

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))

Each year, Marengo High School (MHS) convenes an Annual Title I Parent Meeting during the month of September to inform all parents and guardians of participating students about the school's Title I status and their rights under the Every Student Succeeds Act (ESSA). The purpose of the meeting is to ensure transparency, promote parent engagement, and explain the key components of the Title I program.

Notification and Promotion of the Meeting: To ensure broad participation, parents are notified of the meeting through multiple communication methods, including:

1. Notices sent home with students
2. School Status messages and reminders, delivered over several consecutive days leading up to the event
3. Announcements posted on the school website and social media pages

Topics Covered During the Meeting Include:

- The school's participation in the Title I schoolwide program
- An overview of Title I requirements, including how funds are used to support student achievement and close learning gaps
- Explanation of the 1% parent and family engagement set-aside, including how these funds are intended to strengthen the home-school connection
- Parent rights under Title I, including the right to be involved in planning, reviewing, and improving Title I programs and policies
- The school's current instructional programs and how they are aligned with research-based practices
- State and district testing requirements, along with how assessment data is used to guide instruction
- An overview of the school's curriculum, academic standards, and student performance expectations
- MHS's academic honors and achievements
- Explanation of the School-Parent Compact and the shared responsibility for student learning

Parental Input and Involvement: During the meeting, parents are invited to view a Title I PowerPoint presentation, ask questions, and provide comments. Parents are also encouraged to submit suggestions for how the 1% set-aside for parent and family engagement should be spent. These suggestions are documented and later presented to the Title I Budget Committee for consideration as part of the school's ongoing commitment to meaningful parent engagement.

Through this annual meeting, MHS ensures that parents are well-informed, empowered, and included in key decisions related to their children's education and the overall success of the school.

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.

Marengo High School is committed to fostering strong family partnerships by offering a flexible number and variety of parent meetings throughout the school year. To accommodate different schedules, meetings are held at various times, including mornings, evenings, and during school events such as Open House, Family Night, and Parent-Teacher Conferences. When possible and as funding allows under Title I, the school may provide transportation or home visits to remove barriers that could prevent families from participating. Additionally, virtual meetings or phone conferences are offered to ensure accessibility for all parents, especially those with scheduling conflicts or transportation challenges. These efforts support meaningful and consistent parental involvement in student learning and school improvement.

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).

At Marengo High School, all Title I parents are actively involved in the planning, review, and improvement of the Title I program through multiple opportunities for meaningful participation. Parents are invited to provide input during the Annual Title I Meeting, where they can review program goals, offer suggestions, and ask questions.

Throughout the year, parents can participate in surveys, focus groups, and parent advisory committees that help shape decisions regarding Title I services, budget priorities, and family engagement activities. The school also encourages parents to submit feedback anytime, which is considered by the Title I Budget Committee and school leadership when updating the program and planning future activities.

This inclusive process ensures that parents have a voice in decision-making and helps Marengo High School continuously improve its Title I program to better meet the needs of students and families.

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

At Marengo High School (MHS), we believe that parents are an integral part of the support system for their children's academic success. We are committed to providing various learning resources and communication tools to ensure that parents are actively involved in their child's education.

Funds allocated for parent involvement are used to:

- Host parent engagement events such as Math, Science, and Literacy Fair, Picnic on the Lawn, Math and Literacy Overview Day, academic workshops, and informational meetings.
- Provide pamphlets and brochures that inform parents about assessments, school achievement, and strategies for supporting their child's learning at home.
- Support postage costs to mail important information to parents who are unable to pick up materials from the school.
- Offer communication tools, such as School Status alerts, to keep families informed.
- Supply learning resources and take-home materials that reinforce school-home connections.
- Provide refreshments and materials during parent meetings to encourage attendance and engagement.
- As funding allows, offer childcare or transportation support for families to attend Title I-related activities.

These efforts are part of MHS's commitment to building strong family-school partnerships that contribute to student achievement and school improvement.

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))

Marengo High School is committed to ensuring that all parents of participating Title I students receive timely, clear, and accessible information regarding their child's education.

The school provides:

- Consistent communication through School Status messages, newsletters, school website updates, report cards, and progress reports.
- Information in a uniform format that is parent-friendly and, when practicable, translated into the home language of families to ensure understanding.
- Details about Title I programs, including goals, supports, and services provided.
- A clear description and explanation of the curriculum used at each grade level and subject area, including academic content standards.
- An overview of academic assessments such as ACAP, iReady, mClass, iXL, ACT, and other district-required benchmarks.
- Achievement expectations and how assessment results are used to track progress and identify areas for intervention or enrichment.

If requested, MHS offers regular meetings (in-person, virtual, or by phone) where parents can ask questions, provide suggestions, and participate in decisions related to their child's education. Teachers and administrators are available to collaborate with parents to ensure their involvement is meaningful and that their input helps shape instructional decisions and student support services.

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 believes that academic success is a shared responsibility among students, parents, and school staff. To support this partnership, we develop, review, and implement a School-Parent-Student Compact annually in alignment with the requirements of ESSA Section 1116(d).
- Joint Development of the Compact
 - The School-Parent Compact is jointly developed through Title I parent meetings, advisory committees, and other stakeholder input.
 - Parents are invited to give input on compact language, commitments, and priorities through various channels.
 - Input is gathered from a variety of stakeholders, including students, classroom teachers, and community members.
- Roles Outlined in the Compact
 - The compact outlines clear, shared responsibilities for improving student academic achievement:
 - School Responsibilities include providing high-quality curriculum and instruction in a safe and supportive learning environment.

- Parent Responsibilities include supporting their child’s learning, monitoring attendance
- Student Responsibilities include attending school regularly, completing assignments, as
- Use of the Compact
 - The compact is introduced and reviewed at the Annual Title I Meeting, at parent-teacher
 - Teachers refer to the compact during academic goal-setting meetings and family data ch
 - It is used as a conversation tool to strengthen the home-school connection and set expect

Review and Updates

- The compact is reviewed and revised annually based on:
 - Parent and teacher feedback
 - Student academic performance and needs
 - Survey data from the Title I Parent Engagement Survey
- Revisions are made collaboratively with the school’s Title I Parent Advisory Team and st
- Parents are notified of any updates and invited to provide feedback continuously.
- Monitoring the Compact’s Effectiveness
 - The school monitors the implementation and impact of the compact through:
 - Parent participation rates
 - Student progress data
 - Stakeholder feedback surveys
 - Adjustments to the compact and related engagement strategies are made as part of

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

- The ACIP is shared with families during the Annual Title I Parent Meeting, parent advis
- Parents are invited to participate in the development and revision process and to provid
- If a parent is not satisfied with the ACIP, they may submit written comments using any
 - Parent Comment Form is available in the front office and during Title I meetings

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- An online feedback form linked on the school's website or the ACIP page
 - Email submission to the school principal or designated Title I coordinator
 - Written letter delivered to the school office
- All comments of dissatisfaction are documented and reviewed by the school leadership
 - If a parent's concerns cannot be resolved at the school level, they are forwarded to the d
 - A copy of any written comments expressing dissatisfaction with the plan is attached to t

Parents are informed of this procedure during Title I events, through newsletters, and on the school website.

Assistance is available for families who need help understanding the plan or submitting feedback, including translation and interpretation services when needed.

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 parental involvement and to support a strong partnership among the school, parents, and the community in improving student academic achievement, Marengo High School will:

1. Provide Materials and Training – Parents will receive resources and training sessions to help them work with their children at home. This includes literacy workshops, strategies to support math and reading at home, and training in the use of technology to access digital learning platforms, student grades, and instructional resources.
2. Communicate Regularly and Effectively – The school will maintain consistent communication with parents through newsletters, social media updates, SchoolCast alerts, parent-teacher conferences, and the school website. Efforts

will be made to ensure communication is clear, timely, and accessible to all parents.

3. Encourage Equal Partnerships – Parents will be invited to participate as equal partners in decision-making through involvement in the School Parent Advisory Council, Title I meetings, and school improvement planning sessions. Input will be actively sought, valued, and used to guide school initiatives.
4. Support Learning at Home – The school will provide take-home resources, homework tips, and guidance on aligning home activities with classroom instruction. Parents will also receive support in understanding state academic standards and student assessments.
5. Offer Volunteer and Engagement Opportunities – Parents will be encouraged to volunteer in classrooms, participate in mentoring programs, attend family engagement nights, and support extracurricular activities, strengthening their connection to the school community.
6. Provide Professional Development for Staff – Teachers and staff will receive training on the value of family engagement and effective strategies for building respectful, collaborative partnerships with parents from diverse backgrounds.

By fostering collaboration, offering resources, and valuing parent voices, Marengo High School is committed to empowering families as equal partners in their children’s education and overall success.

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.

Building Capacity for Parental Involvement at Marengo High 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 Staff – With the assistance of parents, MHS will provide professional development for all staff members on the value and importance of parental contributions. Staff will be trained on how to effectively reach out to, communicate with, and engage parents as equal partners in their children’s education.
- Strengthen Parent-School Partnerships – Staff will learn strategies to coordinate parent programs, implement family engagement initiatives, and build strong ties between the school and families. These strategies will include encouraging parent participation in school planning, creating welcoming environments, and ensuring parents feel respected and valued in the decision-making process.
- Provide Opportunities for Collaboration – Parents will be invited to share feedback, participate in advisory committees, and help design activities that support student learning. Their input will be integrated into school improvement efforts and classroom support initiatives.

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.

Building Capacity for Parental Involvement at Marengo High 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:

- Coordinate and Integrate Programs – To the extent feasible and appropriate, MHS will align and integrate parent involvement activities with other federal programs such as Title I, Title II, Title III, and special education services. This ensures that families receive consistent support and resources across programs.

- Conduct Parent Engagement Activities – The school will host family nights, academic workshops, and information sessions designed to equip parents with tools to better support their children’s learning at home. These events will focus on literacy, math, technology use, and college and career readiness.
- Establish Parent Resource Opportunities – MHS will work toward providing access to a parent resource area where families can obtain materials, guides, and information to strengthen home-school connections. Parents will also be connected with community agencies and support networks that promote student success.
- Encourage and Support Full Participation – By fostering a welcoming environment and removing barriers to engagement, MHS will encourage parents to take active roles in their children’s education. This includes offering flexible meeting times, virtual participation options when possible, and providing translated materials to support all families.

Through these coordinated efforts, Marengo High School will encourage and support parents as equal partners, empowering them to play an active role in improving academic achievement and school success.

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.

Building Capacity for Parental Involvement at Marengo High 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:

- Provide Accessible Communication – MHS will ensure that all information related to school and parent programs, meetings, and activities is sent to parents in a format that is clear, family-friendly, and easy to understand.
- Use Multiple Methods of Communication – The school will share information through a variety of channels, such as printed notices, automated calls, emails,

text alerts, the school website, and social media, to ensure parents receive timely updates.

- Create a Welcoming Environment for Questions and Feedback – Parents will be encouraged to ask questions, seek clarification, and provide input on school activities. Staff will be available to assist families in navigating school programs and resources.

By ensuring information is accessible and understandable, Marengo High School is committed to eliminating barriers to communication so parents can actively participate as equal partners in their children’s education.

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.

Building Capacity for Parental Involvement at Marengo High 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:

- Provide Reasonable Support as Requested – MHS will respond to parent requests for additional support and activities that strengthen family engagement. This may include providing extra workshops, scheduling additional parent-teacher meetings, arranging flexible meeting times, or connecting families with community resources that support academic success.
- Remain Responsive to Parent Needs – The school will maintain open channels of communication where parents can share feedback and suggest new programs or activities. Parent surveys, advisory meetings, and one-on-one conferences will be used to identify needs and guide future engagement opportunities.
- Adapt to Encourage Full Participation – Whenever possible, MHS will adjust its practices to ensure that all parents—regardless of work schedules, transportation challenges, or other barriers—have opportunities to participate meaningfully in their children’s education.

By honoring parent requests and remaining flexible in its support, Marengo High School will continue to strengthen the partnership between home and school, ensuring parents are empowered as equal partners in the educational success of their children.

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))

Ensuring Meaningful Participation of All Parents and Families

Our school is committed to building strong partnerships with all parents and family members by ensuring that everyone—including those with limited English proficiency, disabilities, and migratory status—can fully participate in school programs, activities, and decision-making.

Language Accessibility

- All critical school communications, including schoolwide reports, the Continuous Improvement Plan, and other important information, are provided in accessible formats and languages.
- Oral interpretation services are available during parent conferences, IEP meetings, and other school events.
- The school uses language identification tools (e.g., Home Language Surveys, EL registries) to identify students who may need language services.

Access for Parents with Disabilities

- Meetings and events are held in accessible facilities, and accommodations are provided for parents with disabilities.
- Upon request, families can receive information in alternative formats, including audio, large print, and Braille.
- Staff are trained on inclusive practices to support family members with diverse abilities.

Support for Migratory Families

- The school works in partnership with the district's Migrant Education Program (MEP) to support migratory students and their families.
- Flexible meeting times, mobile communication (texts, calls), and translated documents are provided to support migratory families.
- Migratory students and their families are given priority in connecting to community resources.

Family Engagement Practices

- All parents are encouraged to attend Title I meetings, data chats, and school events, with

- Bilingual staff, interpreters, and translated signage are available at school events to create

School Reports and Notices

- Reports required under ESSA Section 1111 (e.g., school accountability report cards, assessment results)
 - Sent home in the family's preferred language when possible
 - Posted on the school website in multiple languages
 - Reviewed with families during Title I events with explanations and Q&A session