

2026-2027 Title I Parent and Family Engagement Plan

School Name: Douglas L. Jamerson Jr. ES

Please use the Comprehensive Needs Assessment Data and any other family engagement data to complete the following:

School's Mission Statement: School's Mission Statement: Provide a diverse and caring learning environment with highly qualified teachers, unique family and community partnerships, and distinct engineering curriculum that promotes productive citizenship and highest student achievement

Measurable Outcomes: According to recent parent and family engagement PCSB Stakeholder survey data, families report strong overall satisfaction with the school, including 98% positive interactions with staff, 94% responsiveness, and 89% satisfaction with academic support. However, feedback also identified opportunities for growth in behavior consistency, academic engagement and rigor, meeting the needs of all learners, and increasing the use of family input to inform school decisions.

By May 2027, the percentage of parents who agree that the school:

- Enforces discipline consistently across classrooms from 69% to 80%
- Provides engaging and appropriately challenging learning experiences for students from 70% to 85%
- Meets the individual needs of all learners through support and enrichment from 79% to 90%
- Uses family input to inform school decisions and improve student outcomes from 54% to 70%

Building Capacity of Families

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Based on family survey data indicating 94% of families report strong communication, while feedback highlights a need for more timely academic updates and consistent behavior expectations. The school will continue to strengthen capacity with behavior consistency, engagement and rigor, and meeting the needs of all learners.

The school will host Family Data Chats (grades 3–5) and Parent Learning Nights to support understanding of student progress, grade-level expectations, and strategies to support learning at home, including intervention and enrichment.

Families will be engaged as partners in supporting student achievement by using student data, reinforcing academic and behavior expectations at home, and providing input to inform school decisions aligned to school improvement goals.

Weekly communication and resources will ensure families can support consistent expectations and student progress between home and school.

Commented [MP1]: Please highlight how the families will be leveraged to support Phase I in connection to your school improvement goals.

Staff Professional Development related to Family Engagement

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)]

Based on family feedback indicating a need for more timely academic communication and consistent behavior expectations, the school will provide professional development focused on two-way communication, clear academic feedback, and consistent behavior practices.

Staff will receive training on using communication tools (Focus, newsletters, agendas) to provide regular, clear updates on student progress, and on integrating Conscious Discipline strategies to support consistency between home and school.

Professional development will also emphasize the value of families as partners, including strategies for incorporating family input into instructional decisions and engaging families as active contributors to student success.

Commented [MP2]: Please highlight how you will build staff capacity to use the VALUE and UTILITY of families to support family engagement. This should occur at least once each semester.

How will school leadership actively build teacher and staff capacity related ongoing family engagement connected to academic goals?

School leadership will continue to build staff capacity through an established system of ongoing feedback cycles, coaching, and professional development, which has been effective and will be sustained in the upcoming year.

Based on family survey data, while 94% of families report positive communication, only 69% report consistent discipline, and feedback indicates a need for more timely academic updates and increased rigor and differentiation. In response, professional development will focus on clear academic communication, use of student data to meet all learners' needs, and consistent behavior expectations. Leadership will monitor implementation through PLCs, walkthroughs, and feedback, ensuring alignment to academic goals.

Title I Annual Parent Meeting Experience

Each school will convene an annual meeting designed to inform parents of participating children about the schools Title I program, the nature of the Title I program (schoolwide or targeted assistance), school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].

How will you get recorded feedback from parents about the meeting? How will the recorded feedback be used to inform future events?
The school will collect feedback through a brief survey immediately following the meeting, which will also be shared via email, text message, and included in the Smore newsletter to ensure all families have access.
Based on family feedback indicating a need for clear academic communication and consistent expectations, results will be reviewed by leadership and used to refine communication, meeting topics, and supports related to behavior, rigor, and meeting all learners' needs for future events.

How will you address barriers to increase attendance and academic support at home?
To address barriers, the school will offer flexible meeting times (morning/evening), virtual options, and phone conferences, ensuring families can access information and support student learning at home.

How will you get the information home to parents using various modalities who do not attend?
Information will be shared through multiple modalities, including Smore newsletters, text messages, email, Focus, and printed materials, ensuring all families receive updates on student progress, expectations, and available supports.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)] • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and • If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will submit the parents comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

The school will provide timely and clear information to families through the Annual Title I Meeting, Smore newsletters, Focus, and schoolwide communication tools. While 94% of families report positive communication, feedback indicates a need for more timely and specific academic updates, which will be a continued focus.

The school will provide clear explanations of curriculum, academic assessments (FAST), and proficiency expectations through Family Data Chats, conferences, and grade-level communication.

Families will be offered opportunities for regular meetings and input through conferences, Family Data Chats, and by request. Feedback will be reviewed by leadership and used to inform school decisions and planning.

Flexible Parent Meeting

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

To address barriers and increase family participation, the school will offer flexible meeting times (morning/evening), virtual options, and phone conferences throughout the year.

While 92% of families report strong involvement, feedback indicates a need for more accessible communication and support, particularly related to academic updates and behavior expectations. In response, meetings such as Family Data Chats and conferences will be offered at varied times and formats to support participation.

Communication about meeting options will be shared through Smore, Focus, and text messaging, and family feedback will continue to guide adjustments to increase accessibility.

Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

The school will provide full opportunities for participation by ensuring communication is shared in multiple formats (Smore, text, email, Focus, and print) and in a language families can understand, with translation and interpreter services available.

While 98% of families report positive interactions with staff, feedback indicates a need for clearer and more consistent academic communication and support. In response, information related to programs, meetings, and student progress will be provided in an understandable, uniform format to support all families, including those with language or access barriers.