

## Lisenby Primary School Parent and Family Engagement Plan

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))

During the beginning months of the school year, we hold an annual Title I parent meeting to inform parents of the school's participation in the Title I program. Parents are notified of this meeting through (1) notices sent home, (2) communication system (phone calls), (3) school website, and (4) Facebook. The parents are provided information regarding the school-wide program, Title I requirements, the 1% set-aside, parents' rights, family engagement plan, participation in the Title I plan. A Parent Information Booklet containing Title I and ESSA information is also available to parents who would like a hard copy. Parents of new enrollees to the school will receive this informative booklet in their registration packet. The federal programs coordinator will often conduct the beginning of the year Title I parent presentation at the annual meeting. A digital slide show is also available for viewing to those parents/guardians who cannot attend the meeting.

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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.

Parent meetings are offered several times throughout the school year. Some of these include: Chalk Talk trainings, parent volunteer days, family picnics in the spring, parent/teacher conferences each October and any additional conferences requested by the parent and/or teacher. These conferences are offered during times that are convenient for parents. Funding is used to pay for substitute teachers during parent conferences, instructional materials to provide to parents. Special area staff are used to provide childcare for parents during the meetings. Parents are notified of meetings via multiple methods including: communication system phone calls, flyers mailed home, REMIND app, social media, etc. The school provides a Parent Resource area in the Media Center where parents can check literature on various topics, hands-on materials and other resources that will assist parents when working with their children at home.

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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).

We believe in involving parents in all aspects of the Title I program as much as possible. Parents serve on the Alabama Continuous Improvement Plan Committee and are participants in the planning, review and improvement of the Title I program. Parents are given a draft copy of the parent involvement/family engagement portion of the plan along with a letter explaining its contents and requesting feedback. Parent representatives serve on the Title I Plan Committee and offer input and feedback on the development of the school-wide plan. Parents are encouraged to reach out to the principal if interested in serving on the review team. Title I surveys are sent to parents to gain input that is used when discussing the needs assessment for the school. Survey links are sent via the communication system, school website, and Facebook. Hard copies of the surveys are sent home upon parent request and/or visit the school to utilize a digital device to complete the survey. Each year, the continuous improvement plan is reviewed and evaluated by the school's Building Leadership Team, parent representatives, and community business partners.

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

One percent of the LEA allocation targets parental involvement. The funds allocated for parent involvement are being used to support parent engagement events to include paying for substitute teachers, parent literature, books for at home libraries, and hands-on material packets for home usage.

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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))

Report cards are sent home each nine weeks and progress reports are sent home each mid-nine weeks grading period. Parents are given access to the student information portal through Power School where they can track student attendance, academics, and behavior. If teachers determine students are struggling academically before the report cards are sent home, they will contact parents to offer suggestions of how to support their children at home. If needed, a referral process to the problem solving team (part of the MTSS/RTI approach) will be completed and parents will be notified of this action. Our school also has a parent resource corner in the media center that contains resources for parents to check out. When necessary, parent communication is translated into the parent's native language using Google Translate and translators are available for phone or in-person parent conferences.

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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))

Our school's Parent Compact is in compliance with the federal guidelines. The compact was developed through coordinated efforts by the school staff, parent representatives, and the district Federal Programs Coordinator. Parents are notified of the compact at the annual Title I Parent Meeting and explained the agreement process. Compacts are signed by parents at the annual Title I meeting and copies of the compacts are housed in each student's cumulative folder.

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

Each year, the continuous improvement plan committee reviews, evaluates, and revises the school's continuous improvement plan. Parents are welcome to submit comments of dissatisfaction at any time throughout the year concerning the Continuous Improvement Plan. A parent survey is made available in the fall and/or spring of each year; however, administrators are available to take comments daily through phone calls, face to face meetings, or emails. If parents still exhibit dissatisfaction after speaking with a school administrator, they may make an appointment with the federal program's director. If they are still not satisfied, the next step is to contact the superintendent and school board. The final level is the federal programs director at the Alabama State Department of Education.

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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.

Our school offers multiple forms of opportunities for parents to engage and become equal partners in the education of their children. One of the most effective means of achieving this is through our Chalk Talk Parent Trainings that are held in the fall, winter and spring. During these events, teachers provide important information related to the Alabama Course of Study Standards, instructional strategies utilized to master these standards, and materials/resources parents can use at home to support their children's learning.

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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.

Our school works with its staff through in-services, faculty meetings, data meetings, and planning meetings to increase understanding of the importance of parental involvement and parent partnerships. Before the Covid virus pandemic, Lisenby had a parent volunteer program (PALS- Parents at Lisenby School) where parents were invited to the school to assist with a myriad of jobs- putting journals together, die cutting, reading with students, labeling and bagging leveled readers, etc. Our goal is to reinstate this program during this 2021-22 school year. Teachers are frequently mentored by administrators in strategies for improving parental involvement. Additionally, office staff is encouraged to attend training to enhance communication and daily interactions with parents.

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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.

Our school works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. We have a parent literature area in the foyer of the school. Additionally, throughout the year, parent workshops are held on topics that address identified school goals. We also refer parents to various local agencies such as SpectraCare, Arch Counseling, and vision, dental, and medical care agencies as necessary.

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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.

Our school has presently identified 9 EL/ML students. Individualized plans are created for these students through a joint effort of the EL/ML system coordinator, the classroom teacher and the school counselor. If needed, information on all meetings, parent notices, etc. will be translated into the parents' native language through Google Translate and paper copies will be sent home. If necessary, translators and/or Google Translator are used to communicate to parents who speak little or no English.

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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:

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

Our school regularly communicates to parents that any and all concerns are valid and that our administration is always available to listen to parents when they wish to express their concerns. Additionally, we make multiple efforts to work with parents to meet valid requests as related to their involvement in their child's education. If scheduled events do not work for any parent(s), we are willing to meet with parents at a scheduled time during the day that works best for them to discuss the information presented at workshops and/or meetings. Parents may request a conference with their child's teacher and/or administrator at any time. Our reading specialist and intervention teachers also meet with parents to explain intervention strategies and ways parents can assist at home. Teachers also schedule conferences with parents during their planning times or phone parents to discuss areas in which they can help at home.

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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))

Our school offers parent and family engagement activities throughout the school year. Some of these activities include: Title I Parent Meeting, Open House, Parent/Teacher Conferences, Chalk Talk Trainings, Parent Teacher Organization (PTO) meetings, Make a Difference Day, School Board Appreciation Luncheon, Homecoming and Christmas parades, Fall Festival, Pumpkin Patch, Family Picnics, etc. These activities promote community involvement, provide role model development, and give opportunities for parents to spend quality time with their children while engaging in the child's educational environment. Our school, to the extent possible, provides opportunities for the participation of parents and family members with limited English proficiency and/or with disabilities. All parents fill out a home language survey when registering their child for school. Our school system has an EL/ML coordinator that meets weekly with identified students in small groups or individually. We use the immersion model in the classroom as well as the Lexia computer program. We utilize Google Translator. All public meetings are held in venues that are completely handicapped accessible.