

2019-20 Title I, Part A **School** Parent and Family Engagement Plan



School Name: Don Brewer Elementary

School #: 217

Principal Name: Jennifer T. Gray

School Website: dcps.duvalschools.org/donbrewer



TABLE OF CONTENTS

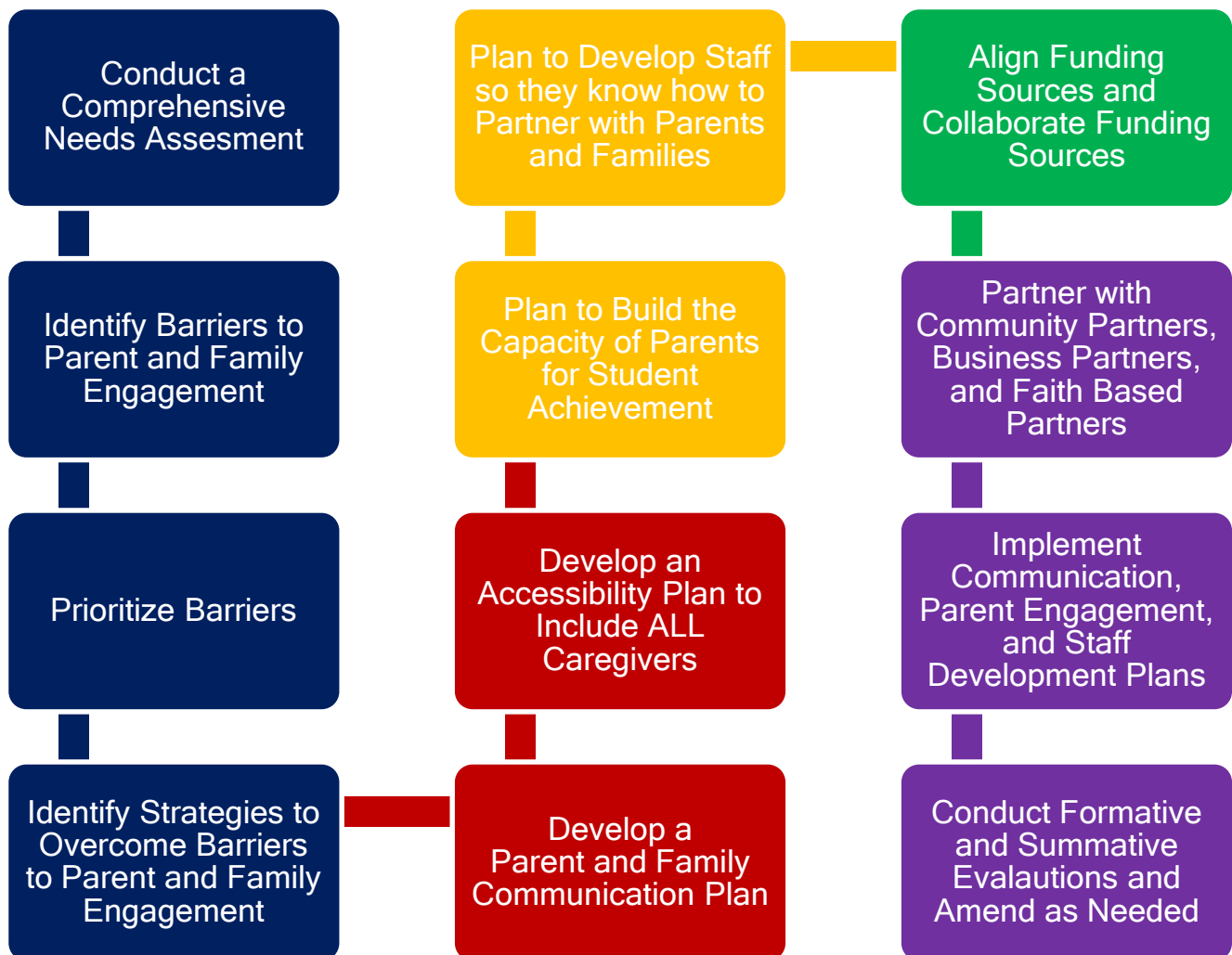
OVERVIEW _____	3
ASSURANCES _____	4
NEEDS ASSESSMENT _____	5
Previous Year Financial and Programmatic Outcomes _____	5
Fiscal Overview from the Previous Fiscal Year _____	5
Programmatic Overview from the Previous Fiscal Year _____	5
Barriers _____	7
COMMUNICATION AND ACCESSIBILITY _____	8
FLEXIBLE PARENT AND FAMILY MEETINGS _____	11
INVOLVEMENT OF PARENTS and FAMILIES _____	11
FLEXIBLE FAMILY MEETINGS _____	12
REQUIRED ANNUAL MEETING _____	12
Required Developmental Meeting _____	13
BUILDING CAPACITY _____	14
BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS _____	14
PARENT AND FAMILY ENGAGEMENT EVENTS _____	15
PARENT COMPACT _____	18
INSTRUCTIONAL STAFF _____	19
BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS _____	20
COLLABORATION OF FUNDS _____	21

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, Jennifer T. Gray, 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.

Jennifer T. Gray
Signature of Principal/School Administrator

08/14/2019
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
\$ 3,010.00	\$3,010.00	\$ 0
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		

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)
30	0	Utilize the materials within the parent resource room to provide offer parents resources 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 (add all activities from the 2018-19 school year)	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)
Annual Meeting (Beginning of Year)	11	Evaluation Forms: What did you find most helpful? <ol style="list-style-type: none"> 1. Spending time with your children. 2. The link between home and school routines. 3. Parent Academy Presenter and Title 1 presentation.

Developmental Meeting (End of Year)	5	Evaluation Forms: there were no comments left on the evaluation form. However, the average rating was a 3.
Literature Night	86	Evaluation Forms: What did you find most helpful? 1. Having the opportunity to share in a fun and educational event with my child at school. 2. It was a very fun evening with the kids. 3. Kids/Adults socialization.
Transition to Middle School	69	Evaluation Forms: What did you find most helpful? 1. Multitude of information that was given. 2. The information provided by the school was worthwhile. 3. Being able to talk to the different schools. 4. Overall, it was very informative.
Family Academic Night	179	Evaluation Forms: What did you find most helpful? 1. Engaging the kids and parents in competition. 2. That we can use go noodle to help with math. 3. Very motivational positive presentation. 4. Math and FSA prep
Elementary Mathematics Partnerships for Success	13	Evaluation Forms: What did you find most helpful? The average rating was a 5. Give an example of something you can do to use what you've learned from this course. 1. Duane Habecker videos. 2. Homework Helper. 3. Sprints and exercises. 4. Excellent presentation, felt the excitement of the presenters. 5. Multiple websites. 6. To help my gradson with homework.
Elementary Reading - Achieve 3000	9	Evaluation Forms: Did you learn something new? 1. I learned many new things. 2. Explanation of the program was explained in lay terms and I'm looking forward to using the program at home. 3. Very informative. I learned how to check on how my student is doing. Achieve 3000 and My lessons tab.

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 during the previous year (not applicable to new Title I, Part A schools).		
Parent thought the meeting was informative. Parental feedback suggested flexible meeting times and transportation when needed for workshops. Parents would like workshops on FOCUS, FSA and assisting their students with their work.		

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: Meeting Times
2. Barrier 2: Translators/Transportation
3. Barrier 3: Topic of Interest

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)
 (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)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier	
1)	Meeting Times	Survey parents to determine the best times for events and incorporate more flexible times to accommodate parents.	
2)	Translators/ Transportation	Contact the ELL department to secure translators before the event. In addition, reach out to staff and parents to see if they are interested in translating events.	
3)	Topics of Interest	Survey parents to determine topic of interest and incorporate those topics into our plans.	

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

To increase the number of participants for all Parent and Family engagement activities by at least 15%. In addition, increase parent utilization of the resources available to them to promote student growth.

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

Don Brewer will provide flexible scheduling to ensure parents are able to attend workshops. In addition, we will provide multiple sessions (morning and evenings) of the workshops. Various forms of communication will be provided in our dominate languages. Childcare and transportation will be provided by request.

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 will receive communication through newsletters, calendars, Twitter, Facebook, School CNXT and School Messenger. Various forms communication will be provided in our dominate languages and other languages upon request.

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

English, Spanish, Chinese, Tagalog 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) Include the tools and resources that will be used for communication.

(1) Communication will be sent out two weeks prior to an event via Messenger, social media outlets, school marquee and the school website
 (2) At the event, a flyer will be provided to participants detailing information for the next event. Upcoming events will be featured in the newsletter as well 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?

(1) Don Brewer hosted a Reading and Mathematics Night where representatives from the Parent Academy came out and spoke with parents. During the Reading Night, parents and students were informed about reading Lexile goals and what students can do to improve that score in school and at home. The parents sat at a laptop to explore and navigate Achieve 3000 with their child. This one-on-one activity allows the parents to connect with their child and to support their growth. During the Math Night, parents and students were informed on how mathematics instructions have changed and how students are being prepared to understand how math works and to be able to work fluently with numbers. Parents were exposed to math content the child is experiencing in class and provided tips on how to make them successful. In addition, parents were able to view iReady, online math program, which students will have to complete at home and at school. (2) Don Brewer hosted data chats with parents and the students, so they are aware of the assessments that take place throughout the school year. We explained how the assessments prepare and influenced their future learning and overall academic success. We discussed with parents the standards and expectations for each grade level. (3) Don Brewer discussed with parents the different levels which demonstrate mastery of a standard(s).

(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?

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. We invite parents to become a member during Orientation, Open House and 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 give all complaints, comments and district suggestions to the assigned Title I Specialist.

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**).

The Parent and Family Engagement Plan will be posted on the school website, hard copies will be available in the school resource and copies will be handed out during our meetings.

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 want to add to best spend the money.

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 - When necessary
- Additional Services to remove barriers to encourage event attendance - Upon request, translators from the ELL Department

FLEXIBLE FAMILY MEETINGS

<p>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)]</p> <p>Input was gained through our Annual Meeting and Developmental Meeting by way of a survey.</p>
<p>What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?</p> <p>During the Developmental and Annual Meeting, parents were given a copy of the Parent and Family Engagement Plan Development worksheet to complete and turn in that address the address mentioned above.</p>
<p>How flexible meetings will be offered to accommodate parents? Check all that apply.</p> <p><input type="checkbox"/> AM Sessions based on documented parent feedback</p> <p><input type="checkbox"/> PM Sessions based on documented parent feedback</p> <p><input checked="" type="checkbox"/> AM & PM Sessions (Same content to appeal to more parents)</p> <p><input type="checkbox"/> Other _____</p>

REQUIRED ANNUAL MEETING

<p>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)]</p> <ol style="list-style-type: none"> 1. <u>Step 1</u>: Send out communication concerning meeting data and time. 2. <u>Step 2</u>: PowerPoint presentation to discuss the following topics: What is Title I, Title I funds, Parents Rights to Know, homelessness and School/Parent Compact. 3. <u>Step 3</u>: Solicit parents input and feedback. 4. <u>Step 4</u>: Questions and Answers 5. <u>Step 5</u>: Provide upcoming meeting date.
<p>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.</p> <p>We will share information about McKinney-Vento Homeless Assistance, What is Title I, Title I funds, Parents Rights to Know and School/Parent Compact.</p>

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.

Don Brewer Elementary's Annual Meeting, we will discuss our adequate yearly progress as a school and how it relates to our students' performance data. Explain the process of school choice and share information regarding parental rights when schools receive Title I. All of this information will be presented in a PowerPoint presentation.

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 Messenger.

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.

A survey will be given to the parents. Parents will be provided a copy of the current year's plan to express their feedback concerning the Title I events and workshops. Covered flexible meeting times, communication, PFEP budget and school-parent compact.

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 "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.

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

We take 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 relationship. Our workshops cover math, reading and science.

(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 checkout based on their recommendations from a 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 discussed during 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?

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	Itemized Budget (if applicable) EVERY BUDGET LINE MUST BE ON THE BUDGET
<i>Example: FASFA and Scholarship Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn: 1. How to complete the FASFA with their child 2. Storytelling techniques so their child will learn how to write a college essay for scholarships 3. How to find scholarships for their child</i>	<i>October 2019, February 2020</i>	<i>Sign-in; Evaluation/ Feedback; Parent involvement increase; Parent screen shot of completed FASFA parent page; Student essay.</i>	<i>3 hours of childcare (\$9.93), transportation (\$50.00); light refreshments (\$100.00); 10 Scholarship books for parents @ \$50; 10 ACT books for parent resource room @50; Total: \$1179.79</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	September 2019	Evaluation Forms and Sign-in Sheets	

		everyday struggles that can be overcome.			
Title I Developmental Meeting (required)	Administration, Parent Liaison	Parents gain understanding on how the school provides services to support the family and how we are working to remove any barriers that can affect academic success of their child. Achievement is better accomplished when the student and family have what t	March 2020	Evaluation Forms and Sign-in Sheets	
Parent Workshop: Successful Families	Administration	Educating parents on strategies and resources they can utilize to assist their students at home. As well as provide, families with strategies to resolve conflict at home and school so students can focus and feel comfortable participating in learning.	September 2019	Evaluation Forms and Sign-in Sheets	Printing/50.00 Snacks/80.00
Parent Workshop: Reading Fundamentals	Reading Coach	Parents will be walked through how to get on Achieve 3000 and use this at home. Reading ability will increase due to home usage and parents understanding of the correlation between reading at home and lexile levels.	October 2019	Evaluation Forms and Sign-in Sheets	Printing/55.35 Snacks/ 40.00
Transition to Middle School Expo	Administration, 5 th grade Teachers, Parent Liaison	Parents will be able to inquire about steps needed to transition to middle school. Discussions will be centered	November 2019	Evaluation Forms and Sign-in Sheets	Printing/50.00 Snacks/65.00

		around data and grade level promotional requirements. In addition, school choice deadlines, tours and school criteria for acceptance will be shared			
Movie Night (ELA)	Administration, Teachers, Parent Liaison	This event will provide additional ELA help at home which encourages ELA academic success at school. All activities will be aligned to the ELA Florida Standards. This will help both students and parents understand the content in which students will be ass	December 2019	Evaluation Forms and Sign-in Sheets	
Family Academic Night	Administration / Teachers	This event will provide additional ELA, Math, Science and parent support help at home which encourages academic success at school. All activities will be aligned Florida Standards. This will help both students and parents understand the rigor the content students will experience in ELA, Math and Science.	February 2020	Evaluation Forms and Sign-in Sheets	Printing/60.00 Catering Services/615.00

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?

Provide agenda, meeting minutes, and/or parent-teacher conference notes as evidence that Don Brewer values parental input and seeks to collaborate with our parents.

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 Elementary will notify parents in writing to make them aware 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.

Items in red are examples

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Book Study on Poverty	Ms. Smith	Improved relationships between teachers and students and families	Aug-Dec 2019	Sign-in sheet Completed book review form, teacher discussions, evaluation
Poverty Simulation with the Title I team	Mr. Black	Improved ability for staff to work with parents and families	Dec 2019	Sign-in sheets, evaluation sheets, follow up with teachers
New Teacher Parent Engagement Community Outreach and Strategies for Best Practices	Marla D. Almon	Assisting new teachers with establishing best practice to engage with parents in a positive manner and improve relationships between home and school.	Sept '19 - May '20	Sign-in sheets, evaluation sheets, follow up with parents and teachers
Building Positive Parent Teachers Relations	Jennifer T. Gray	Improved relationships between teachers and students and families	Sept '19 - May '20	Sign-in sheets, evaluation sheets, follow up with parents and teachers

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"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<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 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.