

Title I Parent and Family Engagement Plan

I, Dominique Ward, 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 LEA shall ensure that the LEA and each Title I school has a written PFEP that (a) was jointly developed and agreed upon with parents; (b) is updated periodically; and (c) is distributed to parents of Title I students and made available to the local community. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall include the components as described in section 1116. The LEA must ensure that Title I, Part A funds reserved are used to carry out the activities and strategies in the PFEP as outlined in section 1116(3)(D)(i - v).

The LEA shall ensure that Title I schools convene an annual parent meeting; offer a flexible number of meetings; involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the programs; and provide parents with timely information about programs, a description of curriculum, forms of the academic assessment used to measure student progress, the expected proficiency students are expected to meet, opportunities to provide input on their child's education and ensure that parents are involved in the decisions regarding how the set-aside is allotted for parent and family engagement.

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.

The LEA shall provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject level in which the teacher has been assigned. Additionally, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their right to know the professional qualifications of their student's classroom teachers and paraprofessionals.

ESEA Sections 1116(a)(2)(D), 1116(b), 1116(c), 1116(d), 1116(f), 1112(e)(3)(C), 1112(e)(4), 1116(a)(2)(B), 1116(h), 1112(e)(3), 1112 (e)(1)(B)(ii).

Title I Parent and Family Engagement Plan

Designee

APPROVEDSignature of
Principal or

Date Signed

8-27-2020

Mission Statement - Parent and family engagement Mission Statement (Optional) Response:

The mission at Rimes Early Learning and Literacy Center is to provide every student with individual opportunities to excel.

Involvement of Parents and Families

Describe how the school will involve parents and families 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 parent and family engagement will be used.

Response:

At Rimes Early Learning and Literacy Center, parents/families are involved in all aspects of its Title 1 programs. Parents represent over 51% of the School Advisory Council (SAC) and are active in the review, development, and implementation of the Title 1 Plan. During monthly meetings, parents provide input on how parent involvement funds are utilized.

The Parent Teacher Organization (PTO), formed during the 2009-2010 school year, is active in all plans for Title 1. A climate survey is completed and parents' suggestions (or recommendations) are considered and implemented to the extent feasible. Changes to schedule times for SAC meetings must be voted upon.

The school's web site and Facebook page are utilized by parents/families and community members to provide input online. School, community, and family events provide another avenue to obtain input from parents. During The Annual Title 1 Meeting, for example, parents are oriented concerning SIP, PFEP, SAC, PTO and other opportunities to be involved in the educational process. Documentation is recorded through sign-in sheets of those in attendance. In addition, minutes of the meeting are recorded. All presentation materials, agendas, and handouts are retained as proof of a meeting. We will begin with Zoom meetings at the beginning of the year.

Coordination and Integration -Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs

Title I Parent and Family Engagement Plan

Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

| count | Program | Coordination |
|-------|---|--|
| 1 | Title I - VPK (2 full day and 2-half day) | The offices of Title 1 and VPK work closely together to provide a transitional program that prepares VPK students to enter the regular Kindergarten program. Likewise, VPK teachers are in contact with parents and often meet to discuss the Title 1- VPK (2 individual needs of the student (s). During many planned activities, parents full day and 2- function as volunteers to the teacher in outdoor activities, field trips, and half day). enrichment programs. Our VPK students and families are included in all school events. The Leadership Team work together to coordinate support for these programs. In addition, the school coordinates with area day care centers for kindergarten roundup. |
| 2 | IDEA | As required by law, additional support will be provided according to the IEP. Parents are included in all IEP meetings along with the teacher, ESE Specialist and ESE support staff. Students with disabilities are included in all school events. They are also included in the general education classroom, as appropriate. The ESE Specialist coordinates school-wide support for IDEA requirements. |
| 3 | Title I, Technology Resources | The Tech Con coordinates checked out technology equipment and training for parents. |
| 4 | Title I, Part c | Migrant families, once identified by demographic surveys (or school staff), are advised of various services within the community that meet their particular needs. In addition, the Mental Health Liaison works in conjunction with the LEA to ensure parents receive services, such as transportation, shelter, food, and other assistance (i.e. counseling, language translation, or etc.) |
| 5 | Title IX | Homeless Families - The Mental Health Liaison works with the leadership team and district liaison to provide services, transportation, materials, food and clothing for families in transition. |
| 6 | Title III | English Language Learner students and families are provided resources and materials as requested to assist students with meeting educational |

Title I Parent and Family Engagement Plan

| | | |
|--|--|--|
| | | achievement goals. Translation services are provided at all parent events. The Curriculum Resource Teacher serves as our ESOL contact and coordinates services and support. This year, we have an ESOL paraprofessional who will work with our English Language Learners on a daily basis. |
|--|--|--|

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents about the school's Title I program, the nature of the Title I program, Adequately 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.

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|--------------------------|--------------------|------------|--|
| 1 | Create Agenda | Dickinson | Sept. 2020 | Copies of agenda |
| 2 | Prepare Materials | Leadership Team | Sept. 2020 | Copies of materials |
| 3 | Prepare presentation | Dickinson | Sept. 2020 | Copy of Google Slides |
| 4 | Advertise Event | Dickinson and Ward | Sept. 2020 | Utilize call-out system, post on website and Facebook, invitations sent home with students |
| 5 | Develop sign-in sheets | Dickinson | Sept. 2020 | Sign-in sheet for meetings |
| 6 | Conduct Meeting | Leadership Team | Sept. 2020 | Sign-in sheets |
| 7 | Safekeeping of Documents | Leadership Team | Sept. 2020 | House on Google Drive |

Flexible Parent Meetings

Title I Parent and Family Engagement Plan

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening and different days of the week. The school may provide with Title I funds, transportation, childcare, or home visits, as such services relate to parent and family engagement. Response:

Family Engagement is highly encouraged at Rimes Early Learning and Literacy Center. The school offers flexible times for all meetings that require parents' attendance to discuss their child's academic progress. A translator will be provided for Spanish speaking families. Our Annual Title I Meeting is scheduled for September 2020.

Building Capacity

Describe how the school will implement parent and family involvement activities that are designed to improve student academic achievement and school performance. Describe how the activities will support a partnership among the school, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|------------------------------|--|--|--------------|--|
| 1 | Title I Parent Meeting | Leadership Team | Parents will gain a better understanding of how Title I funds support student achievement. | Sept. 2020 | Sign-in sheets, agenda, materials, presentation, event advertisement, School Messenger |
| 2 | Literacy Fair | Literacy Coach, CRT and Media Specialist | Classes will share their favorite book through a storyboard display. Each child will discuss his/her contribution to the project with parents. Flyers will be provided such as: "Tips for Parent Reading at Home". Every student will receive a free book and learn about fun literacy activities. | January 2021 | Sign-in sheets, agenda, materials, presentation, event advertisement, School Messenger |
| 3 | Donuts for Dads | Leadership Team | Fathers or significant male role models will take a child to school. | Sept. 2020 | Sign-in sheets, agenda, take home materials, event advertisement, School Messenger |
| 4 | Muffins for | Leadership | Mothers or significant | Spring | Sign-in sheets, |

Title I Parent and Family Engagement Plan

| | | | | | |
|---|-------------------------------|--|---|-----------------|--|
| | Moms | Team | female role models will take a child to school. | 2021 | agenda, take home materials, event advertisement, School Messenger |
| 5 | Scholastic Book Fair - Spring | Media Specialist | The book fair will help improve a child's literacy skills by helping parents find the right-fit books to help their child become a lifelong reader. | Spring 2021 | Sign-in sheets, materials, event advertisement, School Messenger |
| 6 | VPK Roundup | Leadership Team | Parents will register their child for the upcoming school year. Students will be given an assessment. An orientation video will be displayed explaining class and school requirements and expectations. Parents of upcoming students will be able to participate in a guided tour. | March 2021 | Sign-in sheets, agenda, materials, presentation, event advertisement, School Messenger |
| 7 | Kindergarten Roundup | Kindergarten Teachers, Literacy Coach, CRT | Parents of prospective Kindergarten students will register their child for the upcoming school year. Students will be given an assessment. An orientation video will be displayed explaining class and school requirements and expectations. Parents of upcoming students will be able to participate in a guided tour. | April 2021 | Sign-in sheets, agenda, materials, presentation, event advertisement, School Messenger |
| 8 | Meet and Greet | Leadership Team, Faculty and Staff | Parents will meet their child's teacher and tour the classroom. Teachers will share important academic and technology information. | August 21, 2020 | Sign-in sheets, agenda, materials, presentation, event advertisement |
| 9 | End of Year Picnic | Leadership Team | Parents, families and stakeholders will attend the end of year picnic with their children. This family friendly event helps families become part of the Rimes Community. | June 2021 | Sign-in sheet, take home materials, event advertisement, School Messenger |

Title I Parent and Family Engagement Plan

Staff Training

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)].

| | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|---|--|--------------------|---|-----------------------|--|
| 1 | Staff training on the value of parental engagement during the monthly faculty meetings | Administrator | Improve connections between parents and staff by presenting best practices. | School Year 2020-2021 | Sign-in sheets, agendas and presentation documentation |
| 2 | Staff training about Family Engagements (Google Slides) | Leadership Team | Staff will be more equipped to reach out to families and students while providing educational support | School Year 2020-2021 | Sign-in sheets, agendas and presentation documentation |

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response:

The Leadership Team will promote family engagement through the "Meet and Greet" night, the Annual Title I meeting, the school website and Facebook page along with event notices, newsletters and the School Messenger. Leadership Team Members will assist parents/families in using technology and new strategies to improve their child's success in various academic areas.

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)];

Title I Parent and Family Engagement Plan

- 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 school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response:

The Annual Title I Meeting has a brief Google Slides presentation that introduces and explains Title I, the FPEP, the School Improvement Plan and school-wide curriculum. In addition, parents/families are given important technology websites to use which enables them to pursue information about our schools in Lake County. Parents/families also receive information and suggestions on how they can increase their involvement in their child's education both at school and at home.

Data for documentation of parent participation will be collected based on RSVP's for parent/family events, parent sign-in sheets and meeting minutes. Evidence of parent attendance will be recorded. Parents will receive a brief summary of the information provided by Title I meetings, in newsletters and/or on the school website after each meeting.

Parents/families will have the opportunity to contact the teacher for individual conferences either in-person or virtual. These conferences will provide explanation of subjects, assessments and progress of their child along with strategies parents can use at home. Teachers will maintain sign-in sheets and will provide a copy to the Literacy Coach who maintains the documentation for Title I.

All documentation will be uploaded in the Title I Compliance Folder.

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)].

Response:

Parent and family events are held on a variety of dates and times (and virtual if necessary) intended to accommodate parents' schedules. Communications, oral and written, pertaining to parent/family events and meetings are provided in languages that reflect the languages spoken by that particular family. The English Language Survey, completed during student registration, provides information concerning students whose parents may need oral (or written) communication in a language other than English. All written invitations to attend parent events will include a special needs request statement. Parents with special needs

Title I Parent and Family Engagement Plan

will be provided accommodations on a case-by-case basis so they can participate.

The completed PFEP will be posted on the LEA's and school's website. If electronic communication is not available at home, hard copies of the SIP and FPEP are maintained in the office for parents/families to review and make suggestions or comments. Parents/families or migrant students will receive accommodations based on their individual needs.

Discretionary Activities - Discretionary School Level Parent and family engagement Policy

Components: Check if the school does not plan to implement discretionary parent and family engagement activities. Check all activities the school plans to implement:

Please make sure to upload in Good Image the following documents as evidence:

- Flyer/Invitation for family and parent input
- Meeting Agenda
- Meeting minutes – showing input in the development of your PFEP and compact.
- Meeting sign-in sheet
- Copy of Family-School Compact

Evaluation of the previous year's Parent and Family Engagement 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 [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|----------------------------------|----------------------|------------------------|---|
| 1 | Meet and Greet | 1 | 600 | Parents met their child's teacher and learned about instructional programs at Rimes |
| 2 | Annual Title I Meeting 2019-2020 | 1 | 600 | Parents/Families gained a better understanding of how Title I funds support student achievement |
| 3 | Family Math Night | 1 | 20 | Parents/Families learned about K-2 Florida Math Standards and math strategies to help their child at home. |
| 4 | Donuts for Dads | 1 | 264 | Fathers and role models learned about our school, met staff and participated in our school-wide read |
| 5 | Family Literacy Night | 1 | 308 | Parents/families learned about our focus on literacy skills, participated in literacy activities with their child and received free books. Literacy |

Title I Parent and Family Engagement Plan

| | | | | |
|--|--|--|--|--|
| | | | | strategies were modeled for parents/families in the classrooms |
|--|--|--|--|--|

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 [Section 1118 (e)(3)].

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|-------|---|----------------------|------------------------|--|
| 1 | Staff training on value or parental involvement during monthly faculty meetings 2019-2020 | 1 | 50 | Improve connections between parents and staff by presenting best practices |

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include 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) [Section 1118(a)(E)].

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|-------|---|---|
| 1 | Consistent Communication | Continue to improve parent/family communication through weekly call outs, Facebook, website updates and event/informational flyers. |
| 2 | Limited English Proficiency | Provide translators for all parent/family events. Childcare and transportation will be available to parents/families if needed. |

Best Practices (Optional)

Describe the parent and family engagement 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)

| count | Content/Purpose | Description of the Activity |
|-------|-----------------|-----------------------------|
| | | |

Title I Parent and Family Engagement Plan

| | | |
|--|--|--|
| | | |
| | | |
| | | |