

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



School Name: Ruth Upson Elementary School #: 3019

Principal Name: Yvonne Spinner

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



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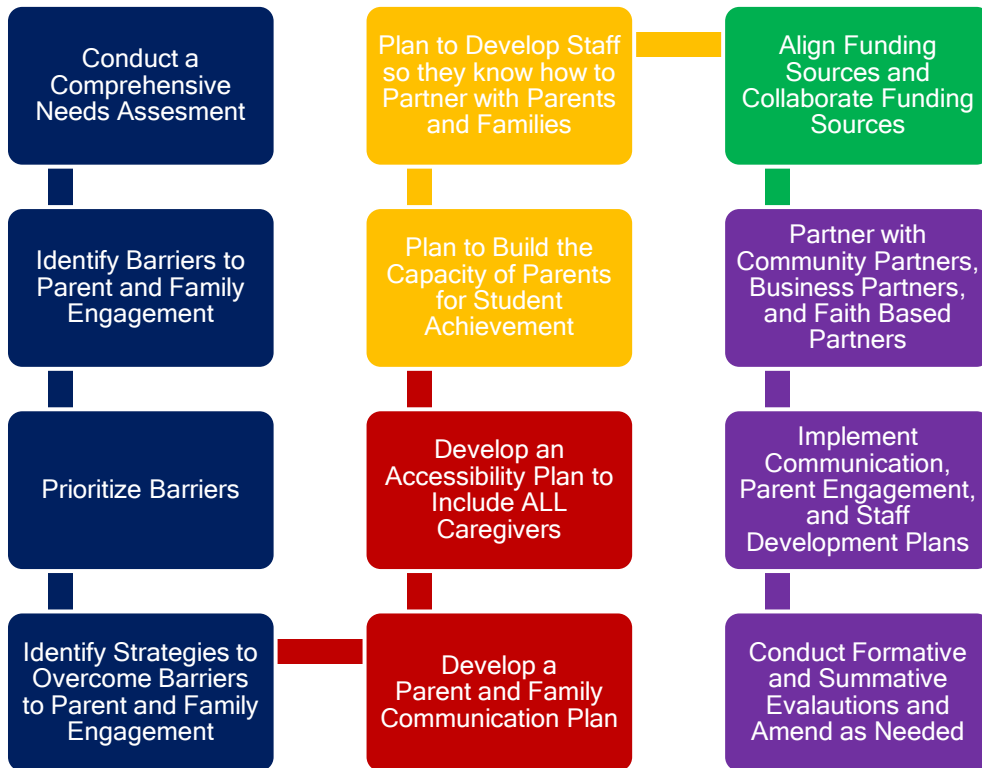


OVERVIEW

The Duval County Public School District Local Education 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, Yvonne Spinner, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate local, state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Yvonne Spinner
Signature of Principal/School Administrator

6/14/2018
Date Signed

NEEDS ASSESSMENT

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

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

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

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3,328.00	\$1,574.71	\$1,753.29
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		
Funds for food for events were not spent due to timelines and strict requirements. We will use parent input to ensure that all funds are spent this year		

Programmatic Overview from the Previous Fiscal Year

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

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	Comments (include inventory that was not returned or any other information pertaining to parent involvement resource room)
7	5	All inventory was returned to the Parent Resource Room.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants	Results of Evidence of Effectiveness
Annual	10	Parent participation sheets with feedback.
Developmental Meeting	3	Parent participation sheets with feedback.
Literacy Night	65	Parent participation sheets with feedback.
Mindsets for Parents Part1	11	Parent participation sheets with feedback.
Mindsets for Parents Part12	10	Parent participation sheets with feedback.
Transition to middle school	17	Parent participation sheets with feedback.

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held during the previous year (not applicable to new Title I, Part A schools).

Parent feedback is positive and they appreciate the dissemination of information.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Barrier 1: Consistency with parents attending Title 1 meetings.
2. Barrier 2: Consistency with parents attending Title 1 activities.
3. Barrier 3: Consistency with parents receiving electronic forms of communication.
4. Barrier 4: Language barrier during verbal and written presentation of information.
5. Barrier 5: Childcare barrier as some families could not attend due to no childcare.

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (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)).

1. Barrier 1 - Provide for translators to help alleviate the language barrier at events.
2. Barrier 2 - Provide for childcare so that families have the option to have their child cared for while they participate in an event.
3. Barrier 3 - Increase motivation for families to attend by combining student performances with Title 1 events.

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

The overarching goals for the current school year are to increase parent involvement and to increase parent engagement in activities.

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
<p>Describe how the school will provide full opportunities for <u>all</u> parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?</p>
<p>Our school will provide handouts in English as well as Spanish for our ESOL students. We will provide opportunities for meeting at different time of day and different days of the week. Minutes will be provided in the Parent resource room and online.</p>
<p>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?</p>
<p>Our school will provide translation through handouts. The format of the handouts will be kept as similar as possible to ensure fairness and consistency. Our school kiosk will be accessible as well so that translation features can be accessed through DCPS approved sites for families.</p>
<p>What are the different languages spoken by students, parents and families at your school?</p>
<p>The different languages include Spanish.</p>

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

(1) Our school will communicate events through various ways. For example, a Title 1 information board will be highly visible to visitors as it will be next to the Main Office counter with up to date handouts posted. Handouts from the Title 1 office will be posted in a variety of areas in the school (e.g. in Parent Resource Room). (2) Our school will use handouts to send home to each student and the handouts will be provided in Spanish. (3) Events will be communicated 10 days in advance.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

(1) The curriculum will be explained during Orientation, Open House, Family Reading Night and Parent Conferences
 (2) The forms of assessment will also be explained at these events as well as the FSA Information Night, not including continuous handouts on student progress being provided by teachers (e.g. i-Ready Parent Report).
 (3) The forms of assessment will also be explained at these events as well as the FSA Information Night, not including continuous handouts on student progress being provided by teachers (e.g. DCPS K-5 Promotion Options document).

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) Parents are able to participate in monthly PTA meetings as well as monthly SAC meetings. Parents are also surveyed with the results used to help drive school-based decisions at the administrative level.
 (2) Our school will communicate the opportunities through a variety of methods (e.g. school website, monthly newsletter, School CNXT, handouts for each student, etc.).

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]

Parents and families have the opportunity to voice their concern about the Title 1 plan by having the Title 1 Office information readily available for them to contact the office regarding their concern.

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).

Our school will publish this document on our school website. We will also have the document readily available for PTA meetings and SAC meetings as well as within the Title 1 binder that is located in our parent Resource Room.

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)].

Our school involves parents through often daily and/or weekly forms of communication through flyers and handouts. Monthly forms of communication also occur via the marquee and school website calendar updates.

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 - not scheduled to be available.
- Childcare - not scheduled to be available, families are welcome to bring children.
- Home Visits - as needed for families.

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)]

Parent input was gained from parent requests through PTA meetings as well as Gallup Spring survey results that were inputted by the Principal.

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

The documentation includes notes from the Title 1 parent events as well as PTA meeting minutes throughout the 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
- AM & PM Sessions (Same content to appeal to more parents)
- Other _____

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 Provide information by Administration during Orientation and during Open House.
2. Step 2 Flyers will be provided to families in the 1st Quarter to highlight our Title 1 program.
3. Step 3 Handouts will be provided at the Annual Meeting to inform parents of the program.
4. Step 4 School website will have applicable documents posted.
5. Step 5 Images of family engagement activities will be displayed on our school website.
6. Step 6 Parent kiosk will have Title 1 program websites bookmarked and Main Office staff will be able to provide guidance accordingly.

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting.

Information will include that fact that our school success is derived in large part from the resources from Title 1. For example, we will share information about the resources that Title 1 provides, such as Interventionists as well as a plethora of resources (e.g. parent resources).

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.

(1) The AYP will be provided to families based on the FSA data from 2017-18. (2) Our school choice theme will be addressed and discussed at the meeting. Students have a choice to pick the school they attend. (3) The rights of parents will be addressed and discussed at the meeting.

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 be provided with daily, weekly, and/or monthly handouts that highlight parent events and various updates. Our school will also use School Messenger for phone calls to parents about events and 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 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.

Mr. Royal will host a Developmental Meeting with parents to discuss how the Title 1 monies were and will be appropriated for our students. Parents prefer increasing staff member to provide interventions for students.

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

<p>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?</p>
<p>Our Faculty & Staff will continuously use effective practices. We will also reflect on results and adjust how to build capacity for meaningful parent and family engagement. We will increase communication to increase involvement. Parents prefer activities with handout, food, book, and student involvement (plays/chorus).</p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p>
<p>Our school will continue to build on our business and community partnerships. The activities will have an overarching focus on how we can improve student achievement (e.g. applicable handouts, etc). Family reading night draws a lot of participation due to the take home materials and books provided.</p>
<p>(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.</p>
<p>(1) The room will support the engagement as it will be often referenced in verbal and non-verbal communications. (2) The room is advertised to parents in flyers and newsletters as well as a sign next to the Main Office counter that directs parents to the room. (3) Title 1 resources are labeled in the room and checks out the materials to the parents.</p>
<p>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?</p>
<p><u>Resources are a part of the training as they are referenced at the events, such as the FSA Information Night and Family Reading Night. Activities are demonstrated in a way so that parents can re-enact the educational activities with their child at home.</u></p>

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	Measurable Anticipated Impact on Student Achievement	Month Activity will take Place	Evidence of Effectiveness	Budget (if applicable)
Title I Annual Meeting (required)	Mr. Royal	Feedback from parents	August 2018	Feedback forms	
Title I Developmental Meeting (required)	Mr. Royal	Feedback from parents	July 2018	Feedback forms	
Family Reading Night	Mr. Royal	Feedback from parents	October 2018	Feedback forms	525.00
FSA Night	Mr. Royal	Feedback from parents	January 2019	Feedback forms	200.00
Transitioning to 5th/6th Grade	Ms. Smith	Feedback from parents	February 2019	Feedback forms	200.00
Parenting Workshop Part 1	Ms. Smith	Feedback from parents	November 2018	Feedback forms	150.00
Parenting Workshop Part II	Ms. Smith	Feedback from parents	February 2019	Feedback forms	150.00

Schools may add or remove rows as needed.

Commented [NRL1]: This is where you say what the purpose of the event is. What your parents will learn while they are there.

Commented [NRL2]: Please change to \$300
Mail: 100
Flier: 100
Food: 100

Commented [NRL3]: Please change the last 3 events to \$325 each
Mail: 100
Flier: 100
Food: 50
Food: 75

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...
...the assistance of parents and families and in the value of their contributions.
Professional Development will occur during Pre-Planning to present strategies for parent involvement. Certain teachers will share out ideas that are proven to be effective regardless of grade level or subject area.
...how to reach out to, communicate with, and work with parents and families as equal partners.
Professional Development will occur during Early Dismissal in the Fall to emphasize the importance of working with parents. A role play scenario will be depicted to help personnel visualize what to do and what not to do when working with and communicating with families.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

Professional Development will occur to recruit personnel to be on a parent committee for Title 1 to share ideas on how to build additional ties between parents and families at our school.

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

- (1) They will be engaged during Pre-Planning and during select Early Dismissal days.
- (2) The documentation will include surveys from personnel and parents to help keep the focus on parent engagement

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"/>	IDEIA - The Individuals with Disabilities Education Improvement Act	Our Faculty & Staff will take measures to ensure that all students with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independence.
<input checked="" type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	The Voluntary Prekindergarten Education Program is a free prekindergarten program for 4 and 5-year-olds who reside in Florida. Title I seeks to educate families on how to work with VPK students at home in order to help them be ready for kindergarten. Title I also seeks to help families with new school-aged children adjust to their new parenting roles.
<input type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Our Main Office staff and Data Entry Clerk will provide information to families who have a need of services for their homeless child. All students will have the same opportunities of their classmates to participate in school activities and other school-related programs.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical fund created to assist districts and schools provide supplemental instructional opportunities.	Our school will continue to provide SAI tutoring services for students in-need. The tutoring will be available for a select number of students due to the budget allocation that is to be determined.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development targeted to administrators and teachers.	
<input type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	

Schools may add lines as needed.