

Title I, Part A Parent and Family Engagement Plan- Rymfire Elementary School

I, Barbara Sauvelpahkick, do hereby certify that all facts, figures, and representations made in this application 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 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. This plan shall meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Assurances. The school will:

- *be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA;
- *involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent;
- *jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community;
- *involve parents, 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 parental involvement policy and the joint development of the school-wide program plan under section;
- *use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy;
- *if the plan for Title I, Part A, developed under ESEA Section 1116, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- *provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
- *provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field; and
- *provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

Barbara Sauvelpahkick
May 30, 2017

Mission Statement:

The Rymfire Elementary Mission is aligned with the Flagler School District's Mission statement to strive to be the nation's premier learning organization. To accomplish this, all stakeholders work as a team to develop the whole child through successful school experiences in an environment of mutual respect and personal growth.

Involvement of Parents:

Rymfire Elementary School's goal as it relates to parent involvement, is to ensure that all parents are involved as partners to ensure the academic success of all students.

The school will involve parents in an organized, ongoing and timely manner in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used through School Advisory Council which is comprised of Rymfire Elementary School Administration, staff, parents, and community members. Membership is open to all who wish to attend. Members are invited to join through the use of the school website, skyward email, during parent/teacher "Meet and Greet" orientation, the school marquee, and the school newsletter. Broadcast phone calls are also made to notify parents of special activities. Notifications for meetings are published on the school website, marquee, newsletter and calendar. Officers are elected at the final meeting of the year for the next school year. Parent input will be documented in the minutes for all meetings and all parent involvement sign in sheets will be kept on file.

Coordination and Integration

Account	Program	Coordination
Title I	Title I Parent Resource Center	Rymfire Elementary School Administration, Rymfire Elementary Title I Coordinator
Title I	PTO, SAC, and ESOL Parent Leadership Council	Rymfire Elementary School Administration, PTO, SAC, Title I Parent Specialist, Guidance
Title I (Title II and III, if available)	New Teacher Mentor Program	Title I funds will be used to provide training materials and stipends for trainers/event organizers. (Title II funds, if available, pay for mentoring of new teachers and includes training on effective communication with parents.)
	VPK/PreK ESE	Flagler County participates in the Volusia/Flagler Early Learning Coalition. Children who are in PreK ESE, and who are at least 4 years old by September 1st can participate in VPK classes for appropriate mainstreaming. VPK and child care students

		also participate in activity/PE time with age appropriate PreK ESE students.
Title I	Parent Nights	Standards based parent information nights and family nights will be provided. Title I funds will pay for materials and stipends for teachers who present during the information nights.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual parent meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), how the meeting will cover the Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity.

Rymfire Elementary is a school-wide Title One school. School choice is available to all students attending Rymfire Elementary. Forms for school choice are available in the guidance conference. Adequate Yearly progress data is part of Rymfire's School Improvement Plan. This data is shared during the 1st SAC meeting of the school year. At the conclusion of the Title One annual parent meeting, parents will complete a survey on the effectiveness of our communication.

Account	Content/Type of Activity	Person Responsible	Timeline	Evidence of Effectiveness
	Announcement of Title I Annual Parent Meeting posted on school website and school newsletter.	Title I Parent Liaison/School Coordinator	September, 2017	Printout of school website announcement and copy of school newsletter (Survey Results)
	Announcement of meeting posted on school marquee	Title I Parent Liaison/School Coordinator	September, 2017	Picture of marquee (Survey Results)
	Broadcast phone calls to invite parents, guardians, and community members. (Notices are also sent via Skyward email.)	School Title I Parent Liaison/School Coordinator	September, 2017	Copy of notice in English and other languages, as feasible. Copy of email and phone

				broadcast notice. (Survey Results)
	Develop agenda, sign in sheet, power point presentation	Title I Parent Liaison/School Coordinator, and Administration	September, 2017	Agenda, Sign in sheet, and Powerpoint
	Annual Public Title I Meeting	Title I Parent Liaison/School Coordinator, and Administration	September, 2017	Agenda and Sign in Sheets (Survey Results)
	Meeting Notes and Powerpoint posted on School Website	Title I Parent Liaison/School Coordinator	September, 2017	Copy of Screenshot

Flexible Parent Meetings:

The school will offer a flexible number of meetings, such as meetings in the morning and evening. Morning meetings will include School Advisory Council and Parent/Teacher Conferences. Evening meetings will include PTO, Standards Information Nights (Math, ELA, Social Studies, and Science/Technology), Parent/Teacher Conferences, STEM Night, and Watch D.O.G.S. (Refreshments, childcare and translation services will be provided, as needed.)

Building Capacity:

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Title I	ELA Standards Night (includes writing). Parents and community members will be provided with standards based materials and activities to	RES Literacy Team	Increased achievement in reading vocabulary, fluency and comprehension	September or October, 2017	Increase in ELA Quarterly Assessment scores, iReady Scores, Focus Skill Scores, and on FSA/SAT 10 assessment

	work with their children at home.				scores.
Title I	Math Standards Night Parents and community members will be provided with standards based materials and activities to work with their children at home.	RES STEM Committee; District Math Curriculum Specialist	Increased math scores	September or October, 2017	Increase in Math Quarterly Assessments, iReady Scores, and FSA/SAT 10 assessment scores.
Title I	Science Standards Night Parents and community members will be provided with standards based materials and activities to work with their children at home.	RES STEM Committee; District Science Curriculum Specialist	Increased science performance and scores	September or October, 2017	Increase in Science Quarterly Assessments and FSA assessments.
Title I	Social Studies Standards Night Parents and community members will be provided with standards based materials and activities to work with their children at home.	RES Social Studies Committee	Increased social studies performance and scores	September or October, 2017	Increase in Social Studies assessment scores
Title I	Technology	RES Technology Committee	Increase parent and community ability to support their children's	Technology Infused in other curriculum	Increase competency of students to use technology for

			use of technology for learning	standards nights	completion of assignments and testing.
Title I	Watch D.O.G.S. Kickoff night for parents and community members	RES Administration	Increase Academic Achievement; Reduce behavior issues, increase motivation and build responsibility and resiliency for children.	October, 2017	Increased achievement in all content area assessments; improvement on FSA/SAT 10 assessments; reduction in number of referrals
Title I	Annual Title I Informational Meeting	Barbara Sauvelpahkick (Principal)	Increased parent and community involvement resulting in increased student achievement in and increased positive behaviors.	September, 2017	Increased student academic achievement; increased positive behaviors

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners. Include implementation and coordinating of parent/family programs and in details of building ties between parents/families and the school. [ESEA Section 116

As we strive to reach our mission of developing the whole child, the meetings below will focus on educating our staff on the value and utility of the contributions of parents as well as coordinating parent/family programs in building ties between school and home.

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
RES	PLC Meetings to	RES Admin,	Increased	Once per	Student data

	review assessments and data to plan for instruction	Teacher Support Colleague, and Academic Support Coaches (if available)	student achievement	quarter during the 2017-2018 school year	from FSA/SAT 10, Quarterly Assessments, iReady, and classroom assessments show an increase in achievement.
RES	Technology Training	RES Digital Support Colleague, RES Technology Committee	Increased use of grade appropriate technology for instruction and assessment	As needed during the 2017-2018 school year	Competency of students to use technology for completion of assignments as testing, as well as additional method of communication with parents concerning student progress; Increased use of technology as related to the technology matrix.
RES	Schoology Training	RES Digital Support Colleague, RES Technology Committee	Increased use of technology for planning and instruction as well as parent communication	As needed during the 2017-2018 school year	Competency of teachers and students to use technology for planning, instruction, and completion of assignments; Increased use of technology as related to the matrix; increased use of technology for parent communication
RES	Use of Google	RES District Support	Increased use of	As needed during the	Increased collaboration and

		Colleague, RES Technology Committee	Google Folders and Documents for planning and collaboration	2017-2018 school year	planning using Google.
RES	Eureka Math	RES Teacher (Tim Ruddy), District Math Curriculum Specialist	Increased student achievement through implementati on of curriculum aligned to math standards	August, 2017 and throughout the 2017-2018 school year, as needed	Increased student achievement in Math Quarterly Assessments, iReady, and on FSA/SAT 10 Assessments
	Parent Communication	Barbara Sauvelpahkick (Principal)	Increased student achievement and decreased behavior referrals	First Faculty Meeting in August, 2017	Use of Title I Compact and Parent Call log; increased use of planners/iPads for communication.
	Parent/Community Partnerships	Barbara Sauvelpahkick (Principal)	Increase student achievement	First Faculty Meeting in August, 2017	Volunteer Log Data shows increase in use of parent and community volunteers

Other Activities:

- 1) Our hope is to increase our underutilized parent resource center by hosting parent trainings and an open house and then manning it on a set schedule. **Title I Resource Center** will open in September, 2017 for parent check out. Invitations will be sent out to parents inviting them to use the facility (Information in monthly RES Newsletter). Broadcast calls and fliers will also be used to let parents know about special check out times during selected parent events. Additionally, material check out will be highlighted in presentations during PTO/SAC Meetings. We will monitor sign out of materials from the Parent Resource Center to determine which grade level parents are making use of the materials.
- 2) **ESOL Family Literacy Classes** (provided by Flagler County Adult Education) will have open enrollment throughout the year Classes are held three days per week from

September, 2017 to May, 2018. (during the school day). Parents wishing to register can do so by contacting Teresa Azevedo. Attendance records will be used to determine participation by ELL parents. Evidence of effectiveness will be determined by showing an increase of participation from the 2016-2017 school year. **Persons Responsible:** RES Administration, Title I Resource Coordinator, Adult Education ESOL Teacher (Teresa Azevedo).

COMMUNICATION:

The school will provide parents of participating children timely information about the Title I program, a description and explanation of curriculum at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and, 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 through SAC, PTO, Meet the Teacher, Open House, the school website, school marquee, Skyward email, school newsletter, Title I newsletter, Grade Level expectations, and planners (K-3). Meeting notices will be made at least two weeks prior to the meeting date and will be included on the school website, marquee, newsletter, and planners. We will continue to include a "Title I Information" section in the RES Newsletter. Broadcast phone calls will also be made to notify parents of upcoming meetings and events. Documentation will be kept to determine that communications were sent in a timely manner. The PFEP will be shared at the first SAC meeting. At that time, parents/community members may make suggestions for edits. We will also post the plan on our website. All comments and suggestions will be considered.

ACCESSIBILITY:

The school will provide full opportunities for involvement in activities for all parents (including parents with limited English proficiency, disabilities, migratory children and FIT) by ensuring that facilities are handicap accessible, letters and information are provided in English, Spanish, Russian, Portuguese, and Haitian Creole, when feasible. TRANSACT is the service that is used to provide translated documents to non-English speakers. Translators will be provided at parent night activities and meeting, when possible. Additionally, the school provides (through a partnership with Adult Education) ESOL Family Literacy classes which provide opportunities for parents and community members who have a first language other than English to learn English during the school day three days per week.

Discretionary Activities (optional):

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
RES, Title I	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school.	Organize and advise parents of meetings, activities, and conferences	RES Administration, RES Guidance	August, 2017 through May, 2018	Increased student achievement in all content areas; decrease in number of behavior referrals

Attach Evidence of Input from Parents: PFEP was shared and revised with parents/staff/community members on June 9, 2017. Evidence of input will be shared with Diane Howes (Title I Office) via email attachment.

Attach Parent-School Compact: Sent to Diane Howes (Title I Office) via email attachment.

Attach Evidence of Parent Involvement in Development of Parent-School Compact: Title I Compact was shared and revised with parents/staff/community members on June 9, 2017. Evidence of input will be shared with Diane Howes (Title I Office) via email attachment.

Below is the Evaluation of 2016-2017 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting.

Account	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
	SAC Meetings	5	19	Increased student achievement on FSA/SAT 10 and other standardized assessments
	Open House Night	1	Approx. 700	Increased student achievement on FSA/SAT 10 and other standardized assessments
Title I	Watch D.O.G.S.	1	45	Decreased student behavior referrals leading to increased student achievement on FSA/SAT 10 and other standardized assessments
Title I	Family Math Night	1	24	Increased student achievement on Math FSA/SAT 10 and other standardized assessments
Title I	Family Literacy Night	1	5	Increase student achievement on the ELA FSA (including writing), SAT 10, and other standardized assessments
	Parent/Teacher Conferences	1	809	Increased student achievement in all content areas
Title I	Family Technology Nights	3	50	Increased competency of

				students, with parent support, to work and complete assignments using technology in the classroom and at home
	Family "Night at the Museum"	1	Approx. 700	Increased student achievement on Math/Science FSA/SAT 10 as well as other standardized assessments
	Annual Title I Information Meeting	1	5	Increased student achievement through increased parent involvement
	iPad Night for Parents	1	450	Increased student achievement based on communication between parent/teacher/students through use of the iPad
PTO	PTO Nights	5	70	Increased student achievement on FSA/SAT 10 and other standardized assessments
	Meet the Teacher Day	1	Approx. 800	Increased student achievement on FSA/SAT 10 and other standardized assessments

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

Account	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
SEEC	PLC Meetings to review student data and plan for differentiated instruction	5	Approx. 85 at each meeting	Increased student achievement in all content areas; increased achievement on Quarterly Assessments/FSA/SAT 10 and other standardized assessments

SEEC	Learning Focused Lesson Planning	Ongoing through 2016-2017 school year	Approx. 85 during weekly planning sessions	Increased use of differentiation resulting in increased student achievement on Quarterly Assessments/FSA/SAT 10 and other standardized assessments
SSEC	Performance Matters Training	1	25	Results in change of educative practices that will lead to increase in student achievement
SEEC	New Teacher Induction Meeting	1	12	Introduction to the RES culture climate and school practices
SEEC	Unpacking the Standards	6	40	Student achievement will increase as grade level instruction improves across grade levels
SEEC	Math Mindset	3	40	Instructional practices in math will improve to increase student achievement
SEEC	Student Centered Learning	3	40	Teachers will meet students academic needs more efficiently increasing student achievement
Title II	Imagine Learning	2	25	Provide instruction to ELL
Tech	Schoology: Blended Learning	2	25	Change in educative practices and utilization of this platform will enhance/increase student opportunities with instructional material

Barriers

Describe the barriers that hindered participation by parents during the previous school year. Include a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [ESEA Section 1116].

Account	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Language Barriers	Include translation services, when feasible, for parents who speak a

		language other than English.
2	Single Parents with Small Children	Provide Child Care during events (using students from High Schools)

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Account	Content/Purpose	Description of the Activity