

Parent and Family Engagement Plan for the 2024-2025 School Year

School Name: Rymfire Elementary School

I, Travis Lee, (principal), do hereby certify that all facts, figures, and representations made in this Title I Parent and Family Engagement Plan 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 local, 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.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies Assurances

Assurance 1: Cross Coordination: The school assures that it will coordinate and integrate services provided under Title I with other educational services at the individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(c)(4)]

Assurance 2: Certification: The school assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112(c)(6)]

Assurance 3: Parents Right-To-Know: The school assures parents are notified appropriately according to the "Parents' Right-To-Know" provision. [Section 1112(e)(1)(A-B)]

Assurance 4: Collaboration: The school assures that its plan was developed with timely and meaningful consultation with teachers, the principal, other school leaders, paraprofessionals, specialized instructional support personnel, administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)]

Assurance 5: Parent Consultation: The school assures that in order to receive parent and family engagement funds under section 1116 the school will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)]

Assurance 6: School Parent and Family Engagement Plan: The school assures that the following requirements outlined in section 1116(b)(1)-(3) are met: (1) School served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116(c)-(f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the school community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement plan that applies to all parents and family members; and (3) If the plan under section 1112 is not satisfactory to the parents of participating children, the school shall submit any parent comments with such plan for when LEA submits its plan to the state. [Section 1116(b)]

Assurance 7: Plan Involvement: The school assures that it shall meet the following requirements outlined in section 1116(c)(1)-(5): (1) 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; (2) 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; (3) 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 plan and the joint development of the schoolwide plan under section 1114(b), except that if a school has in place a process for involving

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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; (4) 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; and (5) if the schoolwide plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [Section 1116(c)]

Assurance 8: Shared Responsibilities for Student Achievement: The school assures that the following requirements outlined in section 1116(d)(1)-(2) are met: as a component of the school-level parent and family engagement plan developed under subsection the school served under this part shall 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 how the school and parents will build and develop a partnership to help children achieve 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. [Section 1116(d)]

Assurance 9: Building Capacity for Involvement: To assure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1)-(5) and (14). [Section 1116(e)]

Assurance 10: Accessibility: In carrying out the parent and family engagement requirements under Title I, to the extent practicable, 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 in a language such parents understand. [Section 1116(f)]

Assurance 11: Supplement, Not Supplant Methodology: The school assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements in its Title I expenditures.

Assurance 12: Schoolwide Programs: The school will ensure that as it's operating a Schoolwide Programs under Title I, Part A, it will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per section 1114(b).

Signature of Principal: _____ **Date:** _____

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Describe the school's plan to create their PFEP jointly with parents and family members and where parents can access this plan during the school year.

Our leadership team drafts a 24-25 PFEP and presents it to parents and family members during a School Advisory Council (SAC) meeting in April 2024. At this time, parents and families members collaborate with school staff to revise the drafted plan to ensure our students' families' needs and concerns are addressed. Our 24-25 PFEP is shared with families in our weekly family email at least 2x a year; however, our families have consistent access to it on our website.

Describe the school's plan to provide its PFEP in a language and format all parents can understand.

Our PFEP is translated in our top 3 languages other than English. These are also published on our website. Our goal is to provide an option for families to request a translation not immediately offered on our website. We want this process to be easy and accessible to all our families.

Describe the school's plan to include parents and families in the joint development of the required Title I Compact.

During our 23-24 April or May School Advisory Council (SAC) meeting, our parents and families will collaborate with school staff on revising our current Title One Compact for our 24-25 school year. We will also seek feedback from families in our weekly family email through a [Google Form Survey](#). Our families and staff received the survey on Sunday, April 28th through our weekly staff and family informational email. Our feedback results are [HERE](#).

Describe the school's plan to educate its staff on the importance of parent and family engagement.

RES's 24-25 school plan to educate staff on the importance of parent and family engagement:

- Share research and evidence-based practices during professional learning and/or staff meetings.
- Share strategies on collaborating with families with staff during professional learning and/or staff meetings.
- Share quick tips on engaging our families in our weekly emails with staff.

Describe the school's plan of how it intends to build the capacity of their families to better support their student's academics at home and to understand the importance of family engagement.

RES's 24-25 school plan to build the capacity of our families to better support our student's academics at home and to understand the importance of family engagement:

- Share research and evidence-based practices during Open House.
- Share research and evidence-based practices during annual parent-teacher conferences.
- Share research and evidence-based practices during any meeting where parents collaborate with staff on building their child's academic, social-emotional, and/or independent functioning needs.
- Share resources in educating our families on the importance of academics and simple practices families can do at home to support their child(ren)'s growth at our front desk, in our guidance office, and all meeting spaces where families meet to collaborate on their child(ren)'s growth and needs.
- Center this purpose in all our PFEP events for families, regardless of the academic topic.
- Share resources and actionable steps for families in our weekly family email.

Describe the school's plan for their required Annual Title I Parent Meeting.

RES will present our required Annual Title 1 Parent Meeting before or after a School Advisory Council (SAC) Meeting and before or after a Parent-Teacher Organization (PTO). It will take place before October first. Our presentation slides will be posted on our website for families and community members. We collaborate with SAC and PTO, so our families can choose to attend in the morning with our SAC or in the evening with our PTO.

Describe how and when the school intends to notify parents of their Right-to-Know.

RES intends to notify parents of their Right-to-Know within the first weeks of our 24-25 school year via our weekly family email, our Facebook page, and our website. We will provide digital access and provide parents an option to request a hard copy. Furthermore, parents are notified in writing if their student has been taught 4 or more consecutive weeks by a teacher without applicable state certification or licensure requirements for the grade level or subject area of the assigned teacher.

Describe how the school plans to coordinate with other federal, state and local programs to further help support families in their child's academic journey.

RES plans to coordinate with other federal, state and local programs to further help support families in their child's academic journey:

- RES partners with district staff to assist our coordination with other federal, state, and local programs.
- Our staff collaborates with the Flagler County Education Foundation to bring community support to our students' academic growth. For instance, the Flagler County Education Foundation partnered with our health

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teacher to bring medical career awareness connected to Florida Health standards for our 4th and 5th graders. They also partnered with our Junior Garden Club to sponsor a table and umbrella for students to learn about butterfly habitats and our Florida ecosystem.

- Our staff also collaborates and invites community partners to a few of our PFEP family events.
- Our staff also collaborates with VPK and Head Start to assist families in their transition to kindergarten.
- In order to support our ELL students and families, we partner with Echo Ed and Transact Translation Services to eliminate communication barriers and foster positive relationships with our families.

Describe how the school plans to get input and feedback from their families as to decisions about how Title I funds are reserved and allotted for parental involvement activities.

During our April and/or May School Advisory (SAC) Meetings, RES collaborates with families to review our 23-24 PFEP plan and review our proposed 24-25 PFEP plan. Families and all stakeholders are encouraged to comment and propose revisions, additional ideas, and any other considerations. In addition to these SAC meetings, our families will be provided times during the 24-25 school year to propose any other changes, additions, or revisions. Our school staff will make every effort to include all reasonable suggestions in our plan.

Describe how the school plans to provide opportunities for informed participation of parents with limited English proficiency, disabilities or migratory children.

RES's English Language Learner Resource Teacher provides translated documents for our families with limited English proficiency. We also utilize Echo Ed and Transact translation services to eliminate language barriers. Our MTSS school coordinator and our staffing specialist support the needs of parents with disabilities by offering available accessibility resources and accommodations. These staff members also collaborate with district staff and guidance counselors to support the needs of these families.

Describe how the school will find out what meeting and event times best meet the needs of their families and what the plan will be to meet these times. Planning should include flexible meetings being offered to accommodate parents such as:

- a.m. meetings/events
- p.m. meetings/events
- Mixture of a.m. and p.m. meetings/events
- Other (virtual, on-demand, etc.)

RES surveys parents in attendance at School Advisory Council (SAC) and Parent-Teacher Organizations (PTO) meetings. RES also surveys parents in at least one family email during the school-year.

Describe how the school will identify its top 3 barriers to family engagement and what efforts are planned to overcome these barriers.

RES used our 23-24 Title One Family survey results to identify our top 3 barriers to family engagement.

List top 3 barriers:	Steps or strategies that will be implemented to reduce the barrier:
1. Time of Events, i.e. Evening Events	Based on our 23-24 Title One Family survey results, our parents prefer evening events; however, all of our events are already evening events, except our School Advisory Council (SAC). We currently host most of our events on Thursday evening. Since many students participate in outside clubs and/or sports, we need to diversify the day of our events to offer other options for families to attend.
2. Childcare	RES will partner with our local high schools. Because many of our high school students need volunteer hours, we will request qualified students to supervise children at events that are parent focused, i.e. do not offer activities for children.
3. Earlier Notice of Events	RES currently shares our events at least 2 weeks prior to the event via weekly family emails and Facebook. In order to overcome this barrier, we plan on advertising this event at least one month prior to the event in our weekly family emails and on Facebook.

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An annual evaluation of the effectiveness of the parent and family engagement policy/plan and activities is to be completed for participating schools, to ensure effectiveness. (Some of the evaluation information may not be available until the end of the school year).

2023-2024 Parent and Family Engagement Event Evaluation:

Total Parent & Family Engagement 1% Required Allocation 23-24	Total Funds Expended	Total Funds Remaining
\$7,045	\$6,400.64	\$644.36

If funds remained at the end of the year, explain why funds weren't fully expended and a plan for expending all PFE funds next school year.

Family Engagement Event Name	Date Event Occurred	Number in Attendance	Evidence Examined for Effectiveness	Was there a measurable impact on student achievement?
Targeted Family Support	3/7/24	160	Referral data	After our event, 55 referrals were processed in March compared to 115 referrals in February.
Hands-on Science Night	11/7/23	150	Science Summatives	Based on our 4th and 5th grade Science summatives, our students' average score is 72% with an outlier score of 62%.
Literacy Night	1/25/24	144	Benchmark Summatives	Since our Literacy Night, our average discrepancy between Flagler County School's average English Language Arts (ELA) summative decreased from a 10 pt discrepancy to a 5 pt discrepancy in 5th grade. Our 4th grade data remained steady, i.e, RES is either plus or minus a point when compared to our district average. Our 5th grade summative scores also remained steady except for a 6 point negative discrepancy on our last tested summative, Unit 6.

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Math Game Night	10/5/24	150	Math Summatives	Comparing our progress in Math for grades 3rd - 5th, our students increased 9 percentage points from PM1 to PM2 compared to a 5 point increase in the 22-23 school year.
English Language Learners (ELL) Night	12/7/23	204	Comparing AP1 and AP2 on our i-Ready diagnostic assessments	48% of our ELL learners improved their grade level placement from AP1 to AP2 on our i-ready diagnostics.
Multicultural Night	4/4/24		N/A	Due to time constraints, we do not have data to measure its student impact.
Translators for PFEP Nights	Week of March 5th	20	Comparing AP1 and AP2 on our i-Ready diagnostic assessments	48% of our ELL learners improved their grade level placement from AP1 to AP2 on our i-Ready diagnostics.

23-24 Parent Events Not Completed	Reason
N/A	All events were completed.

Considering your academic data, barriers to family engagement, successful events and events that need improvement, describe your schools overarching goals for the 2024-2025 school year that will be represented in the parent and family engagement events you are planning to have.
Our school-wide goal remains on increasing our literacy achievement while maintaining our math achievement and growth. We will attain these goals through standards-aligned instruction, increasing our students' standards-aligned writing skills, and maintain our focus on Number Talks and other math practices focused on building students' number sense and algebraic thinking skills.

2024-2025 Planned Parent & Family Engagement Events

Event Name	Proposed Date	Evidence to Measure Effectiveness	Person Responsible for this Event
Targeted Family Support	2/2025	Compare K-5 referral data one month prior to the event and one month after the event to determine impact.	Behavior Interventionist, Hailey Gurley
Hands-on Science Night	11/2024	Compare average 5th grade Science Summative scores before the event and then after the event.	Math/Science Coach

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Literacy Night	10/2024	Compare our FAST 3rd - 5th results PM1 to PM 2 to determine impact	Literacy Coach
Math Game Night	1/2025	Compare our average Math summative scores for grades K-5 before and after our event to determine impact.	Math/Science Coach
English Language Learners (ELL) Night	12/2024	Compare our average K-5 ELA summative scores before and after the event to determine impact.	English Learners Resource Teacher
Multicultural Night	4/2025	Compare our 3rd - 5th FAST ELA PM1 and PM2 results.	English Learners Resource Teacher
Translators for PFEP Nights	During all events including parent-teacher conferences (if funds are available)	Data from each event listed above will be used to determine the paraprofessionals impact on the event.	English Learners Resource Teacher

Event Name	Level of Evidence (Strong, Moderate, Promising or Demonstrates a Rationale)	Evidence Link or Study	How this event will impact your school's goal(s)
Targeted Family Support			
Hands-on Science Night			
Literacy Night			
Math Game Night			
English Language Learners (ELL) Night			
Multicultural Night			

Proposed mid-year review date with SAC members:	Proposed end-of-year review date with SAC members:	Person responsible for PFEP reviews:	Actual date of mid-year review:	Actual date of end-of-year review date:
January 2025	April or May 2025	Curriculum Assistant Principal		

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Event Name	Level of Evidence (Strong, Moderate, Promising or Demonstrates a Rationale)	Evidence Link or Study	How this event strategy will impact your school's goal(s)