**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))**

The school will host its annual Title I meeting on September 10, 2024 at 5:30 pm. This $1,224 set-aside supports initiatives to provide resources for parents to better engage in their child’s education. Parents will be informed of how the funds will be used and may be invited to provide input.

**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 scheduled all day from 7:30 to 3:30  and evenings to accommodate the parent or guardian's schedule. Substitutes are provided to monitor classes for teachers in case parent conferences are requested. Parents are provided the opportunity to provide input on the plan. The funds are used to purchase supplies to send out flyers, letters, etc. to communicate with parents. The school has several social media accounts, Twitter, Facebook, and Instagram as well as a school website where school information can be viewed by parents.

**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).**

Parent information is collected from surveys, school events, and personal contacts. The information is considered in the design of the plan.

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

The parent funds are being used for parenting meetings, parent report card pick-up, postage, and school supplies.

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))**

All parents have access to Schoology to view their child’s academic progress and attendance. Each quarter, the school hosts a report card pickup for the parents to have the opportunity to talk with each of their child’s teachers.

**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))**

All parties sign the parent compact. Data is shared with teachers, parents, and students to show that everyone is responsible for the success of the students.

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

The Continuous Improvement Plan is available online for parents to view. If there are any grievances, parents may submit a written response to the school.

**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.

We will also foster open lines of communication between the school and parents by establishing regular meetings, such as parent-teacher conferences, and maintaining multiple communication channels, including newsletters, school apps, and social media, to ensure parents are kept informed about their children’s progress and school activities. Additionally, we will involve parents in the decision-making process by including them on school committees and soliciting feedback through surveys and community forums. Our school will also partner with local community organizations to provide additional resources and support to families, further strengthening the home-school connection.

**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.

 Teachers make phone calls, texts, emails, and conferences with parents about their child’s academic and behavioral progress. Teachers are also encouraged to make more positive contact with the parents. Parents can view student's grades through Schoology/PowerSchool. The school provides multiple opportunities for parents to be involved in the school with open houses, AltaPointe, Crittendon, MDP family intervention team, and Springhill College. We ensure that information that is related to parents is available on all social media outlets, and sent home via flyers, and school messenger. Title I parenting funds are used to aid in this process.

**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.

The school provides multiple opportunities for parents to be involved in the school with a designated parenting area as well as open house, AltaPointe, Crittendon, MDP family intervention team,  District Attorney truancy prevention and Springhill College.

**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.

We ensure that information that is related to parents is available on all social media outlets, and sent home via flyers, and school messenger. Title I parenting funds are used to aid in this process.

**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.

Parents will be encouraged to visit the school and join the parenting advisory committee. Parenting funds are set aside to assist parents if requested.

**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))**

We do not have any ELL parents, everyone speaks English. If we did, we would acquire the assistance of a translator for written and verbal communication.