think are important

<p>(1) Prioritize the TOP THREE the barriers (it may be possible to combine some)</p> <p>(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)).</p>		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	COVID-19	Continue to follow state and district guidelines to ensure the safety and well-being of our students and staff. Hopeful we will return to a normal school setting and schedule in the near future.
2)	Meeting Times	Parents shared that evening events work best with their schedules, but they are often so busy in their week, that even though they are available, they may opt not to attend. Offering times during the day would be beneficial for some parents, so offering alternate times for the same event will allow parents to attend when it best suits and not miss an event due to the scheduled time.
3)	Focus of Workshop/Event	We will continue to provide a blend of social events that are connected to an instructional focus that is specific to the needs of specific groups of students. For events specific to reading, math, etc., a variety of grade level specific offerings will be provided to ensure families have the opportunity to attend an event that truly meets their needs and the needs of their students.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

1. To continue to increase participants in our monthly workshops and parent events by at least another 20%.
2. To increase parent use of our resource center by providing monthly make-it/take-it activities that parents can participate in with our liaison and teacher support.

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

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. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

Don Brewer will continue to provide flexible scheduling to ensure parents are able to attend workshops. In addition, we will provide multiple sessions (mornings and evenings) for our workshop offerings. Various forms of communication will be provided in needed languages. Childcare and transportation will be provided, by request, if needed. Don Brewer is handicap accessible for all families with special needs.

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?

Parents/Guardians will continue to receive communication through newsletters, calendars, twitter, Facebook, Instagram, parent phone calls and emails. Various forms of communication will also be provided in a variety of languages, as needed.

What are the different languages spoken by students, parents and families at your school?

Primary languages spoken by students, parents and families at our school are English and Spanish. We also have some families that speak Chinese, Vietnamese, and Haitian Creole.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

- (1) Communication will be sent out two weeks prior to an event via parent phone calls, emails, social media outlets, the school marquee, and the school website.
- (2) At each event, a flyer will be provided to participants detailing information for the next even, as well as upcoming events.
- (3) All upcoming events will continue to be featured in our newsletters to keep parents abreast.

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? (4) in all applicable languages?

- (1) Don Brewer will continue to host reading and math (academic) nights where representatives from our parent academy, as well as school-level experts, provide information and guidance to our parents. During our reading nights, parents are informed about reading lexile goals and what students can do to improve that score in school and at home. The parents have an opportunity to be on student laptops to explore and navigate Achieve3000 with their child. During our math nights, parents are informed on how mathematics instruction has changed and how students are being prepared to understand how math works, in addition to being able to work fluently with numbers. Parent are exposed to math content the child is experiencing in class and provided with tips on how to make them successful. In addition, parents are able to view i-Ready as a part of the student's blended learning platforms that students are completing at home and school.
- (2) Don Brewer will continue to host data chats with parents and students to ensure all are aware of the assessments that take place throughout the school year in preparation for end of the year state testing. Explanation about how the assessments prepare and influence future learning and overall academic success are offered and explained.
- (3) Don Brewer will continue to discuss the different levels of progress that demonstrate master of standards.
- (4) These meetings and conversations will continue to be provided to families in their needed language. Translators will be provided, as necessary, to ensure understanding.

(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 be a part of the School Advisory Council (SAC), as well as PTA. They are able to give their input during the Annual Meeting and the Developmental Meeting.
- (2) We invite parents to become a member during orientation, open house, and all throughout the school year. These opportunities are communicated via flyers, social media, and the school website.

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]

Don Brewer will provide all complaints, comments and district suggestions to the assigned Title I Specialist.

(1) 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**). (2) How will this plan be communicated in all of the languages that apply to your school?

(1) The Parent and Family Engagement Plan will be posted on the school website, hard copies will be available in the school resource center, and copies will be provided during our meetings.
(2) This plan will be printed in a variety of applicable languages and made available in the same manner.

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 are notified at least two weeks in advance of our Annual and Developmental meetings. The previous year's plan is reviewed. Parents can give input on what events should remain and what events they wish to add to provide suggestions regarding the spending of our funds.

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 - upon request
- Childcare - upon request
- Home Visits - upon request
- Additional Services to remove barriers to encourage event attendance - upon request

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)]

Input was gained through our Annual Meeting and Developmental Meeting by way of an online meeting, due to current quarantining.

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

During the Annual Meeting, parents were given a copy of the Parent and Family Engagement Plan Development worksheet to complete, and were verbally asked during the online meeting of the Developmental Meeting to plan for the 20-21 school year.

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
- ☐ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- ☐ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- ☒ Other Virtual

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: Send out communication concerning meeting date and time.
2. Step 2: PowerPoint presentation to discuss the following topics: What is Title I, Title I funds, Parents Right to Know, homelessness, and School/Parent Compacts.
3. Step 3: Solicit parent input and feedback.
4. Step 4: Questions and Answers
5. Step 5: Provide upcoming meeting date.

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.
We will share information about McKinney-Vento Homeless Assistance, What is Title I, Title I Funds, Parents Right to Know, and the School/Parent Compact.
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. Feel free to use the PowerPoint on the Federal Programs site.
<p>(1) We will discuss our adequate yearly progress as a school, and how it relates to our students' performance data.</p> <p>(2) Explain the process of school choice and share information regarding parental rights when schools receive Title I.</p> <p>(3) All of this information will be presented in a PowerPoint presentation.</p>
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?
Flyers will be sent home at least two weeks in advance. Phone calls will be made via phone link phone 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 steps and 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.
<p>Step 1: A survey was given during the online virtual meeting, due to the COVID-19 pandemic.</p> <p>Step 2: Parents were shared with the current year's plan to request feedback regarding the Title I events and workshops.</p> <p>Step 3: We will discuss flexible meeting times, best modes for communication, our PFEP budget, and the school/parent compact.</p>

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?

Various activities from lunch and learn sessions to larger events like our "Family Academic Night" will be offered all year to involve parents and families. The activities are designed to increase and strengthen family and school partnerships. Activities will include virtual events in accordance with COVID restrictions for building usage and gathering size.

How will the school implement activities that will build relationship with the community to improve student achievement?

We will gather input from our stakeholders on activities they recommend and incorporate them into our planning. Student data is reviewed to assist families to find the areas of weakness to support their child and create workshops to strengthen the school and parent relationships. Our workshops will include math, reading and science content.

(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.

(1) We have a Parent Resource room where we have purchased materials and resources for parents to check out based upon their recommendations from a prior survey.
 (2) We have signage posted throughout the building to show the location of the room. The location of the Parent Resource Room with materials and resources are also discussed during our parent events.
 (3) Office staff and the Media Clerk are trained on the procedures to assist parents with checking out resources and materials.

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?

n/a

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	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the parent portions of FASFA</i> <i>2. How to research college websites for what their child need for admission</i> <i>3. How to use OneDrive and Focus to keep up on graduation indicators</i> <i>4. About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2020, February 2021</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required)	Administration, Parent Liaison	Developing strategies to overcome barriers and ideas to support parents. The workshop presentation equips strong relationship at home by educating and supporting families with everyday struggles	September 22, 2020 (Virtual through GoTo Meetings in conjunction with SAC meeting)	Evaluation Forms, Sign-in Sheets

		that can be overcome.		
Expand Your Mind Virtual Academic Event	Administration, Parent Liaison, Teacher	<p>This event will provide additional ELA, Math and Science instructional support, as well as provide additional parent support regarding ways in which they can provide support at home to encourage academic success at school.</p> <p>All activities will be take-home activities aligned to the Florida Standard and identified based upon building level data points.</p> <p>The purpose of this evening is provide engagement opportunities for our families with one another, as well as with our school community, while also providing them with a context in which to understand the rigor and content students are experiencing and how they are expected to respond according to district and state platforms for assessment.</p>	October 7, 2020 (Virtual through Microsoft Teams)	Evaluation Forms
Data & Donuts Drive-Thru	Administration, Parent Liaison, Teachers, Academic Coaches	<p>Provide progress monitoring data related to growth since diagnostic assessments. Review on-going supports and interventions provided, as well as available. Discuss home-school connections for support.</p>	December 2020 (Virtual through Teams)	Evaluation Forms

Middle School Transition	Administration, Parent Liaison, Teacher Leaders	<p>Host a mini-expo for our families, focusing on our feeder patterns schools, as well as magnet opportunities. Representatives will be available to meet with families, answer questions, and share information about their programming prior to entering the choice calendar timeline.</p> <p>Discuss steps needed to complete choice and magnet applications, timelines required, and tours/ auditions (as applicable).</p>	January/February, 2020	Evaluation Forms
Family Academic Night	Administration, Parent Liaison, All Staff	<p>This event will provide additional ELA, Math and Science instructional support, as well as provide additional parent support regarding ways in which they can provide support at home to encourage academic success at school.</p> <p>All activities will be aligned to the Florida Standard and identified based upon building level data points.</p> <p>The purpose of this evening is provide engagement opportunities for our families with one another, as well as with our school community, while also providing them with a context in which to understand</p>	March, 2021	Evaluation Forms

		the rigor and content students are experiencing and how they are expected to respond according to district and state platforms for assessment.		
STEM Family Night	Administration, Parent Liaison, Teachers, Academic Coaches	Families will participate in guided STEM activities utilizing the PITSCO curriculum. Students will have hands-on experience with activities that align with NGSSS science standards.	April, 2021	Evaluation Forms
End of Year Developmental Meeting for 21-22 School Year	Administration, Parent Liaison	We will assess the year's progress, share information regarding needs assessments, share the PFEP and determine next steps as we plan for the upcoming school year.	April, 2021	Feedback and Evaluation Forms

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact?

Through our continued efforts to share and support our work with our school community, we provide agendas (in advance, when able), meeting minutes, parent/teacher conference notes (when applicable) as evidence that we continue to value parental input and seek to collaborate with our parents.

In addition, yearly analysis of our 5Essentials survey will allow us to review the parent perception regarding their ability to provide input and be heard.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?

All parent/teacher conferences will continue to be submitted to the Principal, to document the sharing of the Parent/School Compact. In addition, varied times and classroom coverage will continue to be provided to allow teachers to work around the schedules of our families and provide a variety of times to allow all to discuss and meet effectively.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

Don Brewer will notify all parents with a 4-week notice if their child is in a classroom with a teacher who is not properly licensed or endorsed

Don Brewer Elementary School will notify parents/guardians, in writing, to advise them of any teacher teaching out of field.

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...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
<i>Poverty Simulation with the Title I team</i>	<i>Mr. Black</i>	<i>Improved ability for staff to work with parents and families</i>	<i>Dec 2020</i>	<i>Sign-in sheets, evaluation sheets, follow up with teachers</i>
Sensitivity Training for staff	Administration , V. Powell (School Culture and Climate)	To provide additional guidance and reflection regarding the consideration of others and their individual needs. It is our hope this training will provide our staff with opportunities to reflect on our students and the experiences that they are bringing to our school community each and every day.	August, 2020	Evaluation sheets
New Teacher Parent Engagement, Community Outreach and Best Practices	Administration	Assist new teachers with establishing relationships and maintaining engagement with our parents/guardians in a positive manner. Our intention is to improve	September, 2020 - May, 2021	Evaluation sheets, 5Essentials survey results

		relationships and continue to build a stronger connection between school and home.		
Building Positive Parent/Teacher Relationships	Administration	As a part of our on-going relationship with JPEF, we will continue to provide teachers with monthly webinars and mini-workshops designed to provide them with immediate strategies to build and grow relationships with their families.	August, 2020 - May, 2021	Evaluation Sheets, 5Essentials survey results

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 checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Title I seeks to educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. Title I seeks to provide families with resources and training on how to help their children be academically and behaviorally successful in school.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	This “super categorical” is a fund created to assist districts in providing supplemental instruction to students in Kindergarten through grade 12. Title I seeks to provide training and resources to families to help their children be successful in school, graduate on time, and become college and career ready.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	Free Parent Academy courses are offered in schools, libraries, community centers and faith-based institutions. The Parent Academy's focus is in three strands: Student Achievement, Parenting & Advocacy, and Personal & Individual Growth. Whereas the Parent Academy offers courses to parents that span over a longer time, Title I educates and provides resources to the family

