

Airport Road Intermediate School 2022-2023 Parent & Family Engagement Plan

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% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

During the first months of school an annual meeting is held for all parents. Parents are notified of the meeting through newsletters from classroom teachers, letters from the school principal in both English and Spanish, and by the school's website and marquee. During the 2022-2023 school year, we provided staggered sessions throughout the day to provide parents with opportunities to attend. Within this meeting, the Continuous Improvement Plan, parent/school compact, ways to spend the 1% of funding set aside, and opportunities for involvement are addressed.

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.

Throughout the school year there have been meetings offered at various times of day, days of the week, and summer parent meetings that are designed to inform parents on a number of topics. We strive to keep parents involved here at ARIS. We also provide parents/guardians/adults an opportunity to assemble for Annual Title I Meetings, Open House, Math Night, See You at the Pole, Harvest Festival, Veteran's Day, Thanksgiving Meal, Math Night, Dr. Seuss Reading Night, just to name a few.

Performances of the choir, dance team, and drama club also provide opportunities for parents to assemble. Parents are also invited to participate as chaperones on field trips. Each teacher sends a letter prior to the first day of school to welcome their students to their class. The letter provides the supply list, information about their class and it invites them to open house. Open house is held between the hours of 1:00 and 7:00 p.m. which gives parents and students the opportunity to make initial contact with the child's teacher before the first day of school.

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 provided with numerous updates and notifications including a progress report for their child, the Parent-School compact, STAR Math and Reading reports, MTSS progress reports, and the Promotion/Retention policy. Parents of fourth grade students are also given their child's results from the state assessment administered in the spring. EL parents receive, in their native language when possible, WIDA ACCESS test results. During the summer months through the Literacy summer program, parents are offered classes to better help their child's academic needs. Family nights also offer opportunities for parents to learn strategies to assist students at home in being successful at school. ARIS believes in involving parents in all aspects of its intervention programs. We provide monthly progress updates and current scores for parents to monitor student progress with us. We have parents serving on our Building Leadership Team, which assist in informing our Continuous

Improvement Plan. We have meetings in the spring where parents can attend to discuss, review, and suggest improvements that can be made to the Title I Program.

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

At our annual Title I Meeting for parents at the beginning of school, information is provided concerning the school's programs under Title I. Parents learn about standardized test results, reading and mathematics instruction, as well as intervention services and supports offered at ARIS. Parents are invited to ask questions concerning any aspect of the school and then voice any concerns that they may have. Our Parent Involvement Committee works hard to organized numerous family nights that are held to provide additional information about the instructional practices, resources, and standards that are utilized in the classroom. Family Nights provide opportunities where strategies and tips are given to the parents to use at home with their child. Parents are given the opportunity to explore changes and shifts in the College and Career Readiness Standards in math and reading.

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))

At our annual Title I Meeting for parents at the beginning of school, information is provided concerning the school's programs under Title I. Parents learn about standardized test results, reading and mathematics instruction. Parents are invited to ask questions concerning any aspect of the school and then voice any concerns that they may have. Curriculum night is held to provide additional information about the procedures and standards taught in the classroom. Curriculum Night is also where strategies and tips are given to the parents to use at home with their child. Parents are given the opportunity to explore changes and shifts in the College and Career Readiness Standards in math and reading. Throughout the school year, teachers also post videos to the school Facebook page to assist parents with new math and reading strategies to be practiced at home with their child. We strive to provide translation services for students at all informational meetings, parent/teacher conferences, and family functions throughout the school year.

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))

With input from parents and the school staff at ARIS, we revise the Parent- School Compact each year. The compacts are ready for parents to review on Parent Report Day so that teachers may go over the document with parents. Parents are required to sign the document. Each student at ARIS has a signed copy of the compact on file with the homeroom teacher. Parents are provided with a copy of the compact to take home as well.

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

Each year, ARIS sends out forms to take the parent survey online or via a paper version. The data from these surveys is disaggregated and a narrative is written concerning how the parents evaluated our programs. All parents will be given an opportunity to complete a survey which provides valuable information concerning our progress with parental involvement. The Building Leadership Team not only consists of faculty and staff, but parents also serve on the team and assist in the decision-making process. Parents also serve as members of the Parent Teacher Organization (PTO). If a parent disagrees with any aspect of the Continuous Improvement Plan, he or she may fill out a Formal Grievance Form. This form, with instructions, can be found in the county handbook or on the Elmore County website.

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.

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. At the beginning of the school year we hold an Annual Title I meeting for all parents. Parents will be notified through newsletters from the classroom teachers, letters from administration, in both English and Spanish, by the school's website and School Messenger. The meeting is held after school so that we can have as many parents in attendance as possible.

Topics for discussion include the Continuous Improvement Plan, Parent-School Compacts, school messenger, and school progress.

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.

- Parents and students are provided with a class newsletter weekly which outlines standards being taught as well as some helpful tips to assist parents in helping their students achieve mastery of standards. Parents may also attend curriculum nights so that their questions may be answered about standards or other aspects of the curriculum. All students are given access to their Clever login to provide extra practice time opportunities to improve academic struggles .

Students also have accessibility to Edulastic, IXL, Reflex Math, Learn 360, through district funding. These programs may be used at home and as a part of the school's instructional day. In the summer, a parent workshop is sponsored which reiterates how parents can assist in preparing their students for High Stakes Assessments.

Accelerated Reader Home Connect can also be used to assist parents in monitoring students reading progress on an as needed basis. Elmore County provides each parent with an access code to the PowerSchool Parent Portal which allows parents to monitor student progress on classroom grades. Title Funds were used to purchase Parent Communicators, which are sent home each week with the students' work and notices to keep parents informed with what is going on in the classroom.

Planners also aide in student organizational skills and as a way to communicate with parents daily. The communicators are also a way for students to communicate their yearly and quarterly goals so that they may speak to their parents about what is expected of them for the school year. The BLT works closely with parents to ensure that the needs of the parents are being met in the area of providing academic assistance for their students. We do this by holding Open House, Curriculum Night, Parent Report Day, Family Math Night, and Dr. Seuss Reading Night. Elmore County provides a plethora of parent involvement workshops that are help throughout the county

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.

ARIS will continue to work with its teachers through in-service, faculty meetings, grade-level meetings, and Pod meetings in understanding the importance of parental involvement and that parents are our partners. Parents will be encouraged to volunteer at school in the library, as well as in classrooms. Each teacher is required to make and maintain positive contact with parents. ARIS has a Parent Involvement/Student Activities committee that meets to plan activities throughout the school year for participation of students and parents.

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.

ARIS has over 40 students who are English Learners. Information about all school meetings, parent notices, etc. is sent home to the parents of these children in their native language. ARIS also utilizes the services of our full-time district translator who assists in verbally communicating with these parents as needed in Spanish. Our county website may now be accessed in Spanish. Transact and AT&T Language Line Services are available for use as needed for Spanish or other languages that we service at ARIS. Transact provides us with important documents in many languages for use by parents that have requested information be sent home in their native language. Parents are given a Home Language Survey (HLS) in their native language when possible. On this survey, they can request which languages they would like information sent home. This is kept in the students' permanent record and a copy of the HLS is also kept in the students' IELP and it is documented on the PHLOTE list whether or not another language is requested. The Elmore County handbook and the ARIS handbook are both available in English and Spanish. There are also important forms in the county handbook in Spanish for parents to complete. ARIS participates in a free drug and safety program. ARIS parents have access to the Helping Families Initiative, the Alabama Parent Center, and the Elmore County Resource Center.

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.

ARIS participates in a free drug and safety program. ARIS parents have access to the Helping Families Initiative, the Alabama Parent Center, and the Elmore County Resource Center. ARIS makes every effort to work with parents in meeting their requests as related to their involvement in their child's education. For example, parent surveys are sent in both English and Spanish. When a new student enrolls the parent may request information be sent home in their native language.

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))

ARIS, to the extent possible, provides opportunities for the participation of parents with English Learners and parents with disabilities. ARIS sends home all school activities notices, letters, meeting notices, surveys, and other important school information in English and the native language when possible. Transact provides us with important documents in over 20 different languages for use when parents have requested their information to be sent home in their native language. Elmore County provides our school with a Spanish translator who attends our parent meetings, conferences and family engagements nights to support their communication needs in their home language. Parents are given a Home Language Survey in their native language when possible. On this survey they can request which language they would like communication from school sent home. This is kept in the students' permanent record and a copy of the HLS is also kept in the students' IELP and it is documented on the PHLOTE list whether or not another language is requested. Every effort is made to accommodate parents with disabilities. ARIS is a handicapped accessible building and we work to provide parents with any additional accommodations needed.