

## Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The annual Title 1 parent meeting is held in the fall during the school day and in the evening after school hours. An overview of Title 1 and future parent involvement opportunities are presented.

2a. Describe how there will be a flexible number and format of parent meetings offered, 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.

The CIP plan is presented to the PAC committee, which is open to all parents, at the first fall meeting. The principal reviews the plan, explains how goals were developed, discusses the importance of parental involvement in the educational process and seeks parental input in the plan.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Parents may give suggestions for future workshops and resources needed. Workshops/meetings such as Reading Night and Math Night provide opportunities for parents to receive information. At each event, parents are given surveys to complete and the results from the surveys are used to guide future program planning. Parents give input and make decisions through meetings and surveys.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Funds are used to provide parent workshops and materials to assist parents to academically support students and for needs based on the survey results. Once the CIP document is completed and board approved, the CIP is available in the school office and media center.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions

and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

The school website, monthly calendars, parent letters, automated calling system, Parent Teacher Advisory meetings, quarterly PTO programs, parent-teacher conferences, Problem Solving Team (PST) meetings and emails enhance parent communication. Parents are involved in the planning and implementation process by offering ideas, suggestions, and by participating in the creation and review of the CIP. The Title 1 program handout and PowerPoint presentation are available for parents to read. A Home Language Survey is sent home at the beginning of the year to all new students and is kept in the child's folder. In addition to the classroom teachers, the ELL teacher serves the needs of non-English speaking students and communicates with parents as needed.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The School-Parent Compact is included in our registration papers at the beginning of the school year. It is also included in our parent handbook. Parents review the School-Parent Compact with their child, sign and date it and it is kept on file by the homeroom teacher. Parents are presented information about Title I programs, our curriculum and student expectations through Open House, Curriculum Night, email, mid-quarter reports, quarterly report cards, newsletters, parent-teacher conferences and at Title I meetings. The School-Parent Compact is reviewed each year at the system level. Parents are also involved through PTA meetings, system-wide committees, school-level committees and parent conferences.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

The CIP plan is presented to the PTA. The principal reviews the plan, explains how the goals were developed, discusses the budget, discusses the importance of parental involvement in the educational process, and seeks parental input into the plan. Parents may give suggestions for future workshops and resources (in meeting minutes and will be included in CIP). Title I Parental Involvement funds have been budgeted for parent workshops/presentations. Parents may also read and review the Continuous Improvement Plan in the school office, the Media Center or on the system website. Parents who are dissatisfied with any part of the CIP may voice their concern to the Instructional Leadership Team or the principal.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Parents are provided instructional aids such as flash cards, handouts on ways to support reading and math at home, and free books as well as information and tips on how to use them at Curriculum Night, Reading Night, and Math Night. At each meeting, parents are provided a packet of information that is specific to each grade level on how to help their child at home. Lists of educational websites, including ones tied to sites used with our curriculum, are provided for the parents. Parents have access to classroom lessons and resources through each teacher's Google Classroom.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Parents are provided instructional aids such as flash cards, handouts on ways to support reading and math at home, and free books as well as information and tips on how to use them at Curriculum Night, Reading Night, and Math Night. At each meeting, parents are provided a packet of information that is specific to each grade level on how to help their child at home. Lists of educational websites, including ones tied to sites used with our curriculum, are provided for the parents. Parents have access to classroom lessons and resources through each teacher's Google Classroom.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

District wide parental involvement meetings, parent workshops, PTO programs and parent-teacher conferences help to build ties between the parents and school.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Parents are invited for special events and activities regularly. Examples are parenting workshops and quarterly PTO programs. Also, the counselor has educational publications and materials available for parents. A full time counselor works with parents to assist in coordinating services such as Head Start, Department of Human Resources, The Achievement Center of East Alabama, East Alabama Mental Health and the Childcare Resource Center.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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Shall provide such other reasonable support for parental involvement activities as parents may request.

Notes are sent home regarding all parent programs, meetings and activities. In addition, parents are provided a monthly calendar highlighting special activities as well as our cafeteria menus. Parents are welcome to eat lunch with their child as COVID restrictions allow. The TransAct program is used when needed to translate information into languages other than English. The full-time ELL teacher provides services and conferences with parents of non-English speaking students. School Messenger, an automated system, is utilized to inform parents of absences/tardies, workshops, announcements of school events, etc. Our school calendar is sent home monthly and is also available on our website.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The system provides full-time ESL teachers to address multiple languages and TransAct is used to format academic/behavioral reports in the language parents understand.