

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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

We will invite all parents to participate in the schools Title I information presentation at Susan Moore Elementary. The event will be announced through digital media, flyers sent home with students, and the school's phone messenger service. Questions will be taken from any participants in the meeting.

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 Title I information presentation will be conducted at 6 pm in the Susan Elementary cafeteria to include as many parents as possible following their work day.

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).

During the Title I meeting PTO introduce so parents that want to be involved further could contact them. At minimum, once a semester, parents are invited to participate in school events.

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

Funds are being used for postage to send out class lists at one time to parents. Two-way folders are purchased to encourage two way communication between parent and teachers. Kindergarten packets will be handed out after spring assessment to support parent involvement.

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))

Parents are invited to parent teacher events before the school year and during the school year to discuss needs and objectives for all students. Translators are provided for parents who do not speak English. All phone messenger calls are in English and Spanish. School progress reports, report cards, and State assessment data is sent to all parents.

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))

Every student's parent signs a school compact. Parent input is regularly assessed and changes are made as deemed necessary by teachers and the CIP team.

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

In May of each year, Susan Moore Elementary School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There is one parent on the Committee who represent all the parents of the school. After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

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.

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. Susan Moore Elementary School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what

services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

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.

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. Susan Moore Elementary School's CIP Committee works diligently to ensure that all parent materials and training is closely aligned with our school's identified goals.

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.

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 that encourage and support parents in more fully participating in the education of their children. Susan Moore Elementary School will work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. This year, our CIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities.

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.

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. Susan Moore Elementary School coordinates its parent involvement program for all Title I parents. EL parents are actively involved in our parenting activities. We have a parental support liason.

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.

Throughout the school year, the principal and teachers often send home newsletters and other written communication to communicate specific information to families in English and Spanish. Teachers schedule parent conferences at the convenience of parents in order to reach a mutual agreement between parents and teachers on ways to help children become more successful students. With the help of the EL teacher and each student's Home Language survey, the teachers are informed of which students need correspondence in a language other than English, when appropriate, it is provided.

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))

Translators are on staff with the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All schools and facilities are handicap accessible, including Susan Moore Elementary School. Reports and information, including student progress notes and report cards, are available in Spanish, or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County Professional Development Center, with a direct phone line, offering a wide variety of supports which which also include the following:

- Translating and support at all events including I.E.P. meetings and school functions
- Translation of all written materials including Parent compacts, student handbook, newsletters, home-to-school connections, progress notes, report cards, etc.
- Home visits to encourage school attendance and respond to needs that may not be expressed at the local school (tutoring needs, clothing, hygiene, food, medical, immunizations, dental, vision, financial aide, school supplies, etc.)
- Pre-K support and enrollment through Headstart programs (multiple locations)
- Outreach and identification of migrant families (posters, flyers, school notifications, dedicated direct phone line, booths at local events to inform parents of EL and migrant students of support services, etc.)
- Family Literacy Activities