

## THE CHILDRENS' READING

### CENTER



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2019-2020

### Parent and Family Engagement Plan

As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:

- Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family Engagement Plan, and the Parent-Student-Teacher Compact;
- Invite and encourage parent/family attendance to the school's Annual Title I Meeting;
- Involve parents/families in decisions about how Title I, Part A funds are spent;
- Provide parent/families with timely information

### Involvement of Parents

*Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.*

Parents are encouraged to complete the parent survey annually. Results from this survey are utilized to update the PFEF annually. Parents are invited to make recommendations to be included in the annual PFEF.

*How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?*

When parents come together to meet they are given the previous year's plan along with the parent survey results. They use this information to formulate the new plan.

*How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?*

Parents understand that our mission is to educate the whole student. Because of this, our parents understand the importance of sharing information between school and home. We use funds for paper to build communication between families and school.

*What evidence do you have to document parent/family participation in writing/reviewing your PFEF? What evidence do you have that documents parent/family input in spending PFE funds?*

Sign-in sheet and minutes from the 2019 Parent Meeting are located in the school's audit box.

<p>in an understandable format Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;</p> <ul style="list-style-type: none"> <li>Provide an individualized student report on their child's performance on State tests; and</li> <li>Provide a description within the PEEP of how the school will carry out the requirements of Section 1118 of ESSA.</li> </ul>	<p><b><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PEEP. How will this plan be made available to the community?</i></b></p>	<p>We have an Annual Title I meeting where this information is shared. The plan is posted on our school website and is available in the school office upon request by the public.</p>
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## Flexible Parent Meetings

<p><b><i>Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.</i></b></p>	<p>(1) We will have a Math/Literacy Night providing necessary math and literacy training for parents. (2) In order to maximize parental involvement and participation in their child's education, arranging school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.</p>
<p><b><i>Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.</i></b></p>	<p>Our parents have not expressed a need for these services. However, we will address the needs if they arise.</p>
<h2>Annual Parent Meeting</h2>	
<p><b><i>Date and time you will hold your Annual Title I Meeting</i></b></p>	<p>September 17, 2019</p>
<p><b><i>Notification and Invitation:</i></b></p> <ul style="list-style-type: none"> <li><b><i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i></b></li> </ul>	<p>Parents were notified by notes sent home, advertised on our school website and school Facebook page.</p>

<ul style="list-style-type: none"> <li>How will the school assure the notification and invitations are in a language all parents can understand?</li> </ul>	
<p><b>Information:</b></p> <p>Please describe how your meeting will cover the required information about:</p> <ul style="list-style-type: none"> <li>Benefits to all students in a Title I schoolwide program;</li> <li>Right-to-know 4-week out-of-field letters &amp; teacher and paraprofessional qualification information,;</li> <li>explanation of curriculum;</li> <li>assessments used to measure student progress,;</li> <li>expected achievement levels on state tests;</li> <li>PFE funds;</li> <li>School Compact and;</li> <li>opportunities provided for engagement.</li> </ul>	<p>The principal provided parents with all of the required information at the Title I Annual meeting. A copy of the Title I Annual meeting agenda is attached, along with parent sign-in sheets.</p>
<p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</li> </ul>	<p>At this time, our parents have not expressed a need for these accommodations. However, we will address the needs if they arise.</p>
<p><b>Evaluations:</b></p> <ul style="list-style-type: none"> <li>How will you get feedback from parents about the meeting?</li> </ul>	<p>The principal is available after the annual meeting to answer any questions parents may have.</p>
<p><b>Parents who do not attend?</b></p> <ul style="list-style-type: none"> <li>How will you get the information home to parents who did not attend the meeting?</li> </ul>	<p>Information is sent home with students of parents who are unable to attend.</p>
<p><b>Building Capacity of Parents to Support Their Child</b></p> <p>Explain how parents/families are invited to participate in activities such as parent trainings that are linked to <u>student achievement</u>.</p>	

- How will your school help parents gain an understanding of such topics as: the State's standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?
- What training or materials will you provide to help parents work with their child to improve their child's academic achievement?

<b><u>Title - Topic</u></b>	<b><u>Impact on Student Achievement</u></b>	<b><u>Materials</u></b>	<b><u>Tentative Date/Time</u> Is this flexible to accommodate parent schedules?</b>	<b><u>Transportation</u></b>	<b><u>Refreshments</u></b>	<b><u>Childcare</u></b>	<b><u>Translation</u></b>
Parent/Teacher Conferences	Teachers are able to discuss with parents individual children and their needs. Teachers provide parents with strategies and resources to help parents support their students learning at home.	<u>Supplies as needed</u>	<u>These meetings are flexible throughout the school year.</u>				
<u>Math/Literacy Night</u>	Parents are better able to understand the curriculum being learned by their child. Parents learn about Florida State Standards and what is expected of their child in their current grade level. They learn about reading with their child, and how to help their child read more deeply. In math they are taught how to take problems apart and the different ways a question can be asked. Parents are also given access to websites that can help a child if they have difficulty completing their homework. Websites include "How to Rock the Math FSA" at different grade levels, Science A-Z, and Read Theory.	Supplies as needed	Oct. 3, 2019 5:30-7:00				
FSA Informative meeting	Information provided to parents about expectations of FSA testing. Parents	Supplies as needed	Feb. 11, 2020 8:45-10:00				

	are provided with examples of questions. They are informed about the number and length of tests their children will take. Questions from parents are answered. We have this meeting in the hopes that our parents will be as calm as our children about taking FSA assessments.							
<ul style="list-style-type: none"> <li>How do you assess the needs of parents?</li> <li>How does parent input inform what types of events or workshops you have at your school?</li> </ul>	Information is gathered from the parent survey and information and suggestions are always welcome on what parents feel they need.							
<ul style="list-style-type: none"> <li>How do you evaluate the effectiveness of capacity building activities?</li> </ul>	We have an annual Math/Literacy Night to inform parents of the curriculum, along with an FSA informational meeting. Parents provide teachers with input at the end of each meeting.							
<ul style="list-style-type: none"> <li>Explain how your school</li> </ul>	Information about activities and events is available on the school website.							

implements activities that build relationships with the community, business partners, and churches, to improve student achievements

- Examples of capacity building events/activities: literacy training, using technology, Florida standards/curriculum, testing, progress monitoring, transition information, (K, MS, HS), College and Career, Graduation requirements & scholarships.
- Agendas must document that parent/family activities had an academic component that facilitated parents and family being able to support their child's Academic achievement. Sign-in sheets are required documentation.

## Building the Capacity of Staff (Professional Development)

Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on....

- how to reach out to, communicate with, and work with parents/families as equal partners,
- the value and utility of contributions of parents/families
- how to implement and coordinate parent/family programs
- how to build ties between parents/families and the school

Please describe below how you will provide professional development

Topic-Title	Purpose?	Implementation format: (workshop, book study, etc.) Presenter?	Who is the audience?	Tentative Date/Time
<u>Preplanning Staff Meeting</u>	We discuss the importance of home/school connection. We discuss this in depth at our pre-planning meeting. We discuss the importance of building bridges with our	<u>Entire staff</u>		

	parents. We discuss that when parents realize we are a team, we can speak to them when an issue may arise. We also discuss how to talk to parents to make them understand that we are equal partners in educating their children. We also discuss the value of parents volunteering in the school so that they feel like they are part of the team educating our children.			

Communication				
Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is out of field?	We have a four-week letter that is sent home to parents when their child is taught by a teacher who is out of field. Copies are kept in the Title I Folder located in the front office for community access.			
Describe how you provide each family with timely notice in an understandable format information regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals.	We send a letter home informing parents of their right to know at the beginning of each school year.			

Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain.	This information is available to parents in the Parent/Student/Family handbook. It is also discussed at our annual Title I meeting. The handbook can also be found on our website.
Describe how the school will provide each family on individualized report about their child's performance on state assessments.	Test results are given to each parent when they are received from the state.
Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child's achievement. How is this requirement documented that it occurred? (This is a requirement for elementary schools only)	The compact is located on the back of every parent/teacher conference form so that it may be referred to easily. Teachers keep copies of all parent/teacher conferences, along with notes on what was discussed. Parents receive a copy of this form.

## Coordination and Integration

Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.	
<ul style="list-style-type: none"> <li>Homeless</li> </ul>	Notes home to parents. Federal Programs Homeless Liaison is available to provide homeless services and support.
<ul style="list-style-type: none"> <li>Migrant</li> </ul>	The school does not currently have migrant students. However, Federal Programs Title IC staff is available for support if needed.
<ul style="list-style-type: none"> <li>Headstart</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Title II</li> </ul>	Staff Development is available through Federal Programs Title II finding.
<ul style="list-style-type: none"> <li>Title III - ELL</li> </ul>	Notes home to parents. Federal Programs ELL Support Leader is available if needed through Federal Programs Title III.



<ul style="list-style-type: none"> <li>• <b>Title IV</b></li> </ul>	Federal Programs Title IV funding supports the purchase of supplies for well rounded education.
<ul style="list-style-type: none"> <li>• <b>Title V</b></li> </ul>	Federal Programs Title V funding supports professional development for teachers and administrators and supplies and materials to support professional development.
<ul style="list-style-type: none"> <li>• <b>ESE</b></li> </ul>	IEP meetings annually and parent/teacher conferences
<ul style="list-style-type: none"> <li>• <b>Neglected and Delinquent</b></li> </ul>	Federal Programs staff is available to support N&D students if needed.
<ul style="list-style-type: none"> <li>• <b>SAC</b></li> </ul>	N/A
<ul style="list-style-type: none"> <li>• <b>PIDAC/MPAC (Migrant Parent Advisory Council)</b></li> </ul>	We have two parents who attend these meetings monthly.
<ul style="list-style-type: none"> <li>• <b>PTO/PTA</b></li> </ul>	Notes home to school volunteers
<ul style="list-style-type: none"> <li>• <b>Community Agencies</b></li> </ul>	Local businesses contribute to our fall festival
<ul style="list-style-type: none"> <li>• <b>Business Partners</b></li> </ul>	Local businesses contribute to our fall festival
<ul style="list-style-type: none"> <li>• <b>Other</b></li> </ul>	

## Accessibility

<p>What opportunities do parents have to participate in their child's education?</p> <ul style="list-style-type: none"> <li>• Volunteer?</li> <li>• Mentor?</li> <li>• SAC?</li> <li>• PTO/PTA?</li> <li>• Other?</li> </ul>	<p>Parents are encouraged to volunteer within the school. We have various opportunities for them to volunteer. We also have a Parent Group called the Wonderful Wolves who help with fundraising events and needs of the school.</p>
<p>What forms of communication do you provide parents in an understandable and uniform format</p>	<p>Notes home, Facebook page, school website</p>

<p>as it relates to:</p> <ul style="list-style-type: none"> <li>● school and parent programs</li> <li>● meetings</li> <li>● school reports</li> <li>● other activities</li> </ul>	
<p>What barriers hinder participation by parents in parental engagement activities?</p> <p>What steps will you take this school year to overcome these barriers - with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.</p> <p><u>Please address the subgroup populations that are included in your schoolwide plan data.</u></p>	<p>Parents have not expressed barriers that hinder them from participating in school events are activities. However, we will address these needs if they arise.</p>
<p>How does your school provide information to parents in their native language?</p> <p>What languages do you provide?</p> <p>Do you provide translators or facilitators at parent events/workshops? Or, do you provided workshops in a parent's native language? Explain.</p>	<p>Currently we have all English speaking parents; however, we have some information in Spanish if needed.</p>
<p>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</p> <ul style="list-style-type: none"> <li>● Parent/Family Resource Centers</li> <li>● Parent Liaison</li> <li>● Other</li> </ul>	<p>We will encourage parents to have parent/teacher meetings as needed. Consideration is given to suggestions made by parents for alternative opportunities for involvement.</p>