

2023-24

Title I, Part A **Rutledge H. Pearson**
Parent and Family
Engagement Plan



School Name: Rutledge H. Pearson

School #: 3095

Principal Name: Kathleen Adkins

School Website: <https://dcps.duvalschools.org/rhpearson>



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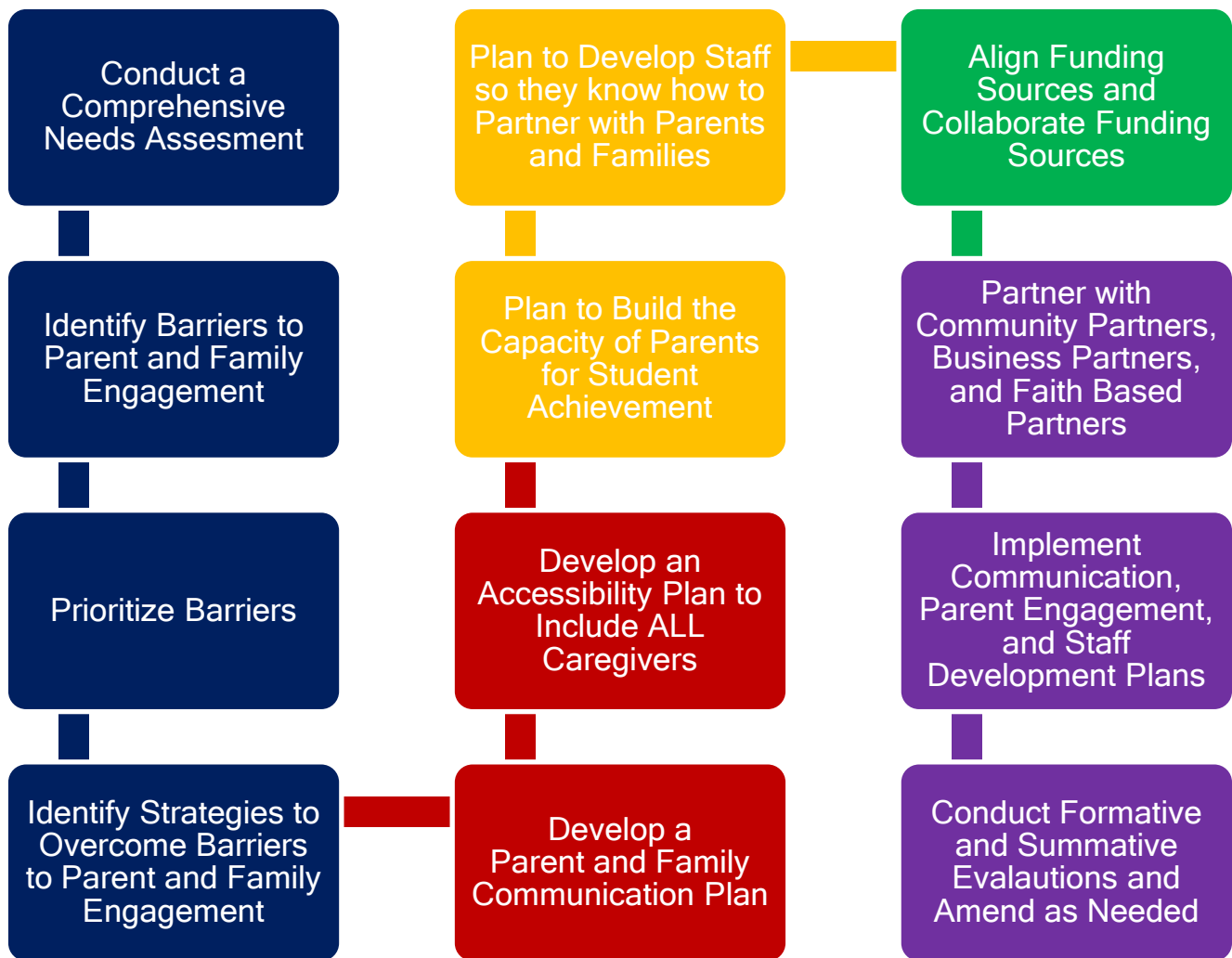
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OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Kathleen Adkins, 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.

-
- 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;
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- 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)];
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- 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 Section 1112(c)(1)(A)(ii)].
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*click to select each assurance, this page will require an original signature and submission to the District.

Kathleen Adkins
Signature of Principal

5/30/2023
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
\$ 5000	\$3948.97	\$1051.03
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		
With the changes of principals at the start of the 2022-2023 school year, the PFEP was modified, and all funds were not utilized.		

Programmatic Overview from the Previous Fiscal Year (this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
0	0	<ul style="list-style-type: none"> • Due to two schools being housed in the same building (MLK and Pearson), the Parent Resource Room was dismantled this school year. All available rooms were used for instructional purposes. A Parent Resource Room will be created at Pearson next school year. • The Parent Information Board is displayed in the front office for parents and families to obtain information about upcoming parent events, such as the Parent Academy, workshops, and/or events. Our office staff shared information when stakeholders entered the building. Our parent liaison offered assistance to parents and families in MLK's record's room upon request. Parents and caregivers were able to utilize the kiosk in the main office. • At the start of the 2023-2024 school year, we will prepare our new Parent Resource Center and advertise its grand opening for parents and families on the Parent Information Board, school website, Class Dojo, and social media sites, such as Facebook, and Instagram. Signs will be placed in the front office to direct visitors to the Parent Resource Center. Parents and families will be

		invited to tour the parent resource center during student registration and all PFE events. <ul style="list-style-type: none"> In our monthly parent newsletter, parents will be informed about the type of resources and materials that are available, our check out/check in policy, hours of operation, and training on using the materials that will be available.
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
FOCUS-Blending Learning Training/Orientation*	59 (MLK and RHP combined)	Parents were trained on how to access their child's information in FOCUS and Oneview. Parents received an overview of the DCPS Blended Learning platform (i.e., Achieve 3000, & i-Ready, etc.) Parents were given an opportunity to practice logging into during training and ask questions. Teachers shared classroom expectations with parents.
Annual Meeting/Open House (Beginning of Year)	73 (MLK and RHP combined)	We were able to share with parents about the our school-wide Title I budget, as well as funds that are set aside for parent involvement activities. Evidence of effectiveness was the engagement of the parents, the questions that were asked during the meeting and after the meeting.
Delightful Data and Discussions with Dads	78 (MLK and RHP combined)	Survey data provided evidence of the effectiveness of the workshop. Fathers/male role models felt more informed about how to monitor their students blended learning platform usage/performance. In addition, they understood what data points were important and the information that can be gleaned from each.
Moms Craft Day Make and Take	115 (MLK and RHP combined)	Survey results showed mothers enjoyed having dedicated time to interact with their children. They learned strategies to foster authentic conversations/interactions. Mother learned how to take everyday household items and use them for interactive, learning activities.
Academic Family Night and Data Chat Parent Event	15 (MLK and RHP combined)	Survey results indicated parents felt empowered to assist their children at home after the data chats were conducted. Parents walked away with a clear understanding of promotional requirements and whether their child(ren) were on track to meet the requirements for their grade level.
Annual Stakeholders' Meeting	14 (MLK and RHP combined)	Stakeholders reviewed school data and goals for the year according to the SIP, discussed trends in data and reviewed Community and Family Engagement Activities.

Academic Family Night and Data Showcase*	35 (MLK and RHP combined)	During Real Men Read Day (2/16/23), community members and mentors provided literacy training to dads and caregivers. Dads and caregivers reviewed their child's data. Participants read stories to classes in celebration of literacy.
Title 1 Developmental Meeting	11 (MLK and RHP combined)	Input was given for Title 1 program for the 2023 - 2024 school year.

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.

<p>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.</p>
<p>Enjoy the events and activities centered around parents gathering and learning better ways to parent their child (ren). For the last several years, we designed activities that focused on strengthening the relational ties between our school and the families within the community. We merged academic activities with family centered activities on two of our parent and family events to promote greater parental interaction. The evaluation results from, "Delightful, Data, and Discussions with Dads and "Mom's Make and Take Day," revealed our parents need events that help them evolve and learn parenting skills, communication skills, and networking with others. This data also shows our parents will support academically driven activities when they are combined with family-oriented events. Our parent feedback from the Developmental Meeting Survey indicated the need to schedule activities and events either after school or in the evening and tailor family-oriented events for parents and caregivers who can participate during the day. The Developmental Meeting Survey revealed the need to ensure that the method for communicating with parents and families replicates the way they prefer, (i.e., email, texting, Class Dojo, and by phone.) During the 2022-2023, many of our teachers and leadership team strongly used Class Dojo to contact parents and advertise PFE events (only if parents joined Class Dojo). Our faculty and staff strongly encouraged parents and families to sign up for Class Dojo. This school year, more parents used Class Dojo than in previous years. We plan to continue to encourage our parents to join Class Dojo as it has been a beneficial method of communication for our teachers.</p>

Barriers

<p>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.</p>
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1. Barrier 1 Communication: On many occasions, communication about school-related events would be misplaced and parents would not receive it in time to attend the events. In some cases, students go to a caretaker after school and the communication never gets in the hands of the parent. We have had trouble with contacting some parents due to phone numbers changing frequently.
2. Barrier 2 Scheduling Conflicts: For some parents, attending school related events during the day was extremely difficult.
3. Barrier 3 Lack of Childcare: Parents with non-school aged children struggle with providing private childcare when attending school-related activities.
4. Barrier 4 Parent Mobility: Since the school is located in a large transient community and we have merged two schools into one with the plan of adding a third school next school year, building long-term relationships with families can be difficult.
5. Barrier 5 Readiness of Learning: Many students have entered school not ready to learn. We are working towards assisting our students with building the capacity in literacy, comprehension, writing and math. Closing the achievement gap is our top priority.

(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	<ul style="list-style-type: none"> • We plan to continue to use Class Dojo as the preferred method of communication and train our parents at the beginning of the year, so that they stay informed about their child's success and progress. We plan to have our guidance counselor and parent liaison follow up with parents who are reluctant to sign up for Class Dojo. • Our office staff will distribute informational flyers about Class Dojo to new parents during registration. • We will continue to utilize multiple streams of communication: Class Dojo, parent emails (through FOCUS), phone calls: landline and robo calls, parent link, and flyers. • Additionally, we will use our school website and social media platforms, such as Facebook and Instagram to advertise upcoming school-related events.
2)	Scheduling Conflicts	<ul style="list-style-type: none"> • We will ensure PFEP activities are scheduled at parents' preferred time. • We will utilize online platforms, i.e., Microsoft Teams, and Class Dojo to record and upload activities for families to view at any time.
3)	Readiness for Learning	<ul style="list-style-type: none"> • We plan to provide in-school tutoring (before and during school) to assist students with building foundational skills for the purpose of closing the achievement gap. • We will partner with the afterschool program director to ensure that our teachers provide high quality rigorous instruction and/or remedial practice during academic hour that will assist students with building foundational skills in reading and math.

Overarching Outcomes/Goals for the Current School Year

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

- Students and parents enjoyed the academically linked, family oriented PFE activities, such as “Delightful Data Discussions with Dads” and “Mom’s Make and Take Day.” The data from the events shows our parents take pride in seeing their children actively engaged in the programs that we have to offer.
- Our relationship with the Boys and Girls Club and families in the community has grown stronger over time.
- School-wide information (such as, student data, curriculum, community and engagement, safety, and the like) was shared at the Title 1 Annual Meeting, the Midyear Stakeholder’s Meeting, and the Title 1 Developmental Meeting. We are exploring better ways to encourage parental involvement during informational meetings where attendance is low.
- Parents had multiple opportunities to learn about their child’s progress and strategies to use at home. We will continue to provide parents and caregivers with meaningful opportunities to learn about their child’s progress and strategies to use when they are away from school.
- During our Title 1 and SAC Meetings, parents, families, and members of the community learned about the district’s plans for building the first school with the half-cent tax referendum. In the 2023-2024 school year, three schools will consolidate into one: Martin Luther King Elementary, Henry F. Kite Elementary, and Rutledge H. Pearson Elementary.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The following communication resources will be used when notifying parents and families about the Parent and Family Engagement Activities and Events offered:

- 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.
- Duval County App:** Parents and families who have signed up for the app will be notified of upcoming activities and events.
- Robo Calls:** Parents will receive automatic phone messages about coming Parent and Family Engagement events, SAC, and PTA.
- 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.
- 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:

- Schedule meetings at flexible times to accommodate parents' work hours.
- All communications sent home will be in an easy-to-read format.
- All printed communications will be translated for families who speak English as a second language.
- If transportation is offered, we will ensure that transportation has accessibility for individuals that may need special assistance.

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 interpret.
- 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 announcement.
- School Website- Shares pictures and a synopsis of important dates, events, and activities.
- Social Media Platforms-Create announcements for upcoming parent and family programs.
- Class Dojo- Teacher share student progress and school related announcements.

Duval County App-Mobile app that shares events and activities.

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

- English
- Spanish

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) During the year, we will be scheduling meetings at flexible times. We will form the following committees to develop and review federal programs with parents included: The School Advisory Committee (SAC) and the Parent, Teacher Organization (PTO). During the monthly SAC committee, stakeholders will plan school-related activities and events. After the planned activities and events are planned and approved, we will send out communications to parents and families by giving them a 2-week notice.

(2) Parents who speak another language will be provided with translated printed information in the form of flyers, newsletters, data reports (i-Ready, Imagine Learning, and Achieve 3000, and parent letters) and observation notes. Online portals will be used, such as Focus (for attendance, grades and discipline records), Class Dojo, Microsoft Teams, and GoToMeeting to share student progress during data conversations and teacher/parent conferences. Translators will be available during school-related events or teacher/parent conferences (either face to face or virtually) upon request.

(3) The following tools and resources will be utilized to communicate timely information about the Title 1, Part A programs: Class Dojo, Robo Calls, newsletters, flyers, parent links, school and district websites, Duval County App, and report cards.

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 parents and families during scheduled Parent and Family Engagement events, such as Orientation/Blended Learning Training and Open House, as well as the Annual Title 1 Meeting. During parent/teacher conferences, teachers will explain the curriculum and how it aligns to standards-based instruction that will be provided. In addition, parents will have the opportunity to learn more about the curriculum and ask any questions that may arise during the following PFE events: Academic Family Fun Night and Data Showcase and out monthly SAC Meetings where we give updates about the curriculum, data and upcoming events.

(2) The form of assessment used to measure student progress will be discussed and described in depth throughout the school year at the Parent and Family Engagement events, Parent Academies, and parent/teacher conferences. During our monthly SAC/PTO, administration will be given a brief overview of upcoming assessments that will be administered and discuss the expected achievement levels for students in each tested grade. At our monthly SAC/PTO meetings, stakeholders are kept up to date with the trends in the most current data.

(3) The achievement levels students are expected to obtain will be described and explained throughout the school year at Parent and Family Engagement events, SAC/PTO meetings, parent/teacher conferences, and teacher communications methods (Class Dojo, newsletter, etc.)

(4) All of the methods of distributing information about the curriculum, assessments, and achievement levels to parents who speak other languages will be given at Parent and Family Engagement Events, parent/teacher conferences, SAC/PTO meetings, in the form of flyers and/or translators, when 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, we host various activities and events throughout the year with our parents and families in mind, for to purpose of participating in decision making opportunities that includes providing feedback and suggestions in the form of the program's evaluation or survey at the end. We review the feedback provided and share it with stakeholders at SAC/PTA meetings.

(2) Opportunities for parents and families to participate in decision making opportunities will be communicated in the following manner:

- A Robo Call will be sent home to parents about upcoming events and activities.
- Announcements of upcoming events and activities will be posted on social media platforms, such as Facebook and Instagram.
- Flyers will be sent home and placed in the Main Office and Parent Information Board
- Information will be sent through the Duval App and Parent Links.
- A parent link will be posted on the school website for parents to provide feedback and offer suggestions.

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 work closely with the parents and families who have questions or concerns about how we are implementing our school-wide plan. Unsatisfactory comments or concerns will be forwarded to our Title 1 specialist for s/he to follow up with the parents and families as well. Copies of the evaluations will be kept on file in the school-based Title 1 Designee's office and available for review upon request.

(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 required Title 1, Part A Parent and Family Engagement Plan to parent and families on the school's website and a hard copy will be available in the Parent Resource Center, posted on the Parent Information Board in the main office, and the Title 1 Designee's Office.

(2) The plan will be communicated in the languages applicable to the parents and families at Rutledge H. Pearson Elementary. Translators will be provided at events, when needed, and a translated copy will be posted on the school website and a hard copy will be 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)]



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)].

At the beginning of the year, Rutledge H. Pearson Elementary held its Annual Title 1 meeting. During our Annual Title 1 Meeting, parents were given information regarding the Title 1 program and how the Title 1 program would be implemented during the school year. They were instructed on how they could take part and when and how our plans would be modified. We encouraged our parents and families to complete a survey and reviewed the survey results with stakeholders. We hosted the Title 1 Developmental Meeting for the 2023-2024 school year towards the end of the year in our media center. Both meetings were advertised on the school website Class Dojo, and a flyer was sent home with each student and posted on the Parent Information Board. During the Developmental Meeting, parents were given the opportunity to make decisions about the language of the Parent Compact and ordering supplemental materials. Additionally, parents and families were given the opportunity to complete an online survey to share their thoughts and give suggestions. The feedback was captured via Qualtrics and reviewed by stakeholders. We will upload the Parent and Family Engagement Plan to our school website and make it available to parents on the Parent Information Board in the main 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 provide bus tokens when needed.
- Childcare – Childcare is available when requested. We are looking into high school volunteers to support during Parent and Family Engagement activities.
- Home Visits – Our guidance counselor and assistant principals make home visits when needed.
- Additional Services to remove barriers to encourage event attendance – According to the Title 1 Developmental Meeting feedback, flexible meeting time is one of the main barriers we need to address. To remove this barrier, we plan to offer multiple meetings on different platforms: in-person, live on GoToMeetings, and our RHP Teams site. Events will be recorded and uploaded for parents to view at their convenience. A digital Qualtrics survey will be prepared and posted for families to provide feedback for each PFEP activity/event. Another barrier we need to address based on the Title 1 Developmental Meeting feedback is communication. According to the survey, our parents prefer

receiving school communications via text or email. We plan to continue to promote Class Dojo and ensure that all of our parents receive the information on how to sign up for Class Dojo, so that they are able to receive current updates and information about our PFE events. Flyers and information will be translated and posted on Class Dojo and emailed to parents who speak other languages.

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

We captured parent input from the major of parents about the times that best met their need for parent involvement meetings and activities from evaluation forms, and the online Qualtrics survey. The feedback was reviewed and reflected on was parents selected various times that would best accommodate 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?

The feedback forms and surveys (from parents from all PFE events throughout the year) indicate our parent needs were addressed (ongoing), during the Title1 Developmental Meeting (stakeholders attended) at the end of the 22-23 school year.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback.
- PM Sessions based on documented parent feedback.
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other Virtual

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1: Select a date to host the Title 1 Meeting.
2. Step 2: Develop a power point presentation including the most relevant school information.
3. Step 3: Distribute parent communication via Class Dojo, school marquee, school website, monthly newsletter, School Messenger, and flyer.
4. Step 4: Create parent sign-in sheet.
5. Step 5: Prepared parent evaluation form.
6. Step 6: Sent home reminders via technology at 4 weeks, 2 weeks, and 1 week.
7. Step 7: Set up a meeting location to accommodate parents.

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 1 Meeting will explain the Title 1 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 1 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) The Power Point for the Annual and Mid-Year Title 1 Meetings will include information on adequate yearly progress (broken down by subgroup), school choice, and the rights of parents. Our feeder patterns will be discussed at various times during the school year.

(2) During the Annual Meeting, parents will receive information regarding parents' 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 who is 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 technology will receive notification of parent events, school updates, and student progress notices in writing. Teachers will create documents to keep parents up to date with students' progress. We will send home paper flyers to inform parents without access to technology about the parent events, and school updates.

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Step 1: Select a date and time to host the Developmental Meeting.

Step 2: Schedule and publish the event electronically and prepare a meeting announcement.

Step 3: Prepare a paper-based and electronic evaluation/survey of the meeting including 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: Within a week of the survey accessibility, the Title 1 liaison or administrator will compile the results and reflect on the 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

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?

Our parents and families will be invited to attend a variety of events and activities throughout the year that are designed to enhance our school's partnership with the families within the community and build the concept of "family unity" with three schools coming together throughout our school and community. To create a positive climate and school culture between the three schools, we plan to implement Ron Clark's House System (Learning and Leadership Communities for Students) to help students build character, relationships, and school spirit. Additionally, we plan to keep our parents informed about their child's academic growth and development, our school's overall progress as well as to share strategies and tools that they can easily implement at home.

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

We will seek recommendations from our stakeholders for the purpose of discovering what type of activities interest them. We will use the feedback from the interest survey to plan and design activities and events that best meet their needs. Student achievement data will be reviewed to assist parents in making data driven decisions when identifying areas of weakness, so they can support their child(ren) at home. The school will develop workshops to assist parents with parents working with their child at home which will strengthen the home-school relationship. Workshops will cover academic and social-emotional content in the following areas: math, reading, science, writing, character education, mental health, and positive behavior strategies to use at home. We will continue to include our business partners in many of our events and pass out flyers within the community to encourage a greater attendance rate and family participation at PFE events.

(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) Parents will be introduced to the Title 1 Parent Resource Center at each of the Title 1 meetings (Focus-Blended Learning Training and Open House, and the Annual Title 1 Meeting.) that will be held at the start of the year with the hopes of capturing a greater audience each time. Parents and families will have the opportunity to tour the center and peruse the games, and materials as well as access student information in Focus on the Parent Kiosk. The guidelines for using the resource center and the procedures for signing in and out materials will be shared with parents and families at that time. Information about utilizing the Parent Resource Center will also be shared in the Title 1 monthly newsletter. Parents will be encouraged to use the Parent Resource Center during school hours and PFE events.

(2) The monthly newsletter and Parent Information Board will continually highlight our Parent Resource Center. A sign will be posted in the main office directing parents to the location of the resource room. During all parent and family school-related meetings, we will share information about the resource center to encourage parents and caregivers to use it.

(3) All personnel will be trained during faculty meetings. This training will cover the resources that are available, our sign in and out system for parents, and the importance of assisting parents with finding items in the resource center that can best support their child(ren) with the curriculum their child(ren) will be exposed to in school.

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?

Item Purchased	Purpose of Item
Informational Materials	We plan to purchase parent pamphlets to assist parents and families with supporting their child(ren) at home with homework, understanding and preparing for state testing, and mental health help, such as support guides for helping kids maintain social/emotional balance post COVID-19.
Postage	Postage will be purchased to send home event flyers to parents and other Title I material such as the Right to Know or the 4-week notification.
Amazon	Books will be purchased from Amazon for parents during the academic showcase showing them strategies that they can use when working with their child at home. In addition, we will purchase Leap Frogs for the parent resource room to help with early learning skills for the k-2 students
Storeroom Materials	Materials from the storeroom will be purchased for parent use in the parent resource room and in parent engagement activities.
Office Depot Materials	Cardstock and labels are needed for parents to make and take materials that will allow parents to make items for a make and take for home use. Items for parent data chats will be purchased such as folders, binders, markers.
Michael's Crafts Items	Craft supplies will be made for a make and take activity, share tips with other parents about what works for them with helping their child work at home.

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 - how do you know parents learned what was desired for them to learn?
Focus Training and Blended Learning Training/ Open House	Principal/AP	Parents will learn: <ol style="list-style-type: none"> 1. How to access their child's Focus account and One View. 2. How to utilize the Blended Learning platform. 3. How to use OneDrive and Focus to keep up on graduation indicators. 4. Academic and behavior expectations 5. Tour the Parent Resource Room and learn how to check out materials. 	Sept. 2023	<ul style="list-style-type: none"> •Sign-in Sheet •Evaluation/ Feedback •Agenda •Focus Parent Access Report
Title I Annual Meeting (required)	Principal	Parents will: <ol style="list-style-type: none"> 1. Learn what Title 1 offers our school and how it can increase student academic achievement. 2. Review 2023-2024 data and goals for the new year. 3. Tour of the Parent Resource Room to view resources available for checkout and to provide academic home support. 4. Receive information about how to get involved. 	Sept./Oct 2023	<ul style="list-style-type: none"> •Sign In Sheet •Evaluation/ Feedback •Agenda
Das and Donuts: Data and Discussions with Dads	Principal/ AP	Dads/Caregivers will: <ol style="list-style-type: none"> 1. Participate in a brunch that will give them insight on student achievement and strategies to help their students academically & socially. 2. The session will include Make and Take activities for the dads and caregivers. 	Oct. 2023	<ul style="list-style-type: none"> •Flyer •Agenda •Sign in sheet •Survey •Presentation handouts "Make and Takes" produced during the event for dads
Math Night	Math Leadership Team	1. Increase parent knowledge and student proficiency in the core content area. Provide math activities parents can use at home.	Nov./Dec. 2023	<ul style="list-style-type: none"> •Flyer •Agenda •Sign in sheet •Survey •Presentation

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 - how do you know parents learned what was desired for them to learn?
		2. Improve overall student achievement as well as performance on the FAST and other district wide assessments.		<ul style="list-style-type: none"> •Handouts •Improved student achievement on state and district assessments
Muffins for Moms: Make and Take	Administration	<p>Moms/Caregivers will:</p> <ol style="list-style-type: none"> 1. Mothers/ Caregivers will participate in a brunch that will give them insight on student achievement and strategies to help their students academically & socially. 2. The session will include Make and Take activities for the parents to further promote improved performance on the Writing FAST. 3. Tour the Parent Resource Room and learn how to check out materials. 4. Learn how to access information about the Parent Academy. 	Feb./Mar 2024	<ul style="list-style-type: none"> •Flyer •Agenda •Sign in sheet •Survey •Presentation handouts “Make and Takes” produced during the event for dads
Real Men Read (Literacy Night) Mid-year Stakeholders meeting	Literacy Leadership Team	Stakeholders will: Stakeholders will receive pertinent information regarding data and the mission and vision of the school.	Jan./Feb. 2024	<ul style="list-style-type: none"> •Sign-In Sheet • Agenda •Presentation •Handouts • Feedback/ Survey
Academic Family Night/ Data Chat	Principal/AP	<p>Parents will:</p> <ol style="list-style-type: none"> 1. Meet with the teachers to discuss student data, talk about the compact, and go over student goals. 2. Discuss with parents how they can assist their students at home to increase student achievement. 	Dec 2023/ Jan 2024	<ul style="list-style-type: none"> •Sign-In Sheet • Agenda • Feedback/ Survey • Updated Parent Compact
Black History Living Wax Museum (No allocation)	Teachers	Increase parent knowledge and student proficiency in the core content area. The instructors will lead parents while students represent noteworthy figures; thereby integrating literacy	March 2024	<ul style="list-style-type: none"> • Flyer •Agenda •Sign in sheet •Survey •Presentation •Handouts

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 - how do you know parents learned what was desired for them to learn?
		engagement through presenting historical information.		•Improved student achievement in core academic areas
FAST Testing/Promotion Night	Principal/AP	Parents will: 1. Increase knowledge as it pertains to student proficiency in the core content tested areas. 2. Receive strategies and information to assist students at home with FAST preparation. 3. Receive insight on academic achievement and promotion criteria for 3rd grade. 4. Improved performance on FAST and overall student achievement. 5. Participate in activities that will provide them with learning ways to assist their child at home with understanding the B.E.S.T. standards in math, reading, and science. 6. Receive pertinent information about the state test (such as how to locate the parent portal and practice test materials) regarding state testing. 7. Books will be purchased for parents to take home to practice reading and math strategies.	Feb./Mar 2024	•Sign-In Sheet • Agenda • Feedback/Survey • Presentation •Handouts, •Improved student achievement on state assessments
Title I Developmental Meeting (required)	Principal	Parent will: •Collaborate to improve our Parent Family Engagement Plan for the purpose of increasing student achievement.	Mar/Apr 2024	•Sign-In Sheet • Agenda • Feedback/Survey • Updated Parent Compact
Literacy Night	Classroom Teachers, Literacy Team	Communicate reading strategies for reading engagement and ways to support literacy at home, and help students grow in their reading.	October 2023	Sign In Sheet; Paper/Digital. Feedback Surveys; Paper/Digital, Increased ELA scores from PM1 to PM2 from use of strategies.

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? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

At the Title 1 Development Meeting for the last school year, the Parent Compact for the previous school year was reviewed. Stakeholders decided no changes are needed to the Parent Compact for the current school year. 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 using the language or accommodations for parents needed?

The principal ensures required conferences are implemented with our parents explaining the Parent Compact by reviewing parent/teacher conference notes, and the Parent Compact Logs.

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.

- (1) School leadership will send a district created letter to parents to notify 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 contacted by letter with a list of teachers who are ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

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

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
RCA House System Overview with Professional Reading: The Essential 55 by Ron Clark	Leadership Team	Teachers and staff will learn how to implement Ron Clark's House System and align Dojo points from the Essential 55 rules. With the professional reading, teachers will learn rules for discovering the successful student in every child and share student success with parents and caregivers.	Aug. - Dec. 2023	<ul style="list-style-type: none"> • sign-in sheets • student "house" artifacts • evaluation sheets, • follow up with teachers
Onboarding Training: Assisting Parents with Getting Connected	Guidance Counselor/ Parent Liaison	Staff will be trained on how to help parents complete the volunteer application, access Focus, and schedule conferences.	Sept. 2023	<ul style="list-style-type: none"> • Number of volunteer applications received in 23-24 compared to previous year. • School Communication Log • Focus Access Report
Positive Behavior and Intervention Support/ (PBIS) Classroom Observations	School Climate and Support Specialist	Improved relationships between teachers and students Assist teachers with strategies to positively impact students' behavioral, emotional, and social growth and families.	Sept. 2023 - May 2024	<ul style="list-style-type: none"> • Sign-in sheets • Copies of teacher debrief with district specialist
Character Building One Step at a Time with	Guidance Counselor(s)	Overview of Calm Classroom. <ul style="list-style-type: none"> • Practice techniques with colleagues. 	Sept. 2023 -	<ul style="list-style-type: none"> • Sign-in sheets • Character Education Plan

Calm Classroom		<ul style="list-style-type: none"> • Collaborate with teachers on developing a school-wide character education plan. • Collaborate with teachers with developing a Calm Classroom Schedule. • Reflect on the benefits of the techniques that are used in Calm Classroom. • Collaborate with teacher to discuss and list the behavior, emotional, and/or social needs of students. 	May 2024	<ul style="list-style-type: none"> • Calm Classroom Schedule • Teacher Reflections-Quarterly Review • Guidance Counselor Tiered Groups
MTSS Process and Progress Monitoring	Guidance Counselors and Novice Teacher Facilitator	Teachers will learn how to identify students who are performing below grade-level academically and those who are struggling behaviorally,	Oct. 2023	<ul style="list-style-type: none"> •PD sign-in sheet • Exit Tickets from PD • Teacher Evaluation forms following PD
Building Parent Ties	Administration, counselors	Teachers and staff will work to understand how to build ties with the families in the school. With 3 schools now merging, the school staff will need to work on building ties between school/parents and between parents coming from 3 different schools.	August 2023	

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	We will educate families on how to work with students falling under IDEA at home to be successful in the classroom and give families strategies for providing a safe environment.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	In the 2023-2024 school year and merging of three schools, the VPK program from Martin Luther King will merge to Rutledge H. Pearson. VPK Funds will be used for Transition to Kindergarten Activities
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	We are a full-service school and as such we will work with our families to provide the support necessary for those students who are in need
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The school seeks to provide supplemental support through after school tutoring for core subjects.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	The Supplemental Academic Instruction (SAI) is a "super categorical" fund created to support districts in providing supplemental instruction to students in grades K-12. Title 1 seeks to provide training and resources to families to assist their children with success in school, graduate in a timely manner, and become college and career ready. We provide before and after school tutoring with these funds.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	Attending professional development throughout the summer and during the school year is highly encouraged by Administration. The district provides many opportunities for teachers and administration to attend professional development on a variety of topics to include curriculum, instructional strategies, best practices, discipline and positive behavior intervention, etc.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	The school will provide translation of materials as needed. All testing will include allowable accommodations for each ELL student. Parents will be encouraged to attend all events
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	Supplemental support is provided each year to enhance the general curriculum through tutoring after school.

Schools may add lines as needed.