

## 2018-2019 Title I, Part A Parental and Family Engagement Plan

I, Lashakia Moore, 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.

### Assurances:

- The school will involve parents of children served in the Title I, Part A school in decisions about how Title I, Part A funds are spent.
- The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA.
- The school will develop and revise its Parent and Family Engagement Plan; jointly with parents and make available to the Title I, Part A parents and community.
- The school will involve parents and families in the planning, reviewing and improving of the school-wide plan.
- The school use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.
- The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
- The school will outline a process in which it will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.
- The school will describe the process for how they will provide each family with an individualized student report about the performance of their child(ren) on the State assessments. [ESEA Section 1116]

### Signature of Superintendent or Designee

\_\_\_\_\_ Date Signed

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

### Mission Statement

Describe how the school will:

- include how the parent and family engagement plan will be a shared responsibility;
- how the Parent and Family Engagement Plan will assist in providing high quality instruction for all learners

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.

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. By having the school leadership team meet with parents and community leaders, they will all work as a team to develop the Parent and Family Engagement Plan for the

2018-19 school year. All members of this team will be allowed to express their ideas and plans on how to provide high quality instruction for all learners as well as involve both parents and community leaders as part of this instruction. Members of the leadership team will discuss high yield strategies from the 2018-19 school year that are already in place.

**Engagement of Parents**

Describe how the school will:

- involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]
- compile evidence of parental input on the compact and Parent and Family Engagement plan

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 with other Federal Programs**

Describe how the school will:

- coordinate and integrate parent and family engagement programs and activities
- how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA 1116] (including but not limited to Title I, Part C, Title I Part D, Title III and Title IV Part A.

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 how the school will:

- take specific steps to conduct the annual meeting to inform parents and families of participating children about the school's Title I program
- provide a description for parents, of the nature of the Title I program
- provide a description of how the meeting will cover adequate yearly progress, school choice, and the rights of parents

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 from the registrar. Adequate Yearly progress data is part of the Rymfire 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, 2018	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, 2018	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, 2018	Copy of notice in English and other languages, as feasible. Copy of email and phone broadcast notice. (Survey Results)

	Develop agenda, sign in sheet, PowerPoint presentation	Title I Parent Liaison/School Coordinator, and Administration	September, 2018	Agenda, Sign in sheet, and Powerpoint
	Annual Public Title I Meeting	Title I Parent Liaison/School Coordinator, and Administration	September, 2018	Agenda and Sign in Sheets (Survey Results)
	Meeting Notes and Powerpoint posted on School Website	Title I Parent Liaison/School Coordinator	September, 2018	Copy of Screenshot

**Flexible Parent Meetings**

Describe how the school will:

- offer a flexible number of meetings, such as meetings in the morning or evening
- provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]

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, and Science/Technology), Parent/Teacher Conferences, Night at the Museum, and Watch D.O.G.S. Refreshments, childcare and translation services will be provided, as needed. We will also offer at least one technology enhanced meeting to allow parents to attend digitally.

**Building Capacity**

Describe how the school will:

- implement activities that will build the capacity for meaningful parent/family involvement
- implement activities that will build relationships with the community to improve student achievement
- provide materials and trainings to assist parents/families to work with their child(ren)
- provide other reasonable support for parent/family engagement activities. [ESEA Section 1116]
- include content and type of activity, person responsible, anticipated impact on student achievement, timeline (including frequency and duration), evidence of effectiveness, and research based evidence

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Title I	ELA Standards Night (includes writing). Parents	RES Literacy Team	Increased achievement in reading	January 24th, 2019	Increase in ELA Quarterly Assessment

	and community members will be provided with standards based materials and activities to work with their children at home.		vocabulary, fluency and comprehension	6:00-7:00 This is tentative based on literacy week	scores, iReady Scores, Focus Skill Scores, and on FSA assessment scores.
Title I	Math Scavenger Hunt/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 20th, 2018 6:00-7:00	Increase in Math Quarterly Assessments, iReady Scores, and FSA assessment scores.
Title I	Hands on 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	December 11th, 2018 6:00-7:00	Increase in Science Quarterly Assessments and FSA assessments.
Title I	Connecting Games to Learning Parents and community members will be provided with standards based games and activities to work with their children at home.	ELA/STEM Committees	Increased math and ELA Scores	November 15th, 2018 6:00-7:00  Not on the topic for this date- March 7th, 2019	Increase in Math and ELA Quarterly Assessments, iReady Scores, and FSA assessment scores.

				6:00-7:00	
Title I	Technology Night	RES Technology Committee	Increase parent and community ability to support their children's use of technology for learning	Technology Infused in other curriculum standards nights	Increase competency of students to use technology for 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 resilience for children.	September 11, 2018 or August 28th	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	RES Administration	Increased parent and community involvement resulting in increased student achievement in and increased positive behaviors.	Done during the SAC meeting September 12th, 8:00 am	Increased student academic achievement; increased positive behaviors
	A read at home plan will be sent home with every student in the MTSS process for Reading.	MTSS team	The Read at Home plan will provide parents with the resources to effectively support their child in reading.	September 2018 - May 2019	Samples of the read at home plan
	Night at the Museum	All Teachers		February 28th 5:30-7:00	

**Staff Development**

Describe how the school will:

- provide professional development activities to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families
- provide professional development to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to communicate with and work with parents/families as equal partners
- provide professional development activities to educate teachers, specialized instruction support personnel, principals, other school leaders and staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]
- include content and type of activity, person responsible, anticipated impact on student achievement, timeline including frequency and duration, and evidence of effectiveness

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
	Parent Communication	(Principal)	Increased student achievement and decreased behavior referrals	First Faculty Meeting in August, 2018	Use of Title I Compact and Parent Call log; increased use of planners/iPads for communication.
Title I	Training of High Support Teachers	Leadership Team	Increased student achievement, decrease behavior issues and increase Parent Communication	July 2018	Increase in iReady and FSA scores, lower behavior calls/referrals, and increase use of Parent Log
	Training of Office Staff	Leadership Team	Positive interactions will bring about parents being more engaged at the school; this	August 2018	Decrease in behavior calls/referrals and increase in parent engagement

			engagement will result in an increase in student achievement		
	Training of Para-Professionals	Leadership Team	Positive interactions will bring about parents being more engaged at the school; this engagement will result in an increase in student achievement	August 2018	Decrease in behavior calls/referrals and increase in parent engagement
Title I	Teacher Family Engagement Training	Diane Howes	Increased student achievement, decrease behavior issues and increase Parent Communication	September 2018	Increase in iReady and FSA scores, lower behavior calls/referrals, and increase use of Parent Log

**Other activities**

Describe how the school will:

- Encourage and promote other activities, such as the parent resource center, and use the activities to support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]
- 1) Our hope is to increase our underutilized parent resource center by hosting parent trainings and an open house to showcase the various resources available for checkout. The **Title I Resource Center** will open in September, 2018 for parent check out. We will offer a variety of office hours to allow parents access to the resources. Invitations will be sent out to parents inviting them to use the facility. Information will also be included in the 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. We will also work to develop a way for parents to check-out resources using the website. This resource will not be available until the 2019 school year.

- 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, 2018 to May, 2019. 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 2017-2018 school year. **Persons Responsible:** RES Administration, Title I Resource Coordinator, Adult Education ESOL Teacher (Teresa Azevedo).

### **Communication**

Describe how the school will:

- provide timely information about the Title I programs
- describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain
- if requested by parents, how the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)
- offer 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 understanding and uniform format and to the extent practical, in a language parents can understand.
- submit parents/families comments if the school-wide plan is not satisfactory to them. [ESEA Section 1116]

The school will provide parents of participating children descriptions and explanations 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 meetings, PTO meeting, Meet the Teacher, Open House, the school website, school newsletter, and Standards Nights . 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**

Describe how the school will:

- provide full opportunities for participation in parent/family engagement activities for all parents/families
- share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand

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. We also provide flexible parent meetings in order to be sure parents and family members are able to attend activities at different times accommodating their schedules.

**Fidelity**

Describe how the school will:

- review the parent and family engagement plan to ensure projected activities occur
- include information on how your school will discuss parent and family engagement activities with families and stakeholders
- use a measurement and the school's choice of data, to monitor family participation

With community members and families in attendance of the Parent and Family Engagement meeting, we will provide an update on the previous years activities. Throughout the school year, members of the leadership team will meet at least once a month. During this monthly meeting, the leadership team will review the PFEP to ensure parents are notified in a timely manner of upcoming events, as well as finalize any plans for the activity to be successful. The team will also review any past events to ensure completion of the activity and discuss any ways it could be improved for following years. To ensure parents and stakeholders are notified in a timely manner, the team will make sure the activity is announced in the school newsletter, auto-calls, Skyward, the school website and planners. Participation will be measured through sign-in sheets collected at each activity.

**Discretionary Activities (optional)**

- include any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.
- include activity, description of implementation strategy, person responsible, evidence of effectiveness, timeline (including frequency and duration) and research based objective

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
RES, Title I	Arranging school meetings at a variety of times.  Conducting	RES Administration,  RES Guidance,	Increased student achievement in all content areas;	August, 2018 through May, 2019	Collection of sign in sheets to compare to past years events.

	in-home conferences with information from teachers, other educators, and guidance who work directly with participating children for parents who are unable to attend in person.	District social worker	decrease in number of behavior referrals		Collection of student achievement and behavior data throughout the year for student families who have participated with in-home conferences.
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**Barriers**

- Include a description of the barriers that hindered participation by parents during the previous school year and a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]. Include specific subgroups, if applicable.

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)
3	Time of Day of Activities	Providing meetings before school, after school and evening hours.

**Attach evidence of Parental Input on this PFEP:** PFEP was shared and revised with parents/staff/community members on May 21, 2018. Evidence of input will be shared with Diane Howes (Title I Office) via email attachment.

**Attach school compact and evidence of parental input on school compact**

**Evaluation of the previous year’s Parent and Family Engagement Plan**

**Best Practices**

- Include a description of the parent and family engagement activity strategy implemented the previous school year that the school considers the most effective including content/purpose and a description of the activity.

Within the 2017-18 school year we observed a few minor changes that increased family involvement. One of those events included the Night at the Museum which was an activity in which all teachers participated and displays of activities were completed for a particular subject area within their classroom. Displays included poetry performances, living museum of historical figures, Science experiment and STEM activities, and many others. Teachers invited students to present their activity to parents and community members throughout the

night. By combining both content standards and student participation, we found we had a greater amount of parent participation than in events where students did not highlight their work.

This increase in participation was evidenced during ELA standard Night as well. ELA standards night was more successful this year by combining our Literacy Week events with the standards night and providing the opportunity to highlight student learning through performances. Literacy week is a week dedicated to promoting literacy across campus through exciting and engaging literacy opportunities including dressing like book characters, trading books for ones students have not yet read, and competing in a reading log activity for most time spent reading. ELA standards night is an opportunity to share with families what standards are in need of focus at the grade level their student is in and what that looks like in practice. By combining these two activities and providing students the opportunity to showcase their learning through performances, parent involvement increased dramatically.

### Building Capacity Summary

- Include a summary of the activities offered to help build the capacity of parents and improve their children's academic achievement to include:
  - A. Content and Type of Activity
    - a. Number of Activities
    - b. Number of Participants
    - c. Anticipated Impact on Student Achievement

Account	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
	SAC Meetings	3	42	Increased student achievement on FSA/iReady 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	22	Decreased student behavior referrals leading to increased student achievement on FSA/iReady and other standardized assessments
Title I	Eureka Parent Night	1	14	Increased student achievement on Math FSA/iReady and other standardized assessments
Title I	Literacy Week/ ELA Standards Night	2	45 families/38 families	Increase student achievement on the ELA FSA (including writing), iReady, and other standardized assessments
	Parent/Teacher Conferences	2	758 (Fall) 821 (Spring)	Increased student achievement in all content areas
Title I	Family Technology Nights	1	11	Increased competency of

				students, with parent support, to work and complete assignments using technology in the classroom and at home
Title I	"TEAM" Workshops	3	20	Increase parent understanding and involvement with 5th grade students in literacy at home.
	Family "Night at the Museum"	1	Approx. 700	Increased student achievement on Math/Science FSA/iReady as well as other standardized assessments
	Annual Title I Information Meeting	1	17	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	4	67	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

- Include a summary of the professional development activities provided by the school during the previous 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.

Account	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Title I	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/iReady and

				other standardized assessments
Title I	Trauma Informed Care	1	96	Decrease in behavior referrals
Title I	New Teacher Induction Meeting	1	4	Introduction to the RES culture climate and school practices
Title I	New Teacher Check-In	19	6	Provide support to new teachers in Flagler County and Rymfire procedures and practices.
Title II	Imagine Learning Solutions	3	25	Provide Professional development in the use of the Imagine Learning program and instruction to ELL students.

**Additional Supports Provided to Staff Members**

Account	Content/Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
RES	PLC Meetings to review assessments and data to plan for instruction	RES Admin, Teacher Support Colleague, and Academic Support Coaches (if available)	Increased student achievement	Once per quarter during the 2017-2018 school year	Student data from FSA/iReady, Quarterly Assessments, 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 Colleague, RES Technology Committee	Increased use of Google Folders and Documents for planning and collaboration	As needed during the 2017-2018 school year	Increased collaboration and planning using Google.
RES	Eureka Math	RES Academic Coach (Tim Ruddy), District Math Curriculum Specialist	Increased student achievement through implementation 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
	Parent Communication	Lashakia Moore (Principal)	Increased student achievement and decreased behavior	First Faculty Meeting in August, 2017	Use of Title I Compact and Parent Call log; increased use of planners/iPads for

			referrals		communication.
	Parent/Community Partnerships	Lashakia Moore (Principal)	Increase student achievement	First Faculty Meeting in August, 2017	Volunteer Log Data shows increase in use of parent and community volunteers