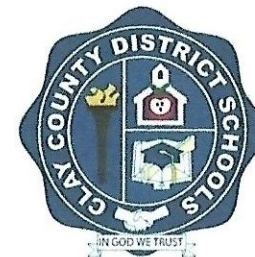


2019-2020 Title I Parent and Family Engagement Plan

Clay County District Schools

School Name: Ridgeview Elementary

****All reports available in any language**



Parent and Family Engagement Mission Statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

With this mission statement in mind, our staff will have the mindset that their job is not to prepare our students for something. Their job is to prepare their students for anything.

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Engage parents and family, 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 school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];

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- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Assurances:



Involvement of Parents in the Decision-Making Process

Describe how 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Describe how this plan is a shared responsibility and families give input to review and improve this plan. How often?

Ridgeview Elementary involves parents in the planning, review, and improvement of the Title I programs through the responses and comments on the annual Parent Climate Survey, recommendations submitted by the quarterly School Advisory Council meetings, and parent suggestions throughout the year gathered from feedback forms completed at parent involvement activities as well as the feedback provided on the Title I Spring Annual Survey.

What method of evaluation do you utilize to review and design more effective engagement strategies?

We evaluate and improve our engagement strategies through careful analysis of the responses and comments on the Parent Climate Survey, SAC meeting minutes, Title I Spring Annual survey, and feedback forms from parent involvement events.

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How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement activities?

Parents are given the opportunity to make suggestions, comments, and provide feedback at a SAC meeting discussion of the annual Title 1 budget.

What evidence do you have to document parent/family participation in the development of the Parent and Family Engagement Plan?

Our evidence includes event sign-in sheets, SAC minutes, Annual Title 1 Survey, and parent participation in the Clay County Portal.

How will the school share the comments it receives from parents/families?

We will share the comments through individual conferences with concerned parents and at faculty and SAC meetings.

How will the plan be made available to the community?

Our plan will be shared on the RVE website, linked on the RVE Facebook, provided in the parent portal, and distributed to SAC members. Copies are available in the front office.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement 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 [Section 1118(e)(4)].

| Program | Coordination |
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| Title II Funds | Available for professional development |
| Title III | ESOL services are available for qualified students |

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| IDEA | ESE services are available for qualified students. |
| The MTSS/ITF | This process is continual throughout the year to ensure students receive needed interventions. |
| IEPs and 504s | IEPs are developed for qualified students to ensure needs are met. 504s are developed for qualified students to ensure needs are met. |
| Kindergarten pre-screening | Students are assessed during the summer to ensure a successful transition to kindergarten through developmentally appropriate activities |
| 21st Century | 3-6 grade students are offered the opportunity to participate in after-school activities ranging from karate to robotics - possible end date 1 October 2019 |

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].

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| Date and time of Title I Annual Parent Meeting | October 14, 2019 @ 5:30 p.m. |
| Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.) | Parents are notified via invitation in Tuesday folders, Facebook post, school sign, and the RVE website. Materials utilized include the Title 1 Google Slide Presentation, distribution of the Title 1 Right to Know Newsletter, and discussion of the Title 1 Compact. |
| Describe how your meeting will communicate information regarding: -The Title I Program (Benefits and how it affects your school) -Parents Right to Know -Qualifications of Teachers or Paraprofessionals -Notification of Teacher(s) who are out for more than 4 consecutive | Principal will present Title I Slide Presentation to parents and families. Suggestions and feedback are solicited via feedback forms at every parent involvement activity. Parents are given a copy of the Right to Know at Open House and when they register. Parents of students whose teacher is out for more than 4 consecutive weeks are provided with a letter from the principal explaining the qualifications of the substitute. |

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| weeks -Ways Families Can Offer Suggestions/Feedback | Parents are notified via newsletter and webpage that they can view the qualifications of teachers and paraprofessionals by appointment. |
| How did you determine the effectiveness of the Title I Annual Parent Meeting? | Parents are encouraged to fill out the feedback forms at the conclusion of the Annual Meeting. |

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend. | Parent and Family activities are offered in the morning, evening, and during the school day. Some special activities are offered over the weekend. This helps accommodate religious and work schedules. |
| Describe what child care, home visits, transportation and/or varied language services are provided by your school. | We provide written material in student's home language, transportation for our special needs students, and home visits via school social worker for special circumstances. |
| Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. | Conflicting work schedules, lack of transportation, language differences, and significant weather. |
| Barriers: What steps will the school take to overcome these barriers? | Social worker can provide transportation to events. Parents can participate in conferences/meeting via telephone. Reports, student achievement data, and information can be shared in the parent's home language. |
| Evaluations: How will you obtain feedback regarding parent and family engagement activities? | Parents are encouraged to complete a feedback form at the conclusion of all activities. |
| Accessibility: Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with | All parents and families are invited to activities, which are offered at various times on various days. Invitations, forms, and reports are offered in the student's home language. Interpreters are offered during meetings upon request. All classrooms and common |

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| 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)]. | areas are handicapped accessible. |
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Building Capacity of Parents

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

| Parent and Family Engagement Event/Topic | Impact of Academic Achievement | Timeline of Event (Tentative Date/Time) | Evaluation Method |
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| Transition Activities (Kdg., Headstart, Pre-K) Staggered Start | Increases parental awareness of kindergarten registration and smoother academic transition. | August 2019 | Parent/family feedback, student behavior and K registrations |
| Kindergarten Round Up | Smoother transition and increased parent knowledge of academic expectations. | May 2020 | Parent/family feedback |
| Daddy/Daughter Literacy | Literacy Development Literacy-based stations will be set up during the event for families to work on together. | February 2020 | Parent/family feedback |
| Open House | Increased parent/teacher communication Information shared about school and | August 2019 | Sign in sheets |

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| | classroom expectations | | |
| Annual Parent Meeting | Educate parents on what Title I means | October 2019 | Sign in sheets, feedback |
| Grade Level / Teacher Specific Events | Literacy, Math, Science development Increased parent/teacher communication | Ongoing | Sign In Sheets, Feedback |
| Unplugged Night | Literacy and Math Development - Parent Involvement Families will work together to complete various literacy and math based activities | Spring 2020 | Sign In Sheets, Feedback |
| Boohoo and Yahoo Breakfast | Increased parent/teacher communication. Literacy and Math Development Parents presented with information on what their child will be learning and ways they can help at home. | August 2019 | Sign In Sheet |
| "Turkey Trot" to Understand the Math Common Core Standards | Math Development - Parent Involvement Parents will be presented with information on how to read the common core standards, key shifts in mathematics, and how a standard builds through the grade levels. Parents will have a Make and Take activity that will help them work on math skills at home. | November 2019 | Sign In Sheet, Feedback |
| Winter Literacy Night | Literacy Development Parents will be presented with | December 2019 | Sign In Sheet, Feedback |

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| | information regarding ELA standards and information related to reading at home with their children. Parents will leave with a make and take activity for reading support at home. | | |
| Minute to Win it | Science -Technology - Engineering -Art - Math Development | April 2020 | Parent/family feedback / Sign In Sheets |
| Dads Take Your Child to School Day | Literacy development Families will work together to write in response to the prompt, "How Can You Sprinkle Kindness?" Families will be provided with conversation starters and ways to discuss kindness at home. | September 2019 | RSVP's, attendance, and return of take home activity |
| Veteran's Day Awareness | Literacy Development Students and families will participate in a guided reading of the story "America's White Table" Pride/appreciation for military members and families | November 2019 | Sign In Sheets / Feedback Forms |
| Purple Up | Military child and family appreciation | February 2020 | Sign in sheet |
| Technology, Parent Portal Registration Opportunities Facebook Page | Included in every parent event. Increases parent/teacher communication for academics Informs parents of upcoming events, share pictures of students engaged in learning activities, recommend activities to do at home, provide information on how parents can help their child at home. | Ongoing | Parent Portal Percentage Likes, interactions, and comments left by parents |

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| Tuesday Folders | Communication tool to keep parents informed about child's academic progress, upcoming events, activities, and school-wide programs. | | Written communications, return of RSVP's, etc. |
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Building Capacity of Teachers

Describe the professional development activities the school will provide to educate 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)].

| Title | Purpose? | Training Format (Workshop, book study...) Presenter? | Intended Audience | Timeline |
|-------------------------------------|--|--|----------------------|--------------|
| Building Relationships with Parents | <ul style="list-style-type: none"> How to reach out, communicate with parent/families The value of contributions of parents/families | Presentation based on school needs | Faculty/Staff at RVE | October 2019 |

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 schoolwide 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)].

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| How do you notify each family, in a timely manner when their child has been assigned or taught for four or more consecutive weeks by a teacher out of field? | Letter from principal to parents |
| Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations. | Parent portal, conferences, IEP meetings, information sent home, Title 1 Annual Meeting, Open House, parent events, Tuesday folders. |
| Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment. | FSA results sent home, Facebook & website notification that results are ready |
| How do you ensure that your school holds parent-teacher conferences, at least annually, of which the compact is discussed as it relates to student achievement? | Signed compact forms |

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement 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)].

All parents and families are invited to activities, which are offered at various times on various days. Invitations, forms, and reports are offered in the student's home language. Interpreters are offered during meetings. All rooms and buildings are handicapped accessible.

Evaluation of Previous Year's Parental Involvement Plan

| Parent and Family Engagement Activity | Number of Participants | Anticipated Impact | Effectiveness |
|---------------------------------------|------------------------|--|------------------------------------|
| Staff Training | 65 | Better family involvement/volunteer involvement | + higher number of volunteer hours |
| Open House/Title 1 Meeting | 400 | Knowledge of expectations, curriculum, teacher, etc. | + all positive feedback forms |

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| Mommy/Son Minute to Win it | 160 | Social/emotional and STEAM activities | + increased learning and will include all family members |
| Most Magnificent Thing STEAM | 175 | STEAM Family learning | + creative collaborative learning |
| Dads Take Your Child to School | 250 | Increased parent involvement | + opportunity to increase academic and social emotional learning - will include next year |
| PAC/DAC | 3 | Title 1 involvement, idea sharing | + Parents love the take-aways |
| Trunk or Treat | 350 | Increased literacy | - No longer a Title I Event |
| Veteran's Day Celebration | 35 | Celebrating military members and families | + Large school-wide involvement and participation |
| 6th Grade Science Fair Frenzy | 0 | Parent's learning expectations of science fair | - cancel low attendance/interest will not continue |
| Purple Up | 40 | Celebrating Military families and children | + All positive feedback |
| Publix Family Math Night | 15 | Math knowledge | -low interest - will not repeat |
| Daddy Daughter Dance | 175 | Social/emotional | + opportunity to include academic interactions as well as social emotional learning - will include |