

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))

Amelia L. Johnson uses all earned state foundation funds and supplements with Title I, II, IV, and V-B. These funds are used to provide teachers, professional development, attendance resources, and technology support. Local funds are utilized to provide additional teachers and support. The strategic plan of Marengo County coordinates with the ACIP of Amelia L. Johnson to align the goals and give a plan for action. All of the funds are utilized together to provide a comprehensive schoolwide program in order to work toward the achievement of schoolwide goals.

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 school will provide a flexible number and variety of parent and family engagement opportunities to ensure meaningful participation for all families. Parent meetings will be offered at different times and in multiple formats to accommodate varying schedules, including morning, afternoon, and evening sessions.

Planned engagement opportunities include regularly scheduled PTO meetings, an annual Title I Parent Meeting, and small-group Title I meetings offered by appointment to address individual student needs and provide targeted support. Meetings may be held in person, virtually, or in a hybrid format when appropriate to increase accessibility. When allowable under Title I funding, the school may provide supports such as child care, transportation assistance, or home visits to remove barriers to participation and promote family involvement. All meetings and events will be clearly communicated in advance through multiple channels, including written notices, phone calls, email, social media, and the school website, to ensure families are informed and able to participate.

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 are actively involved in the planning, review, and improvement of the Title I Program through multiple, ongoing opportunities for input and shared decision-making. The School-Parent Compact serves as a foundational document outlining the shared responsibilities and partnerships among the school, students, and parents.

The ACIP, including all Title I components, is made available on the school website, with paper copies accessible in the school office and library to ensure all families have the opportunity to review the plan. Parents are invited to provide feedback through online postings and written input opportunities.

Additionally, parent feedback is systematically gathered through mid-year and spring parent surveys, which are used to evaluate the effectiveness of current Title I programs and identify areas for improvement. Input and recommendations from the Parent Advisory Committee are also reviewed and incorporated into revisions of the ACIP and Title I programming.

Through these processes, all Title I parents are provided meaningful opportunities to participate in decision-making related to the planning, implementation, and continuous improvement of the Title I Program.

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

Funds allocated for parent and family engagement under Title I are used to support activities that promote meaningful parental involvement and build the capacity of families to support student learning. These funds are utilized to plan and implement Title I parent meetings, PTO meetings, and parent workshops that focus on academic achievement, curriculum expectations, assessments, and strategies parents can use at home to support learning.

Parent involvement funds are also used to purchase instructional and informational materials, supplies, and resources for parents, as well as to support communication efforts such as printed materials, translations when needed, and technology platforms that increase parent access to school information.

When allowable, funds may be used to provide child care, transportation assistance, refreshments, or virtual meeting platforms to reduce barriers to participation and increase parent attendance at engagement activities. Additionally, funds support small-group or individual Title I parent conferences by appointment, ensuring families receive targeted guidance related to their child's academic progress.

All expenditures are aligned with the school's ACIP goals and are reviewed to ensure funds are used effectively to strengthen the partnership between the school and families and to improve student achievement.

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))

Amelia Love Johnson High School utilizes a variety of written, digital and voice tools to communicate with parents and other stakeholders and to encourage parent and family engagement. All written communication is available in the parent's native language as necessary, provided by Transact and Google Translate. A list of communication tools follows: Bi-quarterly progress reports, quarterly report cards, PowerSchool Home Portal, Remind App, School Status, Monthly Home Connection Newsletter, Syllabi, Social Media accounts administered by the school to include Facebook and X (formerly known as Twitter), PTA meetings, Parent meetings specific to grade levels, Student Reading Improvement Plan, Literacy Act meetings, MTSS meetings, extracurricular groups, and/or special interest groups.

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 serves as an outline to the partnership between the school, students and parents. It is necessary for students to receive an education that leads to graduation from high school and being college and/or career ready. For achievement to continue to increase, there must be great collaboration between home and school. We work to strengthen this partnership through continuous communication and through the review of the compact each year. The ultimate purpose of the compact is to increase parent and family engagement in the learning process. The Leadership Team/ACIP Team and a parent representative met to review the School-Parent Compact at the end of the school year.

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

The ACIP is placed on our school website and paper copies are made available in our school office and library. Input is solicited from the website. Also, the information gathered in parent surveys and input from the Parent Advisory Committee is incorporated in the ACIP.

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.

Parental involvement begins with great communication from school to home; therefore, the school employs a variety of communication tools. The school also offers specific parent meetings to assist parents and to further engage parents and families in the learning environment. School Status is utilized to keep the parents up to date on school events and important information pertaining to the district, school, and students.

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.

The school employs an open door policy, which encourages parents to provide input on their children's education and to solicit assistance with their child's educational success. Teachers are available during their planning periods, as well as before and after the school day, to hold conferences with parents. Also, all teachers' email addresses are made publicly available via the school website. Teachers send positive notes once a week to parents through School Status. Parents can communicate with teachers through the use of School Status as well. Parents are encouraged to be active and engaged partners in their child's educational learning.

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.

Parent resources are available in the guidance counselor's office and in the parenting room. Parents are encouraged to use these resources to be better educated in guiding students' academic futures.

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.

The school will utilize TransACT to translate documents for parents. Parents are encouraged to become equal partners through email, social media, individual phone calls, letters, etc.

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.

The school communicates with parents in a variety of manners to encourage parent and family engagement in the learning process. They are invited to visit classrooms, attend programs, Parents' Day, parent-teacher conferences, Grandparents' Day, Donuts with Dad, Muffins with Mom, and attend extra-curricular activities. Parents are encouraged to join the school's PTO.

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))

All written documentation will be translated into the native language of the parent. Also, a translator will be made available for parent conferences if needed.