



OVERVIEW _____ 3

ASSURANCES _____ 4

NEEDS ASSESSMENT (WNEC Reference #MCID20145ATd (@/Span /MCID216 BDC) 0.022 (C01002) TW10.4



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;

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)];

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.

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



Academic Family Night and Data
Showcase*

35

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.

- 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 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.

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.

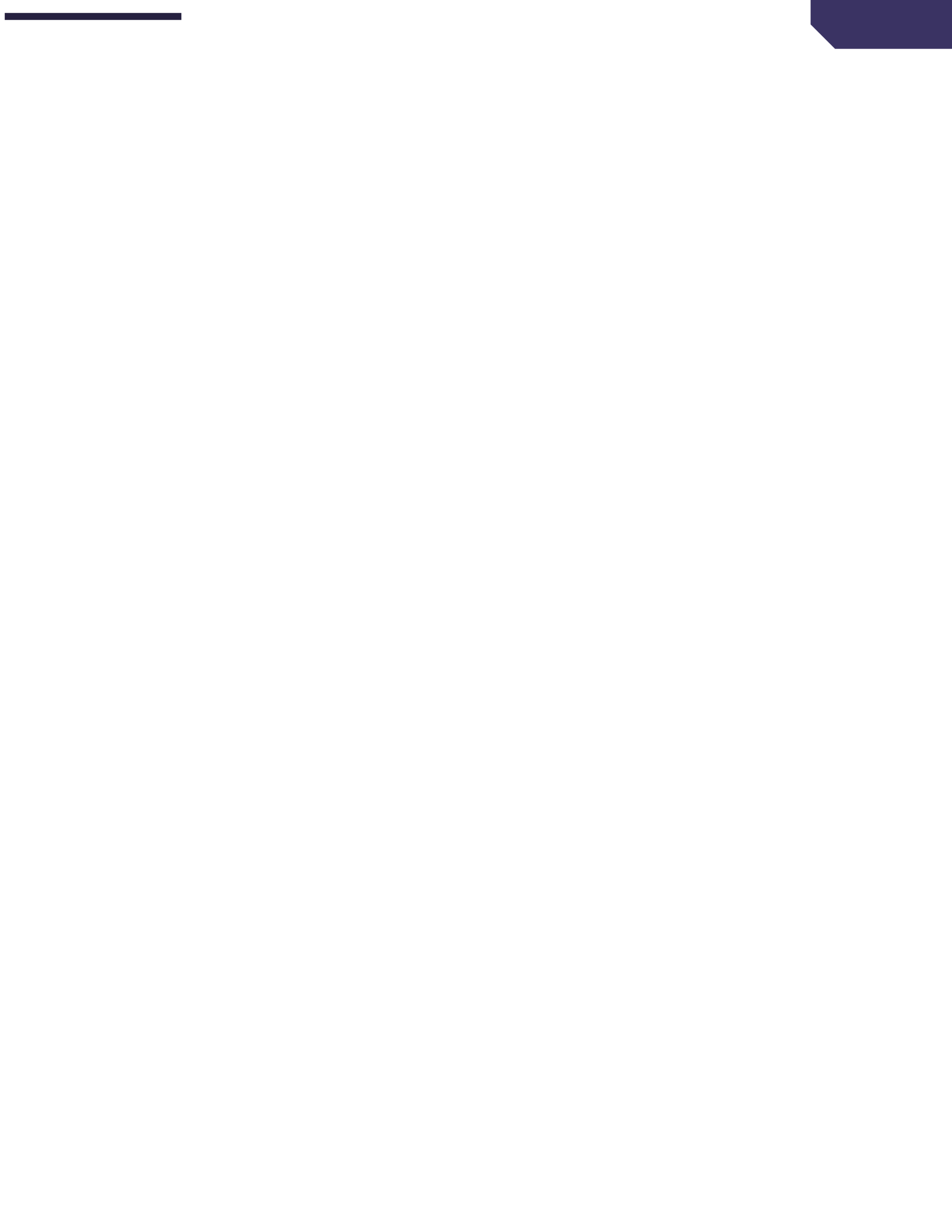
(3) The following tools and resources will be utilized to communicate timely information about the Title 1, Part A programs: Class Dojo, Robo Calls, newsletters, flyers, parent links, school and district websites, Duval County App, and report cards.

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



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.

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.

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

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)]

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.

(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?

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. 		

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/

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month 70:
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The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

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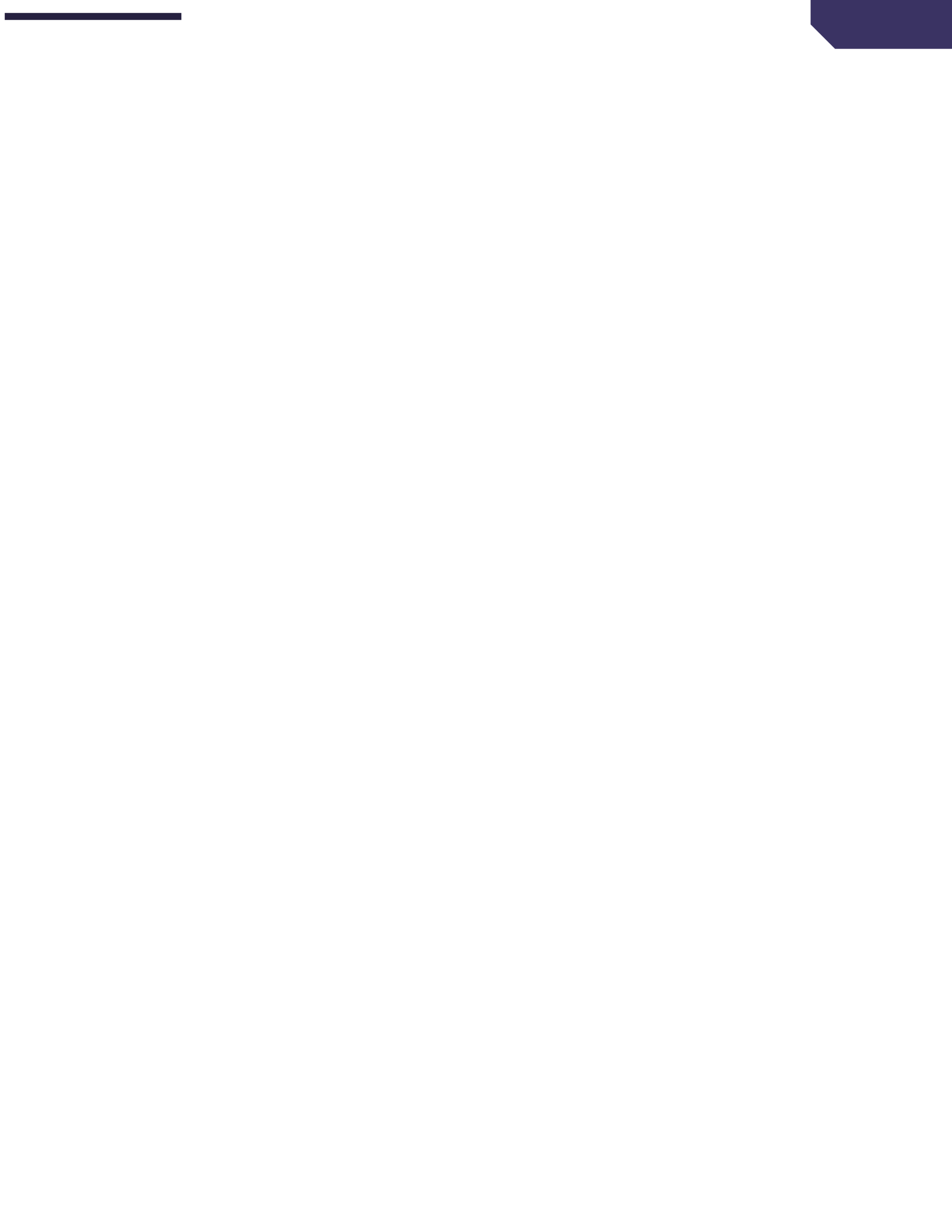
As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)





















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 schoolc (or88 Tm[(s)-251 RG(s

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			

Choose
all that
apply