**SCHOOL Rimes Early Learning and Literacy Center YEAR 2019-2020**

**Title I Parent and Family Engagement Plan**

I, (Gregg Dudley), 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

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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).*

**Signature of Administrator or Designee** Date Signed

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**Mission Statement**

Parent and family engagement Mission Statement (Optional) Response: It is the mission of Rimes Early Learning and Literacy Center to lead our students to success with the support and engagement of families and the community. We will ensure that all parents have the opportunity to be included in the decision process of the school and that every effort at the school is being made to assist and encourage parents to become partners with us in their child's education.

**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 I Plan. During monthly meetings, parents provide input on how parent involvement funds are utilized.   
  
  
The Rimes 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 meeting 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.  
  
  
**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 such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI.

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| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | Title 1- 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 individual needs of the student (s). During many planned activities, parents function as volunteers to the teacher in outdoor activities, field trips, and 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 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 | Parents/Families have opportunities for technology trainings with the Media Specialist at the Media Center. Laptops and iPads are available for checkout to families. The Media Specialist coordinates 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 resources, 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 children with meeting educational achievement goals. Translation services are provided at all parent events. The Curriculum Resource Teacher serves as our ESOL contact and coordinates services and support for our English Language Learners. |

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**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.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda | Leadership Team | Aug.-Sept. 2019 | Copies of agenda |
| 2 | Develop handouts | Leadership Team | Aug.-Sept. 2019 | Copies of handouts |
| 3 | Prepare presentation | Leadership Team | Aug.-Sept. 2019 | Copy of PowerPoint presentation |
| 4 | Advertise event | Leadership Team | Aug.-Sept. 2018 | Utilize call-out system, post on website, invitations sent home with students |
| 5 | Publicize event | Leadership Team | Aug.-Sept. 2019 | Newsletter, call-out system and website |
| 6 | Develop sign-in sheets | Leadership Team | Sept. 2019 | Sign in sheet for meetings |
| 7 | Conduct meeting | Leadership Team | Sept. 2019 | Sign in sheets |
| 8 | Safekeeping of documents | Leadership Team | Aug.-Oct. 2019 | Housed in office |

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**Flexible Parent Meetings**

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 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 One meeting is scheduled for September 2019.

**Building Capacity**

Describe how the school will implement parent and family involvement activities that 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.

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| **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. 2019 | Sign-in sheets, handouts, agenda, presentation materials, Event advertisement |
| 2 | Literacy Fair | Literacy Coach, 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 available with "Tips for Parent Reading At Home". Every student will receive a free book. | January 2020 | Sign in sheets, handouts, agendas, presentation materials, Event advertisement |
| 3 | Technology Training for Parents | ?????? | Individual assistance in basic computer skills | Throughout the year | Sign in sheets, handouts, agendas, invitations |
| 4 | Science Fair/Orlando Science Center | Leadership Team | Increase student interest in and attraction to science. Family Science Night will stimulate a child's mind and spark their imagination | April 2019 | Sign in sheets, handouts, agendas, presentation materials, event advertisement |
| 5 | Donuts for Dads | Mental Health Liaison | Fathers or significant male role models will take a child to school to learn about it and what their child is learning. | Sept. 2019 | Sign in sheets, handouts, agenda, event advertisement |
| 6 | Muffins for Moms | Mental Health Liaison | Mothers, or significant female role models will take a child to school to learn about it and what their child is learning | Spring 2019 | Sign in sheets, handouts, agenda, event advertisement |
| 7 | Scholastic Book Fair-Fall/Spring | Media Specialist | Parents will help improve their child's literacy skills. | Fall 2019  Spring 2029 | Event flyer, call outs, sales receipts |
| 8 | VPK Roundup | Leadership Team | Parents will register their students for the upcoming school year. Students will be given an assessment. | March 2020 | Event flyer, call outs, website, registration packets |
| 9 | Kindergarten Roundup | Kindergarten Teachers, Literacy Coach | Parents of prospective Kindergarten students will watch a movie and tour Kindergarten classrooms to learn about our programs. | April 2020 | Event flyer, invitations, call outs, website, registration packets |
| 10 | Open House | Leadership Team, Classroom Teachers | Parents will tour the school, learn about our programs, meet teachers and visit classrooms. | Sept. 2019 | Sign-in sheets, handouts, call outs, ppt presentations |
| 11 | Honor Roll Ceremonies | Leadership Team, Classroom Teachers | Parents will attend Honor Roll Ceremonies and end of year celebrations for students in grades K-2 | After 1st and 4th grading periods | Sign in sheets, call outs |
| 12 | Meet and Greet | Leadership Team, Classroom Teachers | Parents will meet their child's teacher and tour the school. | August 2019 | Sign in sheets, handouts Event Advertisement |
| 13 | End of year picnic | Leadership Team | Parents will attend end of year picnic with their children | May 2020 | Event Advertisement, sign in sheets, Event flyer, call outs |

**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, 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)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Staff training on value of parental involvement during the monthly faculty meetings | Administrator | Improve connections between parents and staff by presenting best practices | School Year 2019-2020 | Sign in sheets, agendas, and presentation documentation |
| 3 | Annual District professional development on increasing parental involvement | LEA | Staff will be more equipped to reach out to families and students while providing educational support | School Year 2019-2020 | Training agenda, handouts |

**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 promotefamily engagement through theAnnual Title 1 Meeting, the school website and Facebook along with event notices, newsletters sent home. Leadership Team members will assist parents/families in using the new strategies to improve their child's success in various academic areas.

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**Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

• Timely information about the Title I programs [Section 1118(c)(4)(A)];

• Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

• If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and

• If the 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 Parent Meeting has a brief PowerPoint that introduces and explains Title I, the FPEP, and school-wide curriculum. In addition, parents/families are given important 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/families events, parent sign-in forms, and meeting minutes. Evidence of parent attendance will be recorded.

Parents will receive a brief summary of the information provided at Title 1 meetings, in newsletters and/or on the school web site after each meeting.

Parents/Families will have the opportunity to contact the teacher for individual conferences. These conferences will provide the explanations of subjects, assessments, and progress of their children 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 1.

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

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**Title I Parent and Family Engagement Plan**

**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 intended to accommodate parents' schedules. Communications, oral and written, pertaining to parent/families 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 the special needs request statement. Parents with special needs will be provided accommodations on a case-by-case basis so they can participate.

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

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**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:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Training parents/families to enhance the involvement of other parents [Section 1118(e)(9)]; | Provide hands on training at our site. Provide opportunities for parents to serve on SAC and PTO to become effective parent leaders. | Administrator | Improve the ability of parents/families to participate in school and district decision-making activities. | Spring 2020 |
| 2 | Maximizing family engagement 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 [Section 1118(e)(10)]; | Request family engagement surveys and schedule meetings and events at times that will allow for maximum parent involvement. Disseminate information about upcoming events via website, phone calls, newsletters, flyers in native languages spoken by our families. | Administrator | Provide parents/families more opportunities to attend events that will, in turn, give parents strategies to be an advocate for their child's education. | Ongoing |

**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.

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Open House 18-19 | 1 | 343 | Teachers discussed with parents the expectations, goals, and assessment results throughout the year |
| 2 | Family STEAM Night 18-19 | 1 | 140 | Provided science, technology, engineering, art and math strategies for parents to implement at home. STEAM skill activities for students. |
| 3 | Annual Title I Meeting 18-2019 | 1 | 343 | Parents/Families gained a better understanding of how Title I funds support student achievement. |
| 4 | Meet the Teacher | 1 | 643 | Parents met their child's teacher and learned about instructional programs at Rimes. |
| 5 | Donuts with Dads/Muffins for Moms | 1 | DFD:  MFM: 426 | Fathers, mothers and role models learned about our school and met staff. |
| 6 | Family Math Night | 1 | 67 | Parents/families learned about K-2 Florida Math Standards and math strategies to help their child at home. |
| 7 | Family Literacy Night | 1 | 169 | Parents/Families learned about our focus on literacy skills, participated in literacy activities with their child and received free books from Rimes and the Leesburg Library. Literacy strategies were modeled for parents/families in the classrooms. |
| 8 | VPK Registration | 2 | 85 | Parents learned out our VPK program, met our teachers and completed application packets.  Offered parents ideas to help prepare their children. Provided parents with valuable information to help them understand the school and district expectations. |
| 9 | Kindergarten Round Up | 2 | 90 | Parents learned about our programs, met our teachers, toured our school, and completed registration packets. Parents viewed an orientation video explaining class and school requirements and expectations. Skill resources such as high frequency words and Kindergarten skills that need to be mastered were handed out to parents. |
| 10 | PK Promotion | 2 | May 14, 16 2019 | Parents attended year-end promotion celebration. This event highlighted and displayed students’ achievements in relation to the academic standards and motivated them to continue on their path. |
| 11 | Kindergarten Awards (5/2019) | 1 | May 24, 2019 | Parents attended year-end promotion celebration. This event highlighted and displayed students’ achievements in relation to the academic standards and motivated them to continue on their path. |
| 12 | 1st Grade Awards (5/2019) | 1 | May 24, 2019 | Parents attended year-end promotion celebration.  This event highlighted and displayed students’ achievements in relation to the academic standards and motivated them to continue on their path. |
| 13 | 2nd Grade Moving On Ceremony (5/2019) | 1 | May 16, 2019 | Parents attended year-end promotion celebration.  This event highlighted and displayed students’ achievements in relation to the academic standards and motivate them to continue on their path. |
| 14 | Prescriptive Resources | 1 | 2 | Teachers referred parents to FRC for student assistance and support. Parents and families visited the FRC to obtain resources and materials. |
| 16 | Technology Training for Parents | 0 | 0 | Parents/families receive technology trainings that will educate them and give them the knowledge to further support their child’s education |
| 16 | End of Year Picnic | 1 | May 24, 2019 | Parents attended end of year picnic with their children,  Listened and responded to parent feedback about Rimes and the school year. |

**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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Staff training on value of parental involvement during monthly faculty meetings 18-2019 | 1 |  | Improved connections between parents and staff by presenting best practices |
| 2 | Monthly FSL trainings 18-2019 | 7 | 1 | FSL learned how to better support families with students' educational needs. |

**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)].

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| --- | --- | --- |
| **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. FSL will increase communications with our Spanish speaking community by having event flyers translated in Spanish. |
| 2 | Limited English proficiency | Provide translators for all parent/family events. Childcare and transportation will be available to parents/families if needed. |