

A decorative graphic on the left side of the page consists of overlapping geometric shapes. A large blue shape, resembling a wide arrow pointing right, is the most prominent. It overlaps a red shape that is also pointing right but is positioned lower and to the left. A yellow shape is at the bottom left, partially overlapping the red and blue shapes. The overall effect is a sense of movement and direction.

2025-2026

**Parent and Family
Engagement Plan**

School: Rymfire Elementary School

Principal: Travis Lee

INSTRUCTIONS

Complete the following sections of the Parent & Family Engagement Plan (PFEP). To be considered *complete* each section needs to have all the components included in language that is easily understandable to families.

- Assurances
 - Original Signature
 - Uploaded to Crate
- Needs Assessment and Evaluation using 2024-2025 data
- Evaluation of 2024-2025 PFEP
- Barriers
- Family Engagement Assessment Focus
- Involvement of Families and Stakeholders
- Flexible Parent Meetings
- Required Annual Parent Meeting and Communication
- Building Capacity of Families through Parent and Family Events
- Building Staff Capacity for Parent and Family Engagement
- Communication
- Access to Informed Participation
- Coordination with Other Programs
- 2025-2026 PFEP Team
- A summary one-page compilation of the highlights of this PFEP will be created by the school. This one-page document will be translated into Spanish (and other languages, as necessary and feasible)
- Dissemination of PFEP (or PFEP one-page summary) to Parents/Families
- Dissemination of School/Family/Student Compacts to Parents/Families

Key Components to Consider When Building Successful Family Engagement Opportunities

Effective parent and family engagement is crucial for student success. It's not just about occasional meetings; it's about building strong, ongoing partnerships and helping to empower families. Here's a breakdown of key components to consider when creating meaningful family engagement:

- **Relational:**
 - This emphasizes building trust and positive connections between educators and families creating a foundation for collaboration.
 - It involves:
 - Active listening.
 - Creating a welcoming and inclusive environment. Welcoming families by name.
 - Frequent and positive communication.
- **Linked to Learning:**
 - Engagement should be directly connected to student learning goals.
 - This includes:
 - Sharing information about curriculum and student progress.
 - Providing families with tools and strategies to support learning at home.
 - Involving families in learning activities.
 - Assessing the impact of the family engagement event by asking participating families if the tools and strategies have improved their ability to support learning at home.
- **Asset-Based:**
 - This approach focuses on recognizing and valuing the strengths and resources that families bring.
 - It involves:
 - Acknowledging families' knowledge and experiences.
 - Building on existing family strengths - meeting families where they are.
 - Viewing families as partners, not just recipients of information.
 - An asset-based approach empowers families and increases their engagement.
- **Culturally Responsive and Respectful:**
 - Engagement strategies should be tailored to the cultural backgrounds and needs of families.
 - This includes:
 - Providing communication in families' preferred languages as well as in English, when feasible.
 - Cultural responsiveness builds trust and ensures that all families feel welcome and valued.
- **Collaborative:**
 - True engagement involves shared responsibility and decision-making thus creating a sense of ownership.
 - This includes:
 - Creating opportunities for families to provide input and feedback.
 - Working together to develop goals and strategies.
- **Interactive:**
 - Engagement should be a two-way street, with ongoing communication and interaction.
 - This includes:
 - Providing opportunities for families to ask questions and share concerns.
 - Creating interactive events and activities, such as activities where families test out and practice new skills, knowledge, and tools.

ASSURANCES

This page will require an original signature and submission to the District. Print this page, sign, and upload to Crate.

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 school or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and 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, principals, other school leaders, paraprofessionals, specialized instructional support personnel, other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].

Assurance 5: Coordination of Programs: As appropriate, the school assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [Section 1112(a)(1)(B)].

Assurance 6: Parent Consultation: The school assures that in order to receive parent and family engagement funds under section 1116 the agency 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 7: School Parent and Family Engagement Policy: The school assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each 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 policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 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; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [Section 1116(b)].

Assurance 8: Policy 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 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; (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 program 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 9: 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 policy developed under subsection (b), each 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 10: 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, and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].

Assurance 11: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs, and 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, in a language such parents understand. [Section 1116(f)].

Assurance 12: Supplement, Not Supplant Methodology: The school assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [Section 1118(b)(1-2)].

Assurance 13: English Language Learners (ELLs) Notification Requirements: The school assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the school shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].

Assurance 14: Schoolwide Programs: The school will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

Signature of Principal: _____

Date: _____

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement Plan. When meeting with parents, families and stakeholders, data from the needs assessment provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. Therefore, decisions are not arbitrary but data-driven, purposeful and with parental input.

PREVIOUS YEAR FINANCIAL AND PROGRAMMATIC OUTCOMES

Fiscal overview from the Previous Fiscal Year (*this section is not required for new Title I schools*)

Total Parent and Family Required 1% Allocation for the 2024-2025 School Year	Actual Total Funds Expended	Total Funds Remaining
\$4,824.00	\$8,004.50	\$0
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year.	N/A	

EVALUATION OF THE PARENT AND FAMILY EVENTS THAT OCCURED IN THE 2024-2025 SCHOOL YEAR

Complete an annual evaluation of the effectiveness of the parent and family engagement plan to ensure effectiveness. (Some of the evaluation information may not be available until the end of the school year).	<i>The table below outlines the events conducted in the 2024-2025 school year.</i>		
	Name of Parent and Family Engagement Activity/Event	Describe the evidence used to measure the effectiveness of the event and explain if this event yielded the anticipated outcome.	If this event will be repeated next year, describe any changes expected to be made to the event, based on this evaluation?
	Targeted Family Support Nights (Academic and Behavior Focus for our FIT, Foster families and students in our Early Warning Systems)	PBIS Family Engagement Night A review of the discipline data from September to February indicates a decrease in student referrals, suggesting that the PBIS Family Engagement Night positively influenced student behavior during this period. However, an increase in referrals was observed in March.	The PBIS Team plans to create reward systems that recognize and reward positive behaviors (expand the usage of track tickets in 4th and 5th grades). Invite parents to attend workshops that educate them on the PBIS framework. Provide parents with resources and

		<p>Discipline Data:September- February</p> <p>23-24 Total Referrals 487</p> <p>24-25 Total Referrals 377</p>	<p>strategies to reinforce positive behaviors at home.</p> <p>Empower teachers to collaborate and share strategies for managing classroom behaviors.</p>
	Hands-on Science Night (K-5 Science Standards)	<p>Based on the 24-25 5th grade Science state assessment, 53% of our 5th graders are proficient in Science standards compared to only 49% in 23-24. This event yielded the expected outcome.</p>	<p>No revisions expected for the 25-26 school year.</p>
	Literacy Night (K-5 standards)	<p>24-25 ELA FAST PM3 results:</p> <p>3rd: State: 57 District: 64 School: 60</p> <p>4th: State: 56 District: 57 School: 64</p> <p>5th: State: 56 District: 57 School: 50</p> <p>Overall, our 3rd grade ELA school achievement score increased 6% and our 4th grade ELA school achievement score increased 13%. Our 5th grade school remained 50% achievement.</p>	<p>RES plans to kick-off grade level homework competitions the day of our Literacy Night; therefore, families in attendance will be introduced to the competition, its criteria, and purpose to drive literacy achievement.</p>
	Math Night (K-5 standards)	<p>24 -25 Math FAST PM3 results:</p> <p>3rd: State: 63 District: 70 School: 66</p> <p>4th: State: 62 District: 65 School: 72</p> <p>5th: State: 57 District: 60</p>	<p>No revisions expected for the 25-26 school year.</p>

		School: 59 Overall, 3rd & 4th increased their math achievement scores by 6% while 5th grade increased their achievement scores by 8%.	
	ELL Night (Holidays Around the World) (K-5 standards)	24-25 ELA FAST PM3 results: 3rd: State: 57 District: 64 School: 60 4th: State: 57 District: 57 School: 64 5th: State: 56 District: 57 School: 49 Overall, our 3rd grade ELA school achievement score increased 6% and our 4th grade ELA school achievement score increased 13%. Our 5th grade school remained 50% achievement.	No revisions expected for the 25-26 school year.
	Multicultural Night (K-5 standards)	Due to time constraints, we do not have data to measure its student impact.	No revisions expected for the 25-26 school year.
	Kindergarten Round up	Because incoming kindergarten students were evaluated and placed in classes prior to the first day of school, our kinder classes were more balanced which helped teachers assist varying needs with limited behavior and academic strains.	No revisions expected for the 25-26 school year.

BARRIERS

Describe the barriers that hindered participation of parents during the previous school year.

Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families in the following subgroups: economically disadvantaged, disabled, limited English proficiency, limited literacy.

Response:

The school identified the following barriers to family engagement during the 24-25 school year:

Barrier	Steps to Overcoming Barrier	Persons Responsible
Time of Events, i.e. Evening Events	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.	Jamie Scala
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.	Jamie Scala
Earlier Notice of Events	RES currently shares our events at least two 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.	Jamie Scala

FAMILY ENGAGEMENT ASSESSMENT FOCUS

Based on the results of your Family Engagement Assessment Survey, identify and prioritize up to three specific areas for improvement in the 2025-2026 school year. Focus on the following areas and how you will incorporate these into your family engagement events:

1. **Welcoming:** Enhance the school’s environment to make all families feel included and valued.
2. **Communication:** Improve the effectiveness and clarity of communication between the school and families (the “how” you are

communicating).

3. **Information:** Ensure families have easy access to relevant information regarding school activities and resources (the “what” you are communicating).
4. **Empowerment:** Foster a sense of agency among families to participate actively in their child’s education.

TOPIC:			
Area of Improvement: Welcoming			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Add welcoming signs in all languages spoken by the families on our school entrance.	Abra Seay and Jawanda Dove	August 2025	Comparison of survey results, 24/25 compared to 25/26
TOPIC:			
Area of Improvement: Communication			
Proposed ACTIONS and/or ACTIVITIES	Person(s) Responsible	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>
Training on translation services for how we communicate with families verbally and in writing.	Jessica Gonzalez	July 25, 2025	Comparison of survey results, 24/25 compared to 25/26
TOPIC:			
Area of Improvement:			
Proposed ACTIONS and/or ACTIVITIES	Person(s)	Proposed Timeline	Measure of Effectiveness <i>(parent surveys, survey comparisons, participation measures, feedback forms, etc.)</i>

	Responsible		
Provide access to translated documents and information to families including our weekly email and QR code documents posted in our front office.	Admin, Front Office Staff Scala handbook. Lee QR Codes, Seay dress code and office staff	July 25, 2025	Comparison of survey results, 24/25 compared to 25/26

INVOLVEMENT OF FAMILIES AND STAKEHOLDERS

Families and stakeholders shall be involved in ongoing and timely input regarding the planning, review and improvement of Title I program, including involvement in decision-making of how funds for Title I will be used.

<p>How will the school involve the parents and families in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]?</p> <p>*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</p>	<p><i>Evidence to support can be meeting notes from School Advisory Council (SAC) meetings, Parent Teacher Organization (PTO) meetings or other family meetings; emails sent to and received from parents/guardians. Remember to include dates, agenda, detailed meeting minutes, sign-in sheets including the role of participants, and evidence for the documentation in Crate.</i></p> <p>Response: RES will involve parents and families in the planning, review and improvement of Title 1 programs in multiple methods. Our School Advisory Council (SAC) and Parent Teacher Organization (PTO) will collaborate with our PFEP team providing us space and time to review our Title 1 programs with families. RES will advertise through Remind, our weekly family communication email, and Facebook. Our PFEP team will present the purpose of Title 1 and our tentative school-wide implementation plan. During these meetings, parent feedback is solicited to improve our practices. Due to differing meeting times, our families have a morning and evening option to choose. This helps families choose a time that best fits their schedule. Our Parent and Family Engagement events also solicit feedback through surveys. This practice provides parents additional options to share continuous feedback.</p>
--	---

with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)]

FLEXIBLE PARENT MEETINGS

How will the school offer a flexible number of meetings, such as meetings in the morning or evening, virtual options, and/or on-demand recordings?

Response:

We offer SAC meetings in the morning and PTO meetings in the afternoon. Virtual meetings are offered when appropriate, such as meetings with families including, but not limited to Multi-Tiered System of Supports (MTSS), Individual Education Plan (IEP), 504s, and parent-teacher conferences.

REQUIRED ANNUAL PARENT MEETING and COMMUNICATION

The school will provide timely information about the Title I program. The Annual Parent Meeting is required and must be a separate meeting with an invitation, its own agenda, meeting notes, and its own sign-in sheet indicating the roles of those in attendance.

Describe how the school will conduct the annual meeting to inform parents and families of participating children about the school's Title I program, curriculum, academic assessments and state standards. [ESEA Section 1116].

Include location, flexible time, and proposed schedule of required Title I annual parent meeting to be held during the first quarter of the school year.

Response: RES will collaborate with our School Advisory Council (SAC) and Parent Teacher Organization (PTO) to offer two options for families, morning and evening. These meetings will be located in our media center. Our SAC begins at 8:00 a.m. and PTO at 5:30 p.m. Specific dates will be determined once those groups convene in 25 -26.

RES will conduct its Annual Title I Parent Meeting during the September SAC meeting to ensure high parent participation. During this meeting, families will receive a clear and comprehensive overview of the school's Title I program, including how it supports student achievement and family engagement. The presentation will explain how Title I funding is used to enhance instructional programs, provide academic interventions, and support student learning outcomes.

To ensure parents are fully informed, the meeting will include an overview of the curriculum used in core subject areas, a review of state academic standards, and an explanation of the assessments students take throughout the year—such as the FAST progress monitoring tools and i-Ready diagnostics. We will also address parents' Right to Know under federal law, ensuring they understand their rights related to teacher qualifications and student support services.

The School Improvement Plan (SIP) and the Parent-School Compact will be shared, highlighting how the school, families, and students work together to meet academic goals. To foster two-way communication, families will have the opportunity to ask questions and provide feedback. A digital survey will be available via QR code at the conclusion of the meeting to collect input and help guide future planning. The session will be offered in a welcoming and family-friendly format to ensure all families can participate and stay informed.

BUILDING CAPACITY OF FAMILIES THROUGH PARENT AND FAMILY EVENTS IN THE 2025-2026 YEAR

The school will implement activities that build the capacity of families to foster meaningful partnerships and enhance skills and knowledge while boosting confidence, all aimed at supporting student success. In planning, the school will consider academic data, barriers to family participation, and stakeholder input.

<p>How will the school implement activities to:</p> <ul style="list-style-type: none"> ● build capacity for meaningful parent/family engagement? ● foster relationships with the community to improve student achievement? ● support families with students 	<p>Response: <i>The table below outlines the specific capacity-building activities and events.</i></p>			
	<p>Name and Description of Activity/Event and Person Responsible</p>	<p>What will parents learn that will have a measurable, anticipated impact on student achievement?</p>	<p>Proposed Timeline of Event Occuring</p>	<p>What feedback from parents/families will be used to measure effectiveness? <i>(surveys, ticket out the door, feedback data, etc.)</i></p>
	<p>PBIS Night (Academic and Behavior focus for our FIT, foster families, and students in our EWS).</p>	<p>How to effectively respond to behaviors, the importance of schedules, examples of schedules and time to create one with their child(ren), mental health supports for the family, examples of healthy</p>	<p>2/2026</p>	<p>Digital / Google form survey and a paper option including a section for comments</p>

transitioning to Kindergarten, Middle school, or High School. [ESEA Section 1116]		habits at home		
	Hands-On Science Night	Grade level standards focused on standards-aligned academic language and activities families can easily recreate at home	11/2025	Digital / Google form survey and a paper option including a section for comments
	Literacy Night (K-5 benchmarks)	Grade level benchmarks; fall, winter, and spring reading benchmarks to help them track their child(ren)'s progress towards reading success; their child(ren)'s current reading data and how they can support them with consistent practices at home.	10/2025	Digital / Google form survey and a paper option including a section for comments
	Math Night (K-5 standards)	Grade level standards; their child(ren)'s current math data and how they can support them with consistent practices at home.	1/2026	Digital / Google form survey and a paper option including a section for comments
	ELL Night (Holidays Around the World) / K-5 standards)	Parents will learn how understanding and celebrating diverse holidays fosters inclusivity and cultural	12/2025	Digital / Google form survey and a paper option including a section for comments

		awareness, which supports student engagement, social-emotional growth, and academic success.		
	Multicultural Night (K-5 standards)	Parents will learn how cultural awareness supports student achievement by promoting empathy, curiosity, and engagement. This helps students connect more deeply to their learning, leading to improved academic outcomes.	4/2026	Digital / Google form survey and a paper option including a section for comments
	Kindergarten Readiness Day	End of year kindergarten academic expectations, both reading and math and how they can help their children's academic success at home with consistent practices.	8/2025	Digital / Google form survey and a paper option including a section for comments

BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

The school will provide professional learning activities to enhance all school staff and faculty skills in forming meaningful partnerships with families and leveraging parent/family talents to support and boost student achievement.

<p>How will professional learning activities build the staff's capacity?</p> <p>Describe the <u>STAFF development activities</u> the school will provide to SUPPORT all school personnel:</p> <ul style="list-style-type: none"> • in the value of contributions of parents and families. • understanding how to work with parents and families as equal partners. • in building ties between parents and families and the school. <p>[ESEA Section 1116]</p>	<p>Response:</p> <p><i>The table below outlines the specific staff capacity-building activities and events.</i></p>			
	Name of person responsible, description of activity/event, and targeted staff identified	What will staff learn that will have a measurable, anticipated impact on parent & family engagement?	Proposed Timeline of PL	Evidence of Effectiveness
	<p>Hailey Gurley and Jawanda Dove will provide teachers with PL during our PL days in Aug. It will consist of building positive relationships and effective communication with parents/guardians</p>	<p>Staff will learn how to build positive relationships and engage in effective communication with parents/guardians</p>	<p>Aug 2025</p>	<p><i>Change in practice; 'I used to think, now I think' form; increase in valuing the contributions of parents and families, and/or relationships with families as evidenced through attendance/surveys, etc.</i></p> <p>Teacher feedback on PL</p>
<p>Travis Lee, Principal & Abra Seay, Assistant Principal will provide professional learning on the importance of parent/family communication during monthly faculty meetings.</p>	<p>Possible ideas to consider include but are not limited to the following:</p> <p>Set communication expectations</p>	<p>The first Wednesday of the month</p>	<p>Teacher feedback on PL & parent feedback surveys specifically addressing our communication system(s)</p>	

		<p>for communication goals (contact parents once a quarter)</p> <p>shift from problem-solving contact to positive or celebratory contact</p> <p>aim for early communication with grade concerns</p> <p>improving timeliness and clarity of communication</p> <p>focus on two-way communication through open-ended questions on newsletters, progress reports, school website, etc.</p> <p>avoid educational jargon or acronyms when meeting or communicating with families</p> <p>sharing data with families -how will data meetings occur -what types of data to share</p> <p>Make sure teachers ensure that ELL parents are aware of translation options available</p> <p>More suggestions for building staff capacity: -Consider having mock parent-teachers conferences</p>		
--	--	---	--	--

		after this PL as an extension of this concept -Mock conversations with how to defuse a hostile phone call -How to deliver difficult news to a parent		

COMMUNICATION

<p>Describe how the school will provide regular, two-way, meaningful communication between family members and school staff, and, as required, in a language that families can understand.</p> <p>Include information about:</p> <ul style="list-style-type: none"> Title I supported programs Curriculum, forms of assessment used to measure student progress and grade level expectations and achievement levels Individual student progress Qualifications of staff (Parents Right To Know) Opportunities to participate, as appropriate, in decisions relating to the education 	<p>Response:</p> <p>RES is committed to maintaining regular, two-way, and meaningful communication between families and school staff to support student success. Examples of this communication include by are not limited to our weekly family phone calls and emails. This includes ensuring all communication is accessible and provided in a language families can understand whenever possible.</p> <p>To share important information—such as Title I supported programs, curriculum details, forms of assessment, grade-level expectations, and individual student progress—RES uses multiple communication channels including weekly family emails, REMIND messages (which support translation), the school website, and printed materials upon request. The Parent and Family Engagement Plan (PFEP) will be posted on the school website and sent via REMIND. It will be made available in other languages upon request and can be translated online using built-in technology tools.</p> <p>Parents will also be informed of their “Right to Know” during the first weeks of the school year through email, REMIND, and website postings. Notifications will also be sent to parents if their child is taught for four or more consecutive weeks by a teacher not certified in the assigned subject or grade level.</p> <p>To ensure families have a voice in decision-making, the school will review the previous year’s Title I budget with parents and gather feedback on future spending priorities through surveys and PTO/SAC meetings. Input will be documented in SAC minutes. Families will also be invited to participate in the development and review of the Schoolwide Improvement Plan and Parent and Family Engagement Plan. RES also schedules school-wide parent conferences two times a year, in October and March. Our ESOL and/or paraprofessionals provide support for parents that need translation services.</p>
--	--

<p>of their child(ren)</p> <ul style="list-style-type: none"> • Opportunities for input in the schoolwide plan • PFEP one-pager (translated, as feasible) <p>[ESEA Section 1116]</p>	
--	--

ACCESS TO INFORMED PARTICIPATION

<p>Describe how the school will provide opportunities for the informed participation of parents with limited English proficiency, students with disabilities or migratory children.</p>	<p>Response: Echo Ed</p>
---	-------------------------------------

COORDINATION WITH OTHER PROGRAMS

<p>Describe how the school will coordinate with other State, Federal or Local Programs to further support parents and families in their student's academic journey.</p>	<p>Response: RES is committed to full inclusion and accessibility for all families, including those with limited English proficiency, disabilities, and those identified as Families in Transition. When feasible, communications are provided in families' native languages using TRANSACT, and interpretation services are offered during meetings and conferences through Echo Ed. Translators will be available at parent events and meetings whenever possible. The school also ensures accommodations and accessible resources are available for individuals with disabilities, creating an inclusive environment that supports the academic, social, and emotional growth of all students.</p>
---	--

2025-2026 PFEP Team

Name	Role (Staff, Parent/Family Member, Community Member etc.)
Travis Lee	Principal
Abra Seay	Assistant Principal
Jamie Scala	Assistant Principal
Jawanda Dove	Dean
Hailey Gurley	Behavior Interventionist

DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Describe how your school PFEP will be shared with families, staff and community. Remember to include strategies for electronic sharing, hard copy sharing, translated copies available for ESOL families, and one-pager availability. Remember, a copy of the PFEP and Title I Compacts should be housed or posted near the front office for visiting parents/families.

Explain your school's process for discussing the Title I Compact with families at elementary conference time or process for disseminating Title I Compacts to middle school families for signatures. Include where signed compacts will be housed by the school, as required.

Response:

RES will share our PFEP with families, staff, and the community in the following ways:

- Families:
 - Weekly Skylert informational email.
 - During a scheduled Parent Teacher Organization (PTO) and School Advisory Council (SAC) meeting.
 - Post a link on our Facebook page 3 times a year.
 - A link to translated documents and/or a link with how families can customize translation will also be added.
 - Post a link on our website, www.resroadrunners.com
 - A link to translated documents and/or a link with how families can customize translation will also be added.
 - Hard copies will be available upon request. This will be explicitly stated and shared with families on the methods described above.
- Staff:
 - During our September faculty meeting.
 - During a scheduled Parent Teacher Organization (PTO) and School Advisory Council (SAC) meeting.
 - Post a link on our Facebook page 3 times a year.
 - A link to translated documents and/or a link with how families can customize translation will also be added.
 - Post a link on our website, www.resroadrunners.com
 - A link to translated documents and/or a link with how families can customize translation will also be added.
 - Hard copies will be available upon request. This will be explicitly stated and shared with families on the methods described above.
- Community:
 - During a scheduled Parent Teacher Organization (PTO) and School Advisory Council (SAC) meeting.
 - Post a link on our Facebook page 3 times a year.
 - A link to translated documents and/or a link with how families can customize translation will also be added.
 - Post a link on our website, www.resroadrunners.com
 - A link to translated documents and/or a link with how families can customize translation will also be added.
 - Hard copies will be available upon request. This will be explicitly stated and shared with families on the methods described above.

RES's instructional staff will review our School-based Title One Compacts with families during Meet the Teacher on August 15th and our school-wide parent-teacher conferences on September 11, 2025.