



TITLE I MEETING DOUBLE TREE ELEMENTARY

Principal: Marcus Phillips

PLC Coach: Anitra Clark

August 20, 2025

FAMILY ENGAGEMENT POLICY

Parental involvement is an integral part of school success. Our Family Engagement Plan was jointly developed with our parents. At Double Tree we believe that an important triangle exists between school, home and community.



Family Engagement Policy

- It is our policy to treat parents, extended family and other community stakeholders with high levels of respect and inclusiveness. We regard our partnership with families and key community entities as a significant building block in the work of constructing success. It is our heartfelt commitment to create inclusive procedures and maintain an open-door policy at all times.

Reporting Student Progress

- Students will receive a progress report mid-quarter and a report card at the end of the quarter. Parents can always check progress and attendance via Power school.



Parent Teacher Conferences



If you need to speak to your child's teacher regarding their progress or any other issues, please schedule an appointment with the secretary in the office.



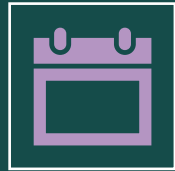
We have two scheduled school-wide parent teacher conferences.

September 11th
January 29th

PROGRESS REPORT ISSUE DATES



Quarter 1:
September 3rd



Quarter 2:
November 12th



Quarter 3:
February 11th



Quarter 4:
April 22nd

REPORT CARD ISSUE DATE

- Quarter 1: October 22nd
- Quarter 2: January 14th
- Quarter 3: April 1st
- Quarter 4: May 27th

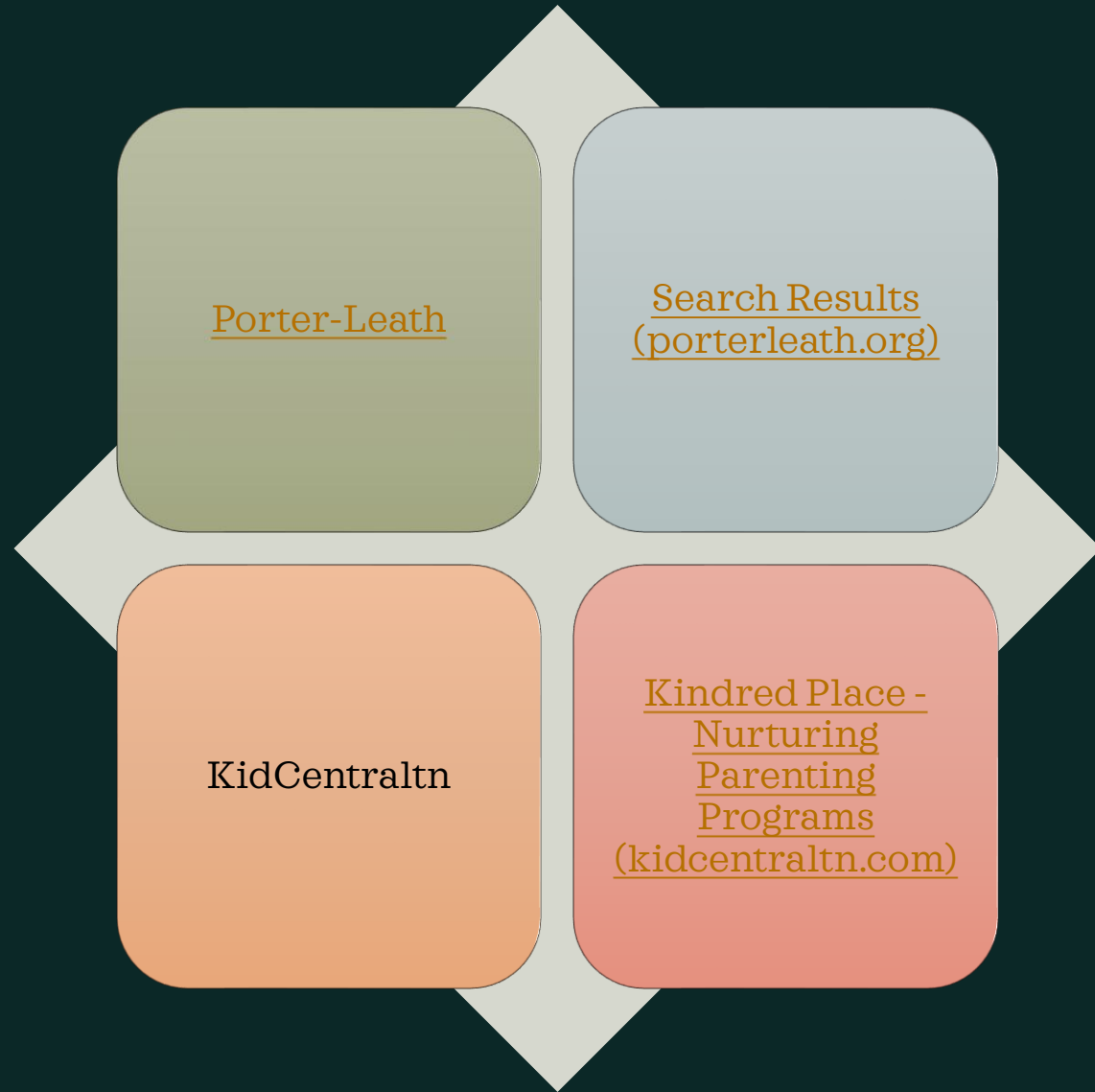
Parental Involvement Requirements

Parents that would like to volunteer at our school should sign into the office

If parents want to volunteer, tutor, or chaperone a field trip, you must complete a background check

Please stay in contact with your child's teacher if you would like to volunteer in your child's class

Availability of Parent Training



District/School Progress/School Status

District
Data

ELA
24.6%

Math
21.2%

School
Data

ELA
16.2%

Math
8.1%

School Improvement Plan (SIP)

The purpose of a SIP is to outline the ideas for change from multiple stakeholders (e.g., teachers, families, students, partners). The SIP can then be used to gather input from the community on next steps. The process works best when it involves many stakeholders



When everyone has a role and voice in the improvement process, there's a greater likelihood of success. A SIP is typically based on a thorough needs assessment and data analysis. The data including test scores, surveys, and student input, to name a few. This ensures that improvement decisions are informed by evidence and a comprehensive understanding of the school's strengths and weaknesses, as well as opportunities to collectively transform and grow as a school community.

Opportunities for Additional Parent Meetings



Parents can always
request a meeting
with their child's
teacher or the
principal.

Contact the office
to conference with
Principal Phillips.

Teacher Qualifications



50% of our teachers are licensed to teach in their subject area or grade



30% of our teachers have completed or are enrolled in school and need to take a test to complete their certification



20% of our teachers are substitutes

Parent's Right to Know Act

Notify parents:

Of right to request data on qualification of teachers

If child is taught by a teacher not highly qualified (May request
Qualifications of teachers)

If child is provided instruction by a paraprofessional

If a teacher is hired for more than 4 weeks and is not highly
qualified

If a school is identified as unsafe

Right to transfer if child is a victim of a violent crime

Request child's info is not released to military recruiter without
prior consent

Eligibility for Service if Homeless (Title X Part C- McKinney-
Vento Act)



Notice of Title I Status

- If a district finds, through targeted assistance or parent applications, that a minimum of 10 students per school, or at least 2% of school-age children in the district, are eligible for free or reduced lunch, then the district receives a grant of Title I money which is sent from the federal government to the state department of education. The district must use this supplemental funding for research-based strategies to improve achievement for those students (typically instruction and professional development). The district also has to explain how it will promote parent involvement in its Title I program.

School/Parent Compact

- Parent/Guardian Agreement It is important that my child achieve. Therefore, I will be responsible for supporting my child's learning by doing the following: •
- Provide my child with the necessary supplies for school.
- See that my child is on time and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Set a time for homework and review it regularly.
- Teach social skills to promote positive interaction with all stakeholders.
- Be responsible for supporting my child's learning by participating in decisions that relate to their education.
- Return signed report cards/compacts and attend parent conferences and meetings.
- Read with my child and let my child see me read

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Student Code of Conduct

- It is important that I work to be the best of my ability. Therefore, I shall strive to do the following:
- Attend school regularly.
- Come to school with an attitude focused on learning.
- Come to school each day with pencils, notebook paper, or tablets.
- Do assigned classwork and homework.
- Follow the rules of SCS Student Code of Conduct.
- Respect their peers, respect the teachers, and respect themselves.
- Take responsibility for my actions and grades and cooperate with others in all learning situations.

Questions
or
Comments



Thank You for Coming!
PLC Coach
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