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| 2020-21  Title I, Part A *School* Parent and Family Engagement Plan |



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| School Name: Rutledge H. Pearson School #: 3095 |  |  |
| Principal Name: Carolyn Davis  School Website: <https://dcps.duvalschools.org/rhpearson> |  |  |

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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.**

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| *“Treat children like they make a difference and they will.”* |  |

# ASSURANCES

I, Carolyn Davis, 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.

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|  | 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; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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)]; |
|  | 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 |
|  | 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 Section1112(c)(1)(A)(ii)]. |

\*click to select each assurance, this page will require an original signature and submission to the District.  
Carolyn Davis 6/4/2020  
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Signature of Principal/School Administrator Date Signed

# NEEDS ASSESSMENT

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

## Previous Year Financial and Programmatic Outcomes

## Fiscal Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

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| Total Parent and Family Allocation from the Previous Year | Total Funds Expended | Total Funds Remaining |
| $3,400 | $2,482.11 | $917.89 |
| **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** | | |
| Spring family engagement activities were cancelled due to schools closing as a result of the COVID-19 pandemic. | | |

## Programmatic Overview from the Previous Fiscal Year

*(this section is not required for new Title I Schools)*

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| 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)** |
| 4 | 4 | * + - * We created a Parent Information Board in the front office for parents and families to obtain information about the Parent Academy, upcoming workshops, activities, and events. Our office staff will share information to parents and families upon entering the building.       * During student registration, parents and families will be escorted to the Parent Resource Room.       * Our Parent Resource Center is located in the media center, so that parents and families could have more space to peruse and checkout materials as well as utilize the kiosk.       * Teachers will invite parents and students to tour the Parent Resource Center after parent-teacher conferences as well as family engagement events. * Our Parent Resource Center will be advertised on the Parent Information Bulletin Board, school website, Class Dojo and signs are displayed in the front office directing parents to its location. * In our monthly parent newsletter, parents will be informed about the resources and materials check in/out policies and hours of operation. * We are in the process of restocking our inventory with more grade appropriate games and resources to assist parents with helping their child at home according to their needs. * To increase usability, we plan to provide our teachers, guidance counselor, parent liaison, early warning coordinator, and office staff with a list of materials to share with parents and families and provide training on using the materials when needed. |
| 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.)** |
| Title I Annual Meeting (required) | 20 | * Parents were engaged in the 2018-2019 data review and goals for the new year. * Parents received a tour of the Parent Resource Room to view resources available for check-out and to provide academic home supports. * Parents were given the opportunity to ask questions and given their input. |
| Orientation/Focus Training for Parents | 25 | * Parents were trained on how to access their child’s Focus account and OneView. * Parents received an overview of DCPS Blended Learning platform which includes i-Ready and Achieve3000 * Event advertisement: a flyer, robo-calls, and Class Dojo. |
| Moms Makes a Craft Day | 45 | * Mothers and caregivers were invited to eat breakfast and hear a motivational speaker share parenting tips. * They participated in a discussion and shared tips with other participants. * Participants created crafts with their child. * Participants completed a feedback form. |
| Zoo Day with Dad | 76 | * Fathers and caregivers were invited to eat breakfast and hear a motivational speaker share parenting tips. * They participated in a discussion and shared tips with other participants. * Fathers and caregivers were transported to the Jacksonville Zoo with their child. * Participants completed a feedback form. |
| Annual Mid-Year Stakeholders Review Meeting | 9 | * Parents were given an overview of the state of the school at midyear. * Parents received an overview of community and family activities. * Parents were invited to help get the word out and encourage other parents to join the PTA/SAC. * Parents were allowed to make comments, ask questions, and complete the survey. |
| Tiger Power Hour  Parent Mid-Year Data Chat | 10 | * Parents participated in a data chat about their child’s progress and received ways to help their child at home. * Parents completed the survey. |
| Literacy Night | 20 | * Parents were engaged with a musical and poetic performance from our students. * Parents learned a variety of reading strategies to assist their students with their reading compression. * Parents were provided a tour of the Parent Resource Room. They were shown the varies materials available for checkout to assist with reading strategies at home. * Parents completed the survey. |
| Transition to Kindergarten Meeting | 9 | * Parents were given an overview of the skills taught in Pre-K throughout the year. * Parents learned the steps for registering their child in DCPS. * Parents were able to visit feeder school tables set up to explore options. * Parents received strategies on how to assist their students as they transition from Pre-K to Kindergarten setting. * Parents provided feedback by completing the Qualtrics survey. |
| Title I Developmental Meeting (required) | 9 | * Parents were given an overview of Title 1 School-wide and PFEP Budget allocations and tentative plan for 2020-2021. * Parents were given an overview of the current year’s Parent Family Engagement Activities and discussed ideas for 2020-2021. * Parents were given the opportunity to collaborate to revise and update the School-Parent Compact. * Parents gave their feedback by completing the Developmental Meeting Survey. |

*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.*

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| 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 thoroughly enjoyed the activities and events that were planned for the during 2019-2020 school year. Activities such as Moms Makes a Craft Day and Zoo Day with Dad  were meaningful and designed to build the culture of the school and strengthen the relational ties between the school and families in the community. Our academic based activities like, Literacy Night and Tiger Power Hour Mid-Year Data Chat, helped parents and families better assist their child at home. To increase the number of participants attending parent and family engagement events, the parent feedback information indicated the need to consider changing the time for school events, change the method in which we send information to parents and families about the events, and provide more materials and resources to parents and families to assist them with helping their children at home. According to the Developmental Meeting Survey, communication and attending school related activities around parent work schedules continue to be a barrier for parents and families. Their preferred time for school events is in the evenings. Also, they prefer to be notified by email or texted. During the 2019-2020, many of our teachers used Class Dojo to reach parents. This method of communication was extremely beneficial when locating students and families during the COVID-19 pandemic and keeping them informed. |

## Barriers

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| 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 Communication: Students would not always take home the communication to their parents about school events. Phone numbers changed frequently, so it was difficult to contact parents. 2. Barrier 2 Scheduling Conflicts: Due to the varied work hours of parents, it was difficult to attend school sponsored events during the school day and evenings. 3. Barrier 3 Lack of Childcare: Due to our parents having non-school age children it was difficult for parents to provide private childcare. 4. Barrier 4 Parent Mobility: Transient population makes building long-term relationships difficult. 5. Barrier 5 Readiness for Learning: Most students are not entering school ready to learn. We are working toward closing the achievement gap and assisting all students with performing on grade level in reading and math. | | |
| (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) | Communication | * We plan to continue to use Class Dojo as the preferred method of communication and train our parents at the beginning of the year. * Our front office staff will give new parent Class Dojo sign-up informational flyer during registration. * We will continue to utilize multiple streams of communication: school website, Class Dojo, parent emails, robo calls, parent link, and flyers. |
| 2) | Scheduling Conflicts | * We will ensure PFEP activities are scheduled at parents’ preferred time. * We will use online platforms i.e. GoToMeetings, Teams, Class DoJo to record and upload activities for families to view at any time. |
| 3) | Parent Mobility | * We will offer school choice to parents and families who may need to leave the area. * Our Early Warning Coordinator and Parent Liaison will contact parents and families and assist them as needed. * We will continue to coordinate PFEP activities to build strong relationships between our school and families. |

## Overarching Outcomes/Goals for the Current School Year

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| 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? |
| * Our goal to build a stronger bond between the school and families was effective. * Our RHP staff members along with our on-site Boys and Girls Club staff worked well with the community to inform families about the PFEP engagement activities. * Our celebratory mom and dad events laid the foundation for the type of events our families would experience. The feedback from the parent evaluation forms and surveys indicated our parents and families were satisfied with the outcome of the events and the presenters. * During our academic events/activities, parents were informed about the state of our school in the beginning of the year (Title 1 Annual Meeting), midyear (Annual Mid-Year Stakeholders Meeting), and end of the year (Title 1 Developmental Meeting). * Parents were also given information about the progress of their child and strategies to use at home. * Parents enjoyed the interactions with the teachers after family activities. |

# COMMUNICATION AND ACCESSIBILITY

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| Telephone | Envelope | Email | Laptop | Chat |

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.

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| 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?** |
| Parents and families will be need notified of Parent and Family Engagement Activities and events by the following communication resources:   * Robo Calls: Parents will receive automatic phone messages about upcoming Parent and Family Engagement events, SAC, and PTA. * Student Agendas: All Upcoming events will be either written in or placed via sticker inside student agendas for parent reminders. * Class Dojo: Parents who have registered in Class Dojo will have scheduled Parent and Family Engagement events, SAC, and PTA sent to their cell phones. * School Marquee: All scheduled events, including Parent and Family Engagement activities, PTA, and SAC will be on display on the school marquee located at the main entrance of the school. * School Website: All information including a digital copy of the flyer about Parent and Family Engagement events, SAC, and PTA will be posted to Rutledge H. Pearson Elementary’ s school website. * RHP Teams Page: Recorded advertisement videos will be posted to containing information about upcoming events. * Duval County App: Parents and families who have signed up for the app will be notified of upcoming events. * Parent Link: Families with registered Focus accounts and phone numbers will receive phone calls and/or emails containing information of upcoming PFEP activities. * Flyers: Flyers will be strategically placed and available of all Parent and Family Engagement events, SAC, and PTA throughout the Main Office and Parent Information Board for families who did not receive any electronic communication.   The school will utilize all available avenues to communicate with parents, taking special consideration for individual barriers.   * All print materials will be translated for families who speak English as a second language. * All information sent home will be in an easy to read format. * If transportation is offered, ensure that transportation has accessibility for individuals that may need special assistance. * Schedule meetings at flexible times to accommodate parents work hours. |
| **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?** |
| Information will be shared in the following ways:   * Flyers- printed in a language that all parents can understand * School marquee-Displays all monthly parent meeting announcements * Parent Link-SIP, PFEP, and SAC/PTA monthly meeting information * Class Dojo- Teacher share student progress and school related announcements * School website-shares pictures and a synopsis of importation dates, events, and activities * Robo Calls- verbal call out informing parents of school related happenings * Duval County App- mobile app that shares events and activities * RHP Teams Site- (If the district continues to use Teams for remote learning)   Parent Information Board in the main office:   * Parent Academies-Training Schedule for Parents * McKinney Vento Program Brochure * McKay Scholarship Information * and other school related reports * PFEP Activity Schedule/Calendar * ESE Services Information * Blended Learning Information Flyer (I-ready, Imagine Learning, Focus and Achieve 3000) * FDLRS Information * Florida Kidcare Information * Safe Kids Flyer |
| **What are the different languages spoken by students, parents, and families at your school?** |
| * English * Spanish |

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| 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) Meetings will be scheduled at flexible times throughout the year. The committees are formed to develop and review federal programs with parents included. These committees include but are not limited to the School Advisory Committee (SAC), the Pre-K Parent Committee, and the Parent/Teacher Organization (PTA). During our monthly SAC meetings, stakeholders plan monthly activities and events. After the activities and events are planned and approved, we send out communication to parents and families at least two weeks or more in advance.  (2) We will inform parents who speak different languages through translated print (such as, flyers, newsletters, data reports (i-Ready, Imagine Learning, and Achieve 3000 parent letters) and observation notes. Online portals will be used such as Focus (Attendance, Grades, and Discipline Reports), Class Dojo, Teams, and GoToMeeting to share student progress during data chats and teacher/parent conferences.  (3) We will utilize the following tools and resources to timely communicate information about Title 1, Part A programs: newsletters, Robo Calls, parent links, Duval County App, Class Dojo, flyers, school and district websites, and report cards. Translators will be available during parent/teacher conferences and/or school-related meetings, when needed. |
| 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) Rutledge H. Pearson Elementary will describe and explain the curriculum to all stakeholders on Parent and Family Engagement Nights. Parents and families will be introduced to the curriculum at Orientation and Focus/Blended Learning Training. They will receive another in-depth view of what the curriculum is and how it will be used at the Annual Title 1 Meeting. During Open House and Parent/Teacher Conferences, teachers will explain the curriculum in detail and how it aligns to standards-based instruction. Additional curriculum discussions will take place during the science night, literacy night, and academic showcase and data chat night.  (2) The forms of assessments used to measure student progress will be discussed and described throughout the school year at the Parent and Family Engagement Nights, Parent/Teacher Conferences, as well as Parent Academies that take place at Rutledge H. Pearson. At each PTA/SAC meeting or any additional gathering of Stakeholders, the Principal will take a few moments to highlight assessments and expected achievement levels for students.  (3) Achievement levels of students will be described and explained throughout the school year at Parent and Family Engagement Nights and during Parent/Teacher communication.  (4) Rutledge H. Pearson will provide translators and flyers to describe and explain in applicable languages at all Parent and Family Engagement Nights, Parent/Teacher Conferences, and other events throughout the school year as needed. |
| (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) At Rutledge H. Pearson Elementary, parents have opportunity to attend various activities and events throughout the year that will allow them to participate in decision-making opportunities. At the end of every event, parent’s will be distributed a survey requesting feedback and suggestions of the event. Feedback and suggestions will be reviewed and shared at PTA/SAC meetings.  (2) The school will communicate opportunities for parents to participate in decision making processes by providing the below:   * Send home flyers of upcoming events with students * Send information through Duval App and Parent Link * Place flyers in the Main Office and Parent Resource Center * Send a Robo Call to all parents about upcoming events * Post links for parents and families to provide feedback and suggestions on online platforms: Class Dojo and 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] |
| We will forward those comments to our Title I Specialist for them to follow-up. We will also start to problem solve with that parent about their concerns as well. Copies of the evaluations will be kept on file in the school-based Title 1 Designee’s office and available for review. |
| (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 school will publish and communicate the Title 1, Part A Parent and Family Engagement Plan to parents and families on the school’s website as well as a hard-copy will be available in the Parent Resource Center and in the school’s Title 1 Designee’s office.  (2)This plan will be communicated in the languages applicable to Rutledge H. Pearson Elementary by providing translators at events as well as a translated copy on the school website and a hard copy available in the Parent Resource Center. |

# 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)]

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| Family with girl | Clock | Grinning Face with No Fill | Theatre | Bus |

## INVOLVEMENT OF PARENTS and FAMILIES

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| 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)]. |
| Rutledge H. Pearson hosted the Developmental Title meeting for the 2020-2021 school year on the virtual platform: GoToMeeting. This meeting was advertised via school website, Parent Link, flyer (distributed during Grab and Go lunch) and class DoJo. Parents were able to attend the live meeting and provide feedback based on reviewing the 2019-2020 data points. Feedback was collected via Qualtrics survey and reviewed by stakeholders. During our Annual Title I Parent Meeting, parents will be given information regarding the Title I program. They will be instructed on how to be involved and when we can modify plans. Additionally, parents will be encouraged at all meetings to share ideas and/or concerns. We will also upload the Parent Family Engagement Plan to our school’s website and make the PFEP available to parents in the Parent Involvement area in the front office. |
| **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 – We provides bus tokens when needed. * Childcare – We have childcare available when requested and are looking into high school volunteers to support more families at Parent and Family Engagement activities. * Home Visits – Our Early Warning Coordinator and guidance counselor makes home visits when needed. * Additional Services to remove barriers to encourage event attendance – Currently, the feedback from parents at the Title 1 Developmental Meeting for 2020-2021 indicates flexible meeting times is one of the top barriers that we need to address. Action steps to remove this barrier: we reviewed the feedback and have planned to accommodate this barrier by offering multiple meeting times on different platforms: in-person, live on GoToMeetings and Teams. Events will also be recorded and uploaded for parents to view at a more convenient time in Teams. A digital Qualtrics survey will be prepared and posted for families to provide feedback for each PFEP activity/event. Another barrier is communication. According to the survey, parents prefer to be emailed or texted. We plan to use Class Dojo to keep our parents informed. Flyers and information will be translated and posted on Class Dojo and emailed to parents who speak other languages. |

## FLEXIBLE FAMILY MEETINGS

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| 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)] |
| Parent input was obtained from evaluation forms, both paper and online through the Qualtrics Survey. Feedback was reviewed and reflected on as parents selected various times that would be best accommodating for their families. |
| **What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?** |
| Based on the feedback forms and surveys from parents, needs were addressed (ongoing) during the Title I Developmental Meeting (parents, teachers, and stakeholders attended) at the end of the 19-20 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## REQUIRED ANNUAL MEETING

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| 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: Determine a date to host the Annual Meeting. 2. Step 2: Develop a PowerPoint presentation including necessary school-based information. 3. Step 3: Parent communication will be distributed via the school marquee, school website, monthly newsletter, school messenger, Class Dojo, and flyers. 4. Step 4: Parent sign in sheets will be created. 5. Step 5: Parent evaluation sheets will be prepared. 6. Step 6: Reminders will be sent home via technology at 4 weeks, 2 weeks, and 1 week. 7. And so, on as needed.... Meeting location will be set up to accommodate participants. |
| **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.** |
| The Annual Title I Meeting will explain the Title I requirements, the school’s participation in the program (school-wide or targeted), and the rights for parents to be involved. An explanation of what participation in Title I programs means will be given, including: a description and explanation of the school’s curriculum, information on the forms of academic assessment used to measure student progress, and information on the proficiency levels students are expected to meet. An explanation of the right of parents to become involved in the school’s programs and ways to do so will be given. In addition, participants will be informed that parents have the right to request opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible. [Section 1118©(4), ESEA] |
| **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.** |
| (1) Information on adequate yearly progress, school choice, and the rights of parents will be included in our PowerPoint presentation for the Annual and Mid-Year Title I meetings. Additionally, we will discuss our feeder patterns at various times during the year.  (2) During the Annual Meeting, parents will also be informed of their right to have their child attend any school within the district through school choice by completing a school choice application and submitting it to the district.  (3) Parents will be informed of the following rights:   * To request and receive timely notification of professional qualifications of teachers and paraprofessionals. * To be informed if students are taught for four weeks or more by a teacher not highly qualified. * To be provided information regarding their students’ results from the state assessments. * To have all information presented in parent friendly language. |
| **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?** |
| Parents without access to technology will receive notification of parent events, school updates, and student updates on progress in writing. A paper flyer and teacher created student progress documents will be sent home in their planner. The planner will house any updates and reminders on a weekly basis. |

## 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.

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| 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. |
| Step 1: Select a date and time to host Developmental Meeting.  Step 2: Schedule and publish the event electronically and/or prepare advertisement of the meeting.  Step 3: Prepare paper-based copies of the evaluation survey and/or create electronic version of the evaluation survey with a live link and/or QR code.  Step 4: Post surveys at the entrance/exit of the PFE activities; provide the link or QR.  Step 5: Post the link and/or QR code with an uploaded live or recording of the meeting.  Step 6: With a time-line of week for survey accessibility, then the Title 1 liaison and/or administration will compile the results and reflect on next steps. |

# 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

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| 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 will be offered all year to involve our parents and families. The activities are designed to increase and strengthen family-school partnerships. In addition, sharing information with parents about the academic progress of their child(ren) as well as strategies and tools that can be easily implemented at home will be available to families. |
| **How will the school implement activities that will build relationship with the community to improve student achievement?** |
| We will survey stakeholders to see what activities they recommend and are interested in knowing more about. These activities will be incorporated into the planning of this year activities. Student achievement data will be reviewed to assist families in identifying areas of weakness, so they can support their children at home. The school will develop workshops to assist parents with practice at home which will strengthen the home-school relationship. The workshops will cover content in the following areas: math, reading, science, writing, and ways to incorporate positive behavior strategies at home. We will include our business partners in many of our events, hold school parent nights at some of our business partner’s locations and pass our flyers to encourage high family participation. |
| **(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) The Title I Parent Resource Center will be introduced to parents through a letter explaining the purpose, what are the guidelines for using the resource room, and an inventory of all resources available to families. Parents will be encouraged to tour the Title 1 Parent Resource Room during school hours and at PFE activities. Parents and families will be shown how to sign-out/sign-in manipulatives.  (2) The Parent Family Involvement Center will be continually advertised through the Pearson Elementary and parent newsletter. The school will create a visual to hang in the front office directing families to the location of the resource room. During the monthly SAC meeting, information about the resource room will be shared with attendees.  (3) All personnel at Rutledge H. Pearson will be trained during an Early Release Day professional development training. This training will focus on what resources are available, how parents can check items out, and the importance of showing parents which items found in the resource room can help support their child(ren) with the curriculum their children are being taught in the classroom. |
| **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?** |
| Parenting pamphlets will be purchased to assist parents with helping their child at home with homework help, information about state testing, and pandemic-induced trauma that will assist with maintaining social/emotional balance during COVID-19. |

## 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.

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| 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 |
| Orientation/  Focus and Blended Learning Training | Assistant Principal Bolden | *Parents will:*   * Learn how to access their child’s Focus account and OneView. * Receive an overview of DCPS Blended Learning platform which includes i-Ready and Achieve3000. | August 2020 | * Sign-In Sheet * Agenda * Evaluation Sheet * or Survey |
| Title I Annual Meeting (required) | Assistant Principal Cooper | *Parents will:*   * Become aware of what Title 1 offer our school and how it can increase student academic achievement. * Review 2019-2020 data and goals for the new year. * Tour of the Parent Resource Room to view resources available for check-out and to provide academic home supports. * Receive information about how to get involved. | September 2020 | * Sign-In Sheet * Agenda * Evaluation Sheet * or Survey |
| Dad Bring Your Child to School Event | Assistant Principal Bolden | *Fathers/caregivers will:*   1. Eat breakfast will their child. 2. Learn the helpful hints in starting the school year off right. 3. Learn how to utilize DCPS mobile Focus Account and Sign Up, OneView and the blended learning portal. 4. Learn about volunteering and taking part in the SAC/PTA. 5. Tour the Parent Resource Room. 6. Receive a list of PFEP Activities for the year. | September 2020 | * Sign-In Sheet * Agenda * Volunteer Report * Focus Parent Access Report * Feedback form/Survey |
| Doughnuts for Dads | Principal Davis | *Fathers/caregivers will:*   * Learn how to assist their child with reading while being served a pastry and a drink. * They will participate in a “Real Men Read” Activity. * They will participate in a discussion and share tips with other participants. * Participants will receive a book to read to their child with a reading strategies pamphlet. | October 2020 | * Sign-In Sheet * Agenda * Completed reading log * Feedback form/Survey |
| Muffins for Moms-Make and Take | Principal Davis | *Mothers/caregivers will:*   * Received a pastry and a drink and learn the importance of creating a quite work-space and time set aside for learning for their child. “Drop everything and learn!” * They will participate in a discussion and share tips with other participants. * Participants will do a make and take. | November 2020 | * Sign-In Sheet * Agenda * Completed make and take * Feedback form/Survey |
| Annual Mid-Year Stakeholder’s Meeting | Assistant Principal Cooper | *Stakeholders will:*   * Review school data and goals for the year according to the SIP. * Discuss trends in data and next steps. * Review Community and Family Engagement Activities. | January 2021 | * Sign-In Sheet * Agenda * Feedback form/Survey |
| Academic Family Fun Night and Data Showcase | Principal Davis | *Parents will:*   * Receive their child’s data and discuss their child’s progress and goals for the year. * Learn ways to help their child in their area of weakness and celebrate. * Listen as a guest reader will read to families. * Tour the Parent Resource Center. * Play games with the * Eat a lite snack with thei | February 2021 | * Sign-In Sheet * Agenda * Completed Data Chat Forms * Feedback form/Survey |
| Family Science Night | Assistant Principal Cooper | Parents will:   * Participate in standards-based science activities with their child. | March 2021 | * Sign-In Sheet * Agenda * Feedback form/Survey |
| Title 1 Developmental Meeting (required) | Assistant Principal Cooper | Parents will:   * Collaborate improve our Parent Family Engagement Plan and increase student academic achievement. | April 2021 | * Sign-In Sheet * Agenda * Signed Parent Compacts * Feedback form/Survey |
| Transition to Kindergarten | Assistant Principal Cooper | Parents will:   * Review the skills and concepts taught in Pre-K. * Learn things to do over the summer with their child to avoid the summer slide. * Learn the Kindergarten registration process. * Learn how to use DCPS school locator to find the school their child will be assigned to. | May 2021 | * Sign-In Sheet * Agenda * Feedback form/Survey |

*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.

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| 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? |
| At the Title 1 Developmental Meeting for 2020-2021, the Parent Compact for 2019-2020 was reviewed and reflected on. All stakeholders discussed changes of the Parent Compact and a new Parent Compact was created for the next school. Log-in credentials and agendas were given to all stakeholders to document attendance of the meeting. |
| **How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact?** |
| The principal ensures required conferences are implemented with all parents explaining the Parent Compact by reviewing parent teacher conference notes, and the Parent Compact Log. |

# 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.

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| 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. |
| 1. School leadership will send a district created letter to parents notifying them that their child has been assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed. A copy of that letter will be available at the school. 2. Parents will be notified by letter with a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions. |

## 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)]

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| 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 | | From Striving the Thriving: How to Grow Confident, Capable Readers by Stephanie Harvey and Annie Ward | Leadership Team | This book study will provide teachers with an understanding of how to use detailed formative assessments to craft targeted, personalized instruction that enable striving readers to find books they love and engage in voluminous reading. | Aug-Dec 2020 | Sign-in sheets  Completed book review form  Teacher discussions  Evaluation/survey | | Helping Parents Get Connected | Math and Literacy Coaches | Staff will be trained on how to help parents complete the volunteer application, access FOCUS, and schedule conferences. | September 2020 | Number of volunteer applications received in 20/21 compared to previous year.  Conference logs  Percentage of parents who have access to FOCUS | | Positive Behavior and Intervention (In School and Virtual) Support Classroom Observations | Dr. McDowell Sutton | Improved relationships between teachers and students and families  More time of task due to reduced off task behavior | September 2020 – May 2021 | Sign in sheet  Copies of teacher debrief with Dr. McDowell Sutton | | RtI Process and Documentation | Ms. Coker-Hay | Teachers will learn how to effectively identify students who are struggling academically and socially, document their progress, and share findings with parents. | October 2020 | PD sign in sheet  Exit tickets from PD  Teacher evaluation forms following PD | | Having Tough Conversations with Parents Effectively During Parent Conferences | Leadership Team | Staff will receive training and time to role play having a parent conference with difficult data to share, behavior problems to address or parents with negative attitudes about school. | November 2020 | Parent/Teacher conference logs  Teacher evaluation forms following the PD  Sign in sheet for PD | |  |  |  |  |  | |

# COLLABORATION OF FUNDS

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| 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)] |
|  | **IDEA** - The Individuals with Disabilities Education Improvement Act |  |
|  | **VPK** - Voluntary  Pre-Kindergarten | The Voluntary Pre-Kindergarten Program is a free prekindergarten program for 4 and 5-year-old children who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them prepare for kindergarten. Title I also seeks to help families with new school aged children adjust to their new parenting roles. |
|  | **Title I, Part D** – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. |  |
|  | **Title IX, Part A** - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness. |  |
|  | **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. We provide before and after school tutoring with these funds. |
|  | **Title II, Part A** – Supporting Effective Instruction through professional development targeted to administrators and teachers. |  |
|  | **Title III, Part A** – Helping English Language Learners achieve English proficiency |  |

*Schools may add lines as needed.*