

2020-2021

Parent & Family Engagement Plan

For: RYMFIRE ELEMENTARY SCHOOL
(school name)

INSTRUCTIONS

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to your Google folder by [April 1, 2020](#)
4. Complete the SIP section (found at the end) when your school SIP is completed.

Evaluation of 2019-2020 School Year PFEP

BUILDING CAPACITY

| Content & Type of Activity | Number of Participants | Impact on Student Achievement (include data evidence information, if applicable) |
|--|------------------------|--|
| Advanced Math Parent Meeting | 19 | Increase Level 4's and 5's FSA |
| Boo Hoo Breakfast | 14 | |
| PTO's Coffee with The Principal | 31 | |
| Donuts with Dad | 279 | |
| FPS Parent Night | 34 | Increase Level 4's and 5's FSA |
| Love and Logic Parent Meeting | 14 | |
| Lego Math Night | 32 | Improve Diagnostic/FSA Data |
| Connecting Games to Learning | 11 | Improve Diagnostic/FSA Data |
| ESOL Parent Meeting | 8 | |
| Hands On Science | 38 | Improve Quarterly/NGSSS Data |
| ELA Standards Night | 26 | Improve Diagnostic/FSA Data |
| Literacy Breakfast | 51 | |
| ESOL Parent Meeting | 12 | |
| Classroom to Careers Flagship Showcase | 3 | |
| Night at the Museum | 500+ | |

BEST PRACTICES

Include a description of the parent and family engagement activity or strategy implemented the previous year that was most effective including content/purpose and a description of the activity and data to support, if applicable.

For engaging families for feedback, sending skyward emails yielded the best results in getting feedback from parents. We also had a stronger use of social networks such as Facebook and Twitter for parents to engage in RES events.

DEFINITION OF FAMILY ENGAGEMENT

What is your school's definition of Family Engagement?

We will create an environment where our families feel welcome, participate in their student's day to day learning and understand that they have a voice in the decisions made to impact their students' achievement.

FAMILY ENGAGEMENT MISSION STATEMENT

- ☐ The parent and family engagement plan is a shared responsibility.
- ☐ 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. Due to COVID-19, Coronavirus, Rymfire will send out parent surveys for feedback on the Parent and Family Engagement plan. The plan expenditures and purposes from last

year will be shared and parents will have an opportunity to advise on different involvement events that Rymfire could consider adding. The School Leadership Team will review the parental and community input to develop and finalize the Parent and Family Engagement Plan for the 2020-21 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 2019-20 school year that are already in place to incorporate in the PFEP events for the 2021 school year.

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 Parent and Family Engagement Plan, including involvement in decision making of how funds for Title I will be used.
- ☐ provide evidence of involving parents and families in planning, reviewing and improvement of Title I Parent & Family Engagement Plan, including involvement in decision making of how funds for Title I will be used. This can be meeting agenda and notes as well as parent sign-in sheets.

Rymfire Elementary 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, skylert email, during parent/teacher “Meet and Greet” orientation, the school marquee, and the school newsletter. Skylert 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 regarding Foster, FIT, ESOL and Unaccompanied Homeless Youth.

- ☐ how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

| Program | Coordination |
|--|--|
| Title I Parent Resource Center | Rymfire Elementary School Leadership Team, Rymfire Elementary Title I Coordinator |
| PTO, SAC, and ESOL Parent Leadership Council | Rymfire Elementary School Administration, PTO, SAC, Title I Parent Specialist, Guidance |
| New Teacher Mentor Program | Title I funds will be used to provide training materials and stipends for trainers/event organizers for New Teacher Orientation. (Title II funds, if available, pay for mentoring of new teachers and include training on effective communication with parents.) |
| VPK/Pre-K 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 Pre-K ESE students. |
| 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. Parents gain a better understanding for supporting their student(s) with grade level content. |

ANNUAL PARENT MEETING and COMMUNICATION

Describe:

- ☐ how families will be informed of the nature of the Title I program and how the school will provide families timely information about the Title I program
- ☐ the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program
- ☐ how families will be provided a description and explanation of
 - ☐ curriculum used at the school
 - ☐ forms of academic assessment used to measure student progress
 - ☐ achievement levels of the Florida State Standards

- ☐ how the meeting will cover school choice, input of parents on and the rights of parents at the annual meeting
- ☐ if parents request, 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)
- ☐ how the school will handle parents/families comments if the school-wide plan is not satisfactory to the parent/family. [ESEA Section 1116]

| Activity/Tasks | Person(s) Responsible | Timeline |
|---|---|-----------------|
| Announcement of Title I Annual Parent Meeting posted on school website and school newsletter. | Title I Parent Liaison/School Coordinator | September, 2020 |
| Announcement of meeting posted on school marquee | Title I Parent Liaison/School Coordinator | September, 2020 |
| 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, 2020 |
| Develop agenda, sign in sheet, PowerPoint presentation | Title I Parent Liaison/School Coordinator, and Administration | September, 2020 |
| Annual Public Title I Meeting | Title I Parent Liaison/School Coordinator, and Administration | September, 2020 |
| Meeting Notes and Powerpoint posted on School Website | Title I Parent Liaison/School Coordinator | September, 2020 |

FLEXIBLE PARENT MEETINGS

Describe:

- ☐ how the school offers a flexible number of meetings, such as meetings in the morning or evening.
- ☐ if the school provides transportation, child care or home visits, as such services relate to

parent and family engagement. [ESEA Section 1116] using Title I funds.

The school will offer a number of flexible 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. During the morning hours quarterly, P.T.O. also sponsors Coffee with the Principal where parents have the opportunity to meet with the entire administrative team to ask any question, provide any comment or discuss any concern that they feel the administrative team needs to address. These meetings are often informative and provide valuable feedback and allow parents to have a voice in a more intimate way with the administrative team. Refreshments, childcare and translation services will be provided, as needed. Rymfire also utilizes our social worker for home visits in cases that the needs arrive for positively impacting our students' welfare academically or socially. We will also offer at least one technology enhanced meeting to allow parents to attend digitally.

BUILDING PARENT & FAMILY CAPACITY

Describe:

- ☐ *evidence-based* activities that will build the capacity for meaningful parent/family engagement
- ☐ any other *evidence-based* activities, such as, but not limited to a Family Reading & Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]
- ☐ *evidence-based* activities that will build relationships with the community to improve student achievement
- ☐ any *evidence-based* materials, resources and/or trainings provided to assist parents/families to work with their child(ren)
- ☐ other reasonable support for *evidence-based* parent/family engagement activities.

| Content and Type of Activity | Person(s) Responsible & Timeline | Anticipated Impact on Student Achievement | Evidenced-based documentation & tier | Measure of Effectiveness on Academic Achievement |
|---|--|---|---|---|
| ELA Standards Night (includes writing). Parents and community members will be provided with standards based materials and activities to work with their children at home. | Reading Literacy Team January 2021 | Increased achievement in reading | Tier 4 PFEP Cited Evidence #5 from the CNA | I-Ready scores from AP2 to AP3 of students whose family attended. (Create I-Ready groups after each event) |
| 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 October , 2020 | Increased math scores | Tier 4 PFEP Cited Evidence #5 from the CNA | Increase in Math i-Ready Scores, of students whose family attended. (Create I-Ready groups after each event) |
| 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 December , 2020 | Increased science performance and scores | Tier 4 PFEP Cited Evidence #5 from the CNA | Increase in Science Quarterly Assessments of students whose family attended. (Export data from Unify) |
| Connecting Games to Learning Parents and community | ELA/STEM Committees November, 2020 | Increased math and ELA Scores | Tier 4 PFEP Cited Evidence #5 from the | Increase in Math and ELA iReady annual typical growth |

| | | | | |
|--|---|--|---|--|
| members will be provided with standards based games and activities to work with their children at home. | February, 2021 | | CNA | scores for those students whose families attended |
| NIGHT AT THE MUSEUM; Increases student's confidence and motivation after having the opportunity to showcase their best work | Leadership Team February 2021 | Increased math and ELA Scores | Tier 4 PFEP Cited Evidence #5 from the CNA | School Scores for I-ready ELA and Math annual typical growth from AP2 to AP3 |
| CORE CONTENT AT HOME PLAN; Students receive monthly newsletters with home activities for each of the state assessed core content areas. Provided individual focus twice a year after AP1 and AP2 and after quarterly science assessments | Literacy Team Monthly SY 2021 and in conjunction with AP1 and AP2, and quarterly assessments for science | Increased ELA Scores | Tier 3 PFEP Cited Evidence #4 from the CNA | I-Ready Reading Growth of students who return ELA newsletter with evidence of completion |
| Attendance Postcards; Supporting attendance improvement for students at risk due to attendance | Student Services Team | Reduce total number of students below 90% attendance for the school year | Tier 1 PFEP Cited Evidence #1 from the CNA Tier 1 PFEP Cited Evidence #2 | 2021 School Year rate is better than the 2020 school year rate of attendance |

| | | | | |
|----------------------------------|---------------------------------------|--|--|--|
| | | | from the CNA | |
| Targeted Family Support Meetings | Leadership Team/Student Services Team | Improve the whole child; Improve EWS data and Iready/State Assessment data | Tier 3 PFEP Cited Evidence #4 from the CNA | Student Assessment data FSA/ AP1 to AP3 comparisons as well as Quarterly/Common assessments for Science Score Improvements |
| Parenting With Love and Logic | Leadership Team/Guidance Counselors | Improve Parent/student interactions in stressful times bringing about more engaged students in home studies and during the school day. | Tier 3 PFEP Cited Evidence #4 from the CNA | Participants students grade performance comparison before and after the sessions |

BUILDING STAFF DEVELOPMENT for PARENT & FAMILY ENGAGEMENT

Describe:

- ☐ the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, to include
 - ☐ the value and utility of contributions of parents/families. [ESEA Section 1116]
 - ☐ how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
 - ☐ the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

| Content and Type of Activity | Person(s) Responsible & | Anticipated Impact on Student Achievement | Evidenced-based | Measure of Effectiveness on |
|------------------------------|-------------------------|---|-----------------|-----------------------------|
|------------------------------|-------------------------|---|-----------------|-----------------------------|

| | Timeline | | documentati on | Academic Achievement |
|--|-----------------------------|--|--|---|
| First Faculty Meeting : Parent Communication | Principal August, 2020 | Increased student achievement and decreased behavior referrals | Tier 4 PFEP Cited Evidence from the CNA #5 | Use of Title I Compact and Parent Call log; increased use of planners/iPads for communication. |
| Training of High Support Teachers | Leadership Team July 2020 | Increased student achievement, decrease behavior issues and increase Parent Communication | Tier 4 PFEP Cited Evidence from the CNA #6 | Increase in iReady and FSA scores, lower behavior calls/referrals, and increase use of Parent Log |
| Training of Office Staff | Leadership Team August 2020 | Positive interactions will bring about parents being more engaged at the school; this engagement will result in an increase in student achievement | Front Office Team Meeting Agenda | Decrease in behavior calls/referrals and increase in parent engagement |
| Training of Para-Professionals | Leadership Team August 2020 | Positive interactions will bring about parents being more engaged at the school; this engagement will result in an increase in student achievement | Agenda and Sign-in Sheets | Decrease in behavior calls/referrals and increase in parent engagement |
| Teacher Family Engagement Training | Diane Howes September 2020 | Increased student achievement, decrease behavior issues and increase Parent Communication | Agenda | Increase in iReady and FSA scores, lower behavior calls/referrals, and increase use of Parent |

| | | | | |
|--|--|--|--|-----|
| | | | | Log |
|--|--|--|--|-----|

FAMILY SURVEY

Using your 2019-2021 Title I family survey results, choose a topic (**Barriers to Engagement, Family Support, Learning Behaviors** or **Family Engagement**) to address this coming school year.

Family Engagement

TOPIC: Learning Behaviors

| ACTIONS and ACTIVITIES | Person(s) Responsible | What needs to be completed? | Timeline | Measure of Effectiveness |
|---|---------------------------------------|---|--|--|
| RFE Newsletters sent home monthly for ELA, Math, STEM, Nutrition, Bridging the Home School Connection | Leadership Team | Order subscription, produce newsletters from PDF's and disseminate to families | Monthly starting in September 2020 to May 2021 | Fall/Spring Survey comparisons for Learning Behaviors |
| Targeted Family Support Team Meetings | Leadership Team/Student Services Team | Collect Student data, assessment/EWS, and other student services data; strategize support for students and families | Quarterly for students and families identified by Leadership and Student services Team | Student Assessment data; Panorama Learning Behaviors Survey data Fall to Spring comparison |

ACCESSIBILITY

Describe:

- ☐ how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- ☐ how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that parents/families can understand.
- ☐ *“to the extent practicable, how the school shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]*

Rymfire Elementary 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 meetings, when possible. Additionally, the school provides (through a partnership with Adult Education) ESOL Family Literacy classes which provides 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.

DISCRETIONARY ACTIVITIES (optional)

- ☐ Describe any activities that are not required, but will be paid through Title I, Part A Funding (for example, home visits, transportation for meetings, activities related to parent/family engagement. etc.)

| Activity | Description of Implementation Strategy | Person(s) Responsible | Anticipated Impact on Student Achievement | Timeline |
|----------|--|-----------------------|---|----------|
|----------|--|-----------------------|---|----------|

| | | | | |
|------------------------------|--|---|--|--------------------------------|
| Flexible Family Conferencing | <p>Arranging school meetings at a variety of times.</p> <p>Conducting flexible conferences (in-home, video, etc) with information from teachers, other educators, and student services who work directly with participating children for parents who are unable to attend in person.</p> | RES Leadership Team and Student Services Team | Increased student achievement in all content areas; decrease in number of behavior referrals | August, 2020 through May, 2020 |
|------------------------------|--|---|--|--------------------------------|

BARRIERS

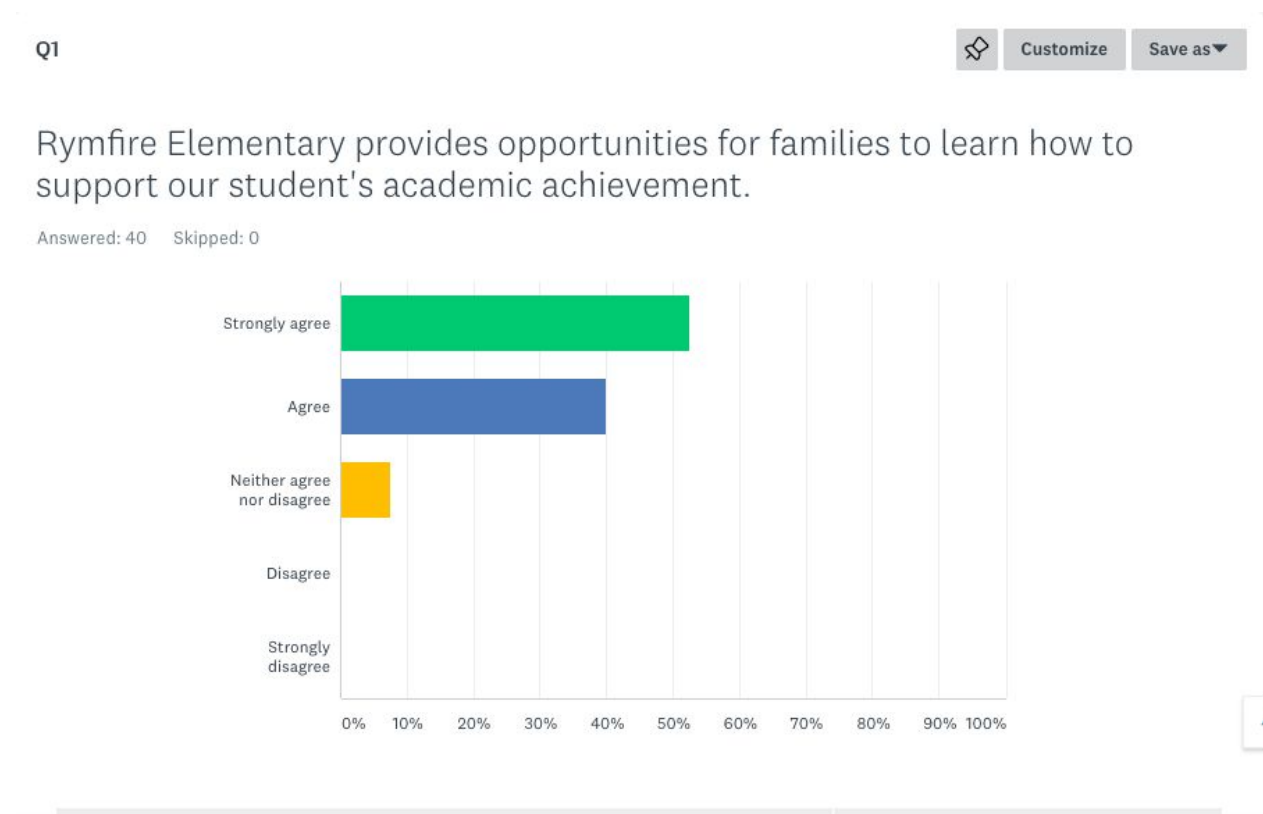
Describe:

- ☐ the barriers that hindered participation by parents during the 2019-2020 school year.
- ☐ the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

| Barrier | Steps to Overcoming Barrier | Persons Responsible | Timeline |
|-------------------------------------|---|--|--------------------------------|
| Language Barriers | Include translation services, when feasible, for parents who speak a language other than English. | Leadership Team/ Student Services Team | August, 2020 through May, 2021 |
| Single Parents/ with Small Children | Provide Child Care during events (using students from High Schools) | Leadership Team/ Student Services Team | August, 2020 through May, 2021 |

| | | | |
|-----------------------------------|---|--|--------------------------------|
| Time of Day of Activities | Providing meetings before school, after school and evening hours. | Leadership Team/ Student Services Team | August, 2020 through May, 2021 |
| Grandparents Raising our students | Provide flexible meetings potentially using video conferencing or teleconferencing to support abilities to come into the school | Leadership Team/ Student Services Team | August, 2020 through May, 2021 |

Attach evidence of parental input on this PFEP.



Q2

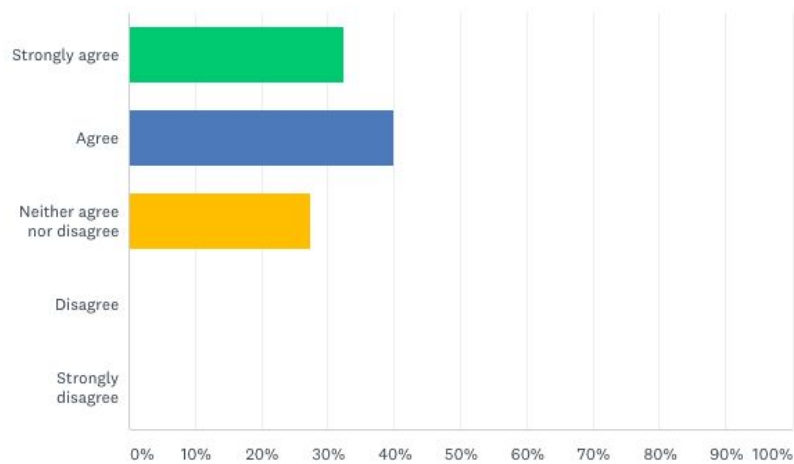


Customize

Save as ▼

When I attend parent involvement events at Rymfire Elementary, I receive information that helps me to support my student(s) with their academics.

Answered: 40 Skipped: 0



Q3

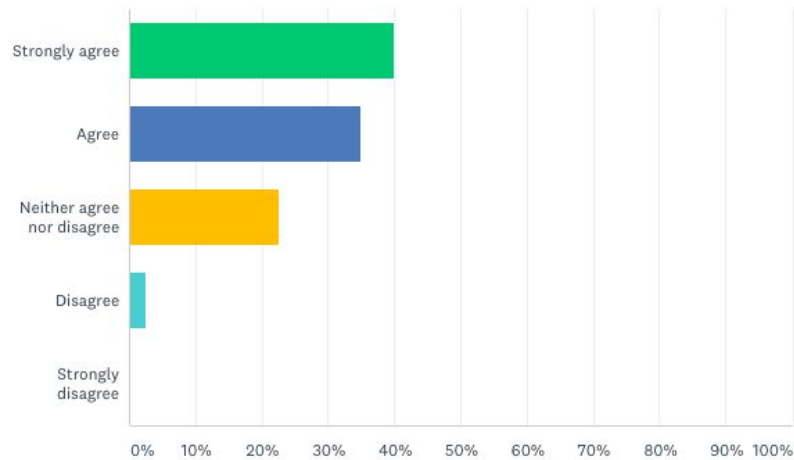


Customize

Save as ▼

Rymfire Elementary allocates funds adequately to support teaching families how to assist their students with their academics.

Answered: 40 Skipped: 0



Showing 19 responses

CURRENT

You all are doing a great job, keep up the good work!

4/1/2020 11:43 AM Add tags – [View respondent's answers](#)

CURRENT

4/1/2020 11:28 AM Add tags – [View respondent's answers](#)

CURRENT

Nothing at this time. I have all the tools and knowledge to support my children's learning as I have been a Rymfire parent for 11+ years.

4/1/2020 11:13 AMAdd tags –[View respondent's answers](#)

CURRENT

?

4/1/2020 11:08 AMAdd tags –[View respondent's answers](#)

CURRENT

I'm really not sure

4/1/2020 10:59 AMAdd tags –[View respondent's answers](#)

CURRENT

N/A

4/1/2020 10:05 AMAdd tags –[View respondent's answers](#)

CURRENT

...

4/1/2020 10:00 AMAdd tags –[View respondent's answers](#)

CURRENT

Idk

4/1/2020 9:56 AMAdd tags –[View respondent's answers](#)

CURRENT

Unfortunately, my child and I have never been able to attend one of these activities, as we have outside commitments that clash with the times these activities are held. If you could think about a Friday or a weekend occasionally, it might open things up for more people.

4/1/2020 9:49 AMAdd tags –[View respondent's answers](#)

CURRENT



4/1/2020 9:37 AMAdd tags –[View respondent's answers](#)

CURRENT

More extra curricular activities for the younger students. More consistency with the after school programs.

4/1/2020 9:33 AMAdd tags –[View respondent's answers](#)

CURRENT

I don't have any ideas at this times

4/1/2020 9:28 AMAdd tags –[View respondent's answers](#)

CURRENT

I think you all do a great job

4/1/2020 9:23 AMAdd tags –[View respondent's answers](#)

CURRENT

I think this school does an amazing job helping parents.

4/1/2020 9:19 AMAdd tags –[View respondent's answers](#)

CURRENT

Always appreciate teacher conferences and emailed updates. Events can be hard to attend.

4/1/2020 9:15 AMAdd tags –[View respondent's answers](#)

CURRENT

I don't feel anything should change. A great job well done is already in order.

4/1/2020 9:12 AM Add tags – [View respondent's answers](#)

CURRENT

I'm satisfied. the school is here to help the kids and families

4/1/2020 9:11 AM Add tags – [View respondent's answers](#)

CURRENT

Fun games to help stimulate the mind

4/1/2020 9:09 AM Add tags – [View respondent's answers](#)

CURRENT

Plan your events better so teachers are prepared

4/1/2020 9:06 AM

Results Shared with Leadership Team in 4/2/20 Zoom Session at 3:00pm

Leadership Team Events to Consider or Reconsider;
Love and Logic For Parents by School Counselors

Attach your school compact and evidence of parental input on your school's compact.

Compact is slated for parental input in the next SAC Meeting which is being postponed until May.

PFEP Assurances

- ❑ **Assurance 11a, Parent Consultation:** Schools will ensure that consistent with 1116, they will conduct outreach to all parents and family members for meaningful consultation for planning and implementation of programs, activities, and procedures using family engagement funds.
- ❑ **Assurance 11b, School Parent and Family Engagement Policy:** Schools will ensure that as outlined in Section 1116(b)(1-4), they will
 - ❑ distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
 - ❑ may amend that policy, if necessary, to meet the requirements of this subsection.
 - ❑ If the plan under section 1112 is not satisfactory to the parents of participating children,

the school shall submit any parent comments with their PFEP

- ❑ **Assurance 11c, Policy Involvement:** Schools will, as outlined in Section 1116(c)(1-5)
 - ❑ Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - ❑ Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
 - ❑ 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 parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
 - ❑ Provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) 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, and respond to any such suggestions as soon as practicably possible.
 - ❑ If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan to the LEA.
- ❑ **Assurance 11d, Shared Responsibilities for High Student Academic Achievement:** As outline in section 1116(d)(1-2), the school will jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and

observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- ❑ **Assurance 11e, Building Capacity for Involvement:** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the school under this part will meet the requirements outlined in section 1116(e)(1-14).
- ❑ **Assurance 11f, Accessibility:** Schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- ❑ **Assurance 11g, Family Engagement in Education Programs:** In a state operating a program under part E of Title IV, the school that receives assistance under this part shall inform parents and organizations of the existence of the program.

Principal's Signature

Date Signed

2020-2021

SCHOOL IMPROVEMENT PLAN GOALS

Complete this section AFTER your school has completed your SIP.

| GOALS | How will this goal be communicated to families? | How will you assist families in supporting this goal? |
|-------|---|---|
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2019-2020

REVIEW

SCHOOL IMPROVEMENT PLAN GOAL

| GOALS: 19-20 SIP | OUTCOMES & IMPACT ON STUDENT ACHIEVEMENT |
|------------------|--|
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