

# District Family and Community Engagement Plan

**District Name: Pine Bluff School District #3**

Coordinator Name: Freddie B. Jolivette

Plan Review/Revision Date: 7/23/2020

District Level Reviewer, Title: Barbara J. Warren, Superintendent

**Committee Members, Role:**

Lakeisha Rivers: K-5 Parent

Celeste Henry-Johnson: K-5 Parent

Joyce Husley: 8-12 Parent/PAC member

Wilma Allen: 6-8 Grandparent

Tina Martin: 9-12 Parent/PAC member

Brian Taylor: 9-12 Parent/PAC member

**Committee Members, Role:**

Cecil Williams: Community member/St. John A.M.E Church

Patricia Johnson: VIPS Coordinator

Renice Davis: Community member/Liberty

Rose Smith: Pre-K Parent Facilitator

Bernie Roberts: K-5 Parent Facilitator

Roshonda Jones: K-5 Parent Facilitator

**Committee Members, Role:**

Elizabeth Wall: K-5 Parent Facilitator

Evette Johnson: 6-8 Parent Facilitator

Glinda Fouts: 9-12 Parent Facilitator

Calvin Thomas: 9-12 Parent Facilitator

Leroy Harris: District Chief Financial Officer

Donna Barnes: UAPB Communications Department

**Committee Members, Role:**

Tavante Calhoun: Community member/Board member/ What's Next Pine Bluff

Nathaniel Baker: Community member/Executive Director/ What's next Pine Bluff

Amir Scott: Student

Candace Hampton: Parent

Naja Hulsey: Student

Barbara Warren: Superintendent

Jonathan Crossley: Asst. Superintendent

## **1: Jointly Developed Expectations and Objectives**

### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The district's expectations for parent and family engagement are stated in the district's commitment to achieving the state-wide Arkansas Campaign for Grade Level Reading, R.I.S.E. (Reading Initiative for Student Excellence) and state mandated standards by:

- Building a culture emphasizing the importance of reading for our scholars, parents and the community
- Educating district parents about the importance of reading with their scholars at home
- Increasing access to books at home for our scholars
- Boosting professional development for district educators to sharpen the reading focus and instruction

The district's objectives for parent and family engagement are driven by our district's reading data. Reading is the benchmark of all the other disciplines, and reading proficiency by the end of the third grade is a critical milestone for our scholars to score at the exceeding and ready levels on state mandated tests, graduating from high school and being career ready. It marks the transition from learning to read, to reading to learn. Nationwide data shows that two-thirds of United States fourth graders and four-fifths of students from low-income families are not reading proficiently. Arkansas data reveals that only 31 percent of Arkansas students are reading proficiently by the end of third grade. Results of our 3rd grade STAR reading assessment reveal that 64.6% of our third graders need support. The plan describes the district's commitment to engage families in the education of their children and builds the capacity of its Title I schools to succeed in reaching both district and school improvement goals. We know that gaps in educational opportunity and achievement will only be remedied when all stakeholders are involved: students, parents, families, and the community in the decision making. As further evidence of the district's commitment and expectations for parent and family engagement, two of our district's four core values that guide us are: 1) that active family engagement is vital to ensure continued academic success and growth and 2) community knowledge, support, and participation are necessary to foster a high-performing school district.

To that end the district agrees to be governed by the following statutory definition of parent/family engagement, and will carry out programs, activities, and procedures in accordance with this definition:

- that parents/families play an integral role in assisting their child's learning;
- that parents/families are encouraged to be actively involved in their child's education at school;
- that parents/families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and parents
- assist in carrying out other activities, such as those described in section 118 of ESSA and section 1010 and 1116 of ESSA.

To accomplish our goals the district has implemented the following reading initiatives:

- "Books in the Barbershop" where local barbers are literacy ambassadors for the district. The aim is to promote reading as an activity that can be done beyond the classroom while increasing the amount of time boys read for fun. Free books are provided by the district to the barbers every

month and the books can be taken home by the scholars so they can establish their own personal libraries.

- The district also partnered with AR Kids Read and scholars were given free books. Bus reading caravans went to various communities and scholars were given free, age appropriate books.
- The district has a district-wide reading initiative where every nine weeks students that read a minimum number of books receive a reading medallion, have their names printed in the local newspaper, and in the past have been admitted to an athletic event free of charge. Parents sign a literacy verification form that state they have not only listened to their child read, but read to their child as well.
- Grades K-5 district Literacy Initiative-One District One Book: "The Toothpaste Millionaire"
- Volunteer parents, grandparents, retired teachers and community members visit the schools and read to the scholars.
- Free books are given away year round at the central office.
- The Pine Bluff/Jefferson County Public Library System has formed an innovative new partnership to increase access to more books and e-audiobooks for scholars.

The district's goals and objectives for parent and family engagement are also described in the schools' parent compact which is consistent with Section 1116(d) of the ESSA and School Improvement Plans. Parents are involved in the development of the district's parent and family engagement policy. To ensure adequate representation and engagement of parents and families of Title I children parents are involved in the following ways in the district parent and family engagement policy:

1. The district has a Parent Advisory Committee (PAC) which consists of parents representing all schools in the district. The PAC convenes in May of every year for the purpose of assisting in the development, revision, review and evaluation of the plan for the upcoming school year. In addition, at the individual school sites there is a parental advisory group comprised of parents with children who attend Title I schools to collaborate and add input to the School Improvement/Title I Schoolwide Plan and ACSIP.
2. Parents are involved at the individual school sites on School Improvement Committees.
3. Parents are surveyed either on the district web page, Survey Monkey or hard copies for input on specific needs which drives the District Parental Engagement Plan as well as the schools' Strategic Plans. Parents, families and the community are notified how to access the plan and the plan is in the student handbook, and available at Title I meetings, and parent/family orientation meetings.
4. A parent-friendly explanation of the parent and family engagement plan is placed on the district's social media platforms, as well as hard copies are available at the district office, each school site and is available as a supplement to parents at Open House, Title I meetings and parent/family orientation meetings. Sign-in sheets from the above mentioned meetings serve as parents acknowledging receipt of the plan.

At the Title I meeting parents can voice any concerns they might have concerning the schoolwide LEA plan, and if there are any concerns those concerns are submitted to the state.

As indicated by the parent and family engagement committee members and their roles, the committee is diverse which reflects an adequate representation of district stakeholders. In addition, each school has a parent facilitator. Scheduled parent facilitator workshops are: September 22, 2020, November 17, 2020 (joint meeting with PAC), January 19, 2021, and May 18, 2021 (joint meeting with PAC). Parent Advisory Committee (PAC) workshops are: October 6, 2020, November 17, 2020 (joint meeting with parent facilitators), March 9, 2021 and May 18, 2021 (joint meeting with parent facilitators).

## **2: Building Staff Capacity through Training and Technical Assistance**

### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The PBSB will provide the following training and technical assistance to assist Title I schools in planning and implementing effective parental and family engagement activities by:

- Providing parental engagement workshops to Title I parent facilitators who are "Trainers of Trainers" for their schools
- Providing Indistar training to Title I principals and parent facilitators for completing their parental engagement plans
- Providing materials to Title I schools' parent centers such as: PALS (Parent Assisted Learning Modules), ACT Math, Science, Reading, Writing Exemplars, Refrigerator Curricular, Summer Learning Packs, free pamphlets and handouts, test preparation CD's, etc.
- Providing training to site based parent facilitators on Title I compliance issues
- Informing parent facilitators of additional resources, such as DESE's parental engagement information, AR Ideas, etc
- Providing training to principals and parent facilitators on how to engage parents throughout the school year
- Providing training to principals and parent facilitators on developing, implementing and reviewing all required parental engagement plans.

Technical assistance is provided by:

- Conducting ongoing site visits to Title I schools to monitor implementation and compliance with Parental Engagement Plans
- Conducting regular school awareness walks by administrative staff to observe parental and family engagement during the school day
- Providing training to principals, parent facilitators and parent advisory groups on developing, implementing and reviewing all required parental engagement plans.

A district level decision was made for teachers to receive parental engagement training using AR Ideas, and compliance is checked by the Human Resources Department.

Mr. Thomas Slatton is the district ELL person and provides technical assistance (if needed) if there are communication issues and concerns of parents

## **3: Building Parent Capacity**

### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The District reserves a minimum of 1% of the Title I, Part A allocation for parental engagement, with 90% going to Title I, Part A schools receiving \$500,00 or more of Title I funding. The district determines the amount of the 1% set aside for each school in the district using input from parents, staff, students, and community stakeholders from needs assessment data.

- 2020-2021 funds will provide for reasonable, necessary costs of parent and family engagement activities, parenting nights, parenting resources and provide more support to schools with highest needs.
- Leroy Harris, the district's chief financial officer oversees the allocation of funds with suggestions from administrators, the district parent coordinator, principals, and parent committees at the schools.
- Parents and families engage in the allocation of the Title I, Part A funds for parental engagement at Title I schools and at the PAC meetings.

#### **4: Reservation and Evaluation**

##### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

PBSD will with the assistance of its Title I schools build parent capacity by:

1. Facilitating the formation of PTO organizations at Title I schools where parents are in leadership roles
2. Providing parent workshops on topics such as:
  1. Creating a Home Environment Conducive to Learning
  2. Organizational Skill
  3. Study Skills
  4. Getting the Most Out of Parent-Teacher Conferences
  5. Preventing Youth Violence
  6. Improving Student Achievement & Outcomes Through Parent, Family & Community Involvement
  7. Helping Your Child Succeed in School
  8. Improving Learning & Grades
  9. Standardized Test Tips & Strategies
  10. Internet Safety
  11. Financial Literacy
3. Assisting Title I schools with workshop preparations about understanding state and local assessments and state academic standards
4. Title I schools hosting parent participation meetings/workshops/classes/math, science & literacy nights
5. Including PAC and other parent advisory groups in developing, revising, and reviewing the Parent & Family Engagement policy
6. Including parents advisory groups in discussions of allocation of Title I funds
7. Conducting Title I meetings

8. Providing parents input opportunities at the Superintendent's State of the school district address
9. Conducting an annual evaluation and parent survey to help identify barriers to parental engagement
10. Providing on parent resources on the Parent Center's website
11. Providing free books to parents the entire school year
12. Providing free books to local barbers in the "Books in the Barbershop" initiative
13. Providing training for parent volunteers through the VIPS office (Volunteer in Public Schools. Patricia Johnson is the VIPS coordinator. Parents volunteer with the band, athletic events, choir, orchestra, etc.

For the 2020-2021 school year the District Parent Center continued its' parent capacity building initiative- a Parent Academy which focuses on three primary strands: Student Achievement, Parenting & Advocacy and Personal and Individual Growth.

Each Title I school also provides training and technical assistance to parents.

Assistance is provided to parents in understanding national, state and local education goals at parental engagement events and activities such as Annual Title I meetings, Parent Meetings, Literacy Nights, STEM Nights, Superintendent's Report to the District and other parental engagement events.

## **5: Coordination**

### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The District coordinates and integrates programs and activities with other Federal, State, and local programs, other organizations, businesses and community partners.

- The District coordinates with Federal programs like Title I and ESA.
- The District is involved in promoting good nutrition and health and a positive lifestyle through the University of Arkansas Agricultural Extension.
- The District partners with Parents as Teachers (PAT), HIPPY (Home Instruction for Parents of Preschool Youngsters), Zeta Phi Beta Sorority, Inc., TOPPS (Targeting our People's Priorities with Service), the Optimist Club and the City of Pine Bluff's Mayor's Office.
- The district has a partnership with several community barbers with its' initiative "Books in the Barbershop" where barbers are literacy ambassadors for the district. Free books are provided by the district to the barbers every month. The books are taken home by the students.
- The district also partnered with AR Kids Read and students were given free books.
- The district has a district-wide reading initiative where every nine weeks students that read a minimum number of books receive a reading medallion, have their names printed in the local newspaper, and in the past have been admitted to an athletic event free of charge where a community member presents the medallions to the scholars.