**Parent and Family Engagement Plan** **2024-2025**

* **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 to be involved.**

Rachel Patterson Elementary School will host an annual meeting each September to inform parents about the school’s participation in Title I. This meeting will provide detailed information on Title I requirements, including the 1% set-aside for parental and family engagement, and outline parents' rights to be involved in the program. All parents are invited to attend the meeting in person. Notifications will be sent home with students, posted on the school’s Facebook page, and included in the School Newsletter. Topics covered will include:

* *An explanation of Title I and its significance.*
* *Details about the 1% set-aside fund for parental and family engagement.*
* *How Title I parents can participate in decisions regarding the 1% set-aside.*
* *An overview of the LEA Title I Plan, Continuous Improvement Plan (CIP), and updates to the School-Parent Compact.*
* *Review of the LEA and School Parental and Family Engagement Plans.*
* **Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and how funds are provided for transportation, childcare, or home visits related to parental involvement.**

At the start of the school year, Rachel Patterson Elementary School hosts a "Meet the Teacher" event. Throughout the year, Parent-Teacher Conferences are scheduled as needed, and can be arranged during planning periods or after school. Additionally, conferences are available daily during teachers' conference times via School Status. The school offers flexible parent meetings from 7:30 AM to 3:15 PM during both semesters, allowing parents, administrators, and teachers to discuss students’ progress, placement, and other relevant information. To support parental involvement, funds are allocated for transportation, child care, and home visits, ensuring that all parents have access to these resources as needed.

* **Describe how parents will be involved in the planning, review, and improvement of the Title I Program.**

Parents will have the opportunity to actively participate in the planning, review, and enhancement of the Title I program through the Parent and Family Engagement Committee. This committee meets on designated dates to discuss professional development, review and revise the Continuous Improvement Plan (CIP), and plan parental involvement activities. Parents are notified of these meetings through letters, School Status updates, and the school’s Facebook page. The committee includes two parents from Rachel Patterson Elementary and provides valuable input on the Title I program's development and implementation.

* **Describe how funds allocated for parent involvement are being used in the school.**

Funds designated for parent involvement at Rachel Patterson Elementary are utilized to purchase communication folders, informational pamphlets, and resource materials for the Parent Resource Center. Additionally, car hang tags for parents’ vehicles and student grade transition resources are also funded to enhance communication and support for families.

* **Describe how the school provides timely information to parents of participating children in a uniform format and, to the extent practicable, in a language they can understand about programs under Title I.**

Rachel Patterson Elementary ensures that parents receive timely information about Title I programs through a variety of channels. This includes emails to parents/guardians, updates on the school website, and letters sent home with students. We strive to provide this information in a format that is accessible and, where possible, in the language that parents can understand, to ensure effective communication and engagement.

* **Describe how the school provides parents with a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used.**

Rachel Patterson Elementary provides parents with a comprehensive description and explanation of the curriculum and the academic assessments used to measure student progress. This includes information on assessments such as i-Ready, which evaluates student proficiency and progress at each grade level. Details about the curriculum and assessment methods are available on the district website and are provided to parents as needed. Additionally, Schoology offers parents access to course requirements and specific details about their child’s academic progress.

* **Describe how the school, if requested by parents, provides opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.**

The school facilitates regular meetings for parents to discuss their child’s education upon request. Progress reports and report cards indicate when parental conferences are needed. Parents, teachers, or administrators can arrange meetings in person, by phone, or through School Status, email, or notes sent home. These conferences can be scheduled before, during, or after school to address any educational concerns, provide feedback, or make suggestions.

* **Describe how parents, school staff, and students share responsibility for improved student academic achievement (how the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

Rachel Patterson Elementary collaborates with the Parent and Family Engagement Committee to develop, review, and update the School-Parent Compact. This compact outline the shared responsibilities of parents, school staff, and students in improving academic achievement. The compact, which aligns with state academic standards, is reviewed annually at the meeting and sent home each September. Teachers use it to guide discussions with parents during conferences, and each teacher maintains a signed copy for their students, referring to it as needed.

* **Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan (CIP).**

After the Leadership Team and the Parent and Family Engagement Committee review and revise the Continuous Improvement Plan (CIP), parents are invited to review the plan online. Notices will be sent home with students and posted on the school’s Facebook page, informing parents of their right to submit written comments or concerns. Parents can use the “Dissatisfaction with the CIP” form available on the school website. Completed forms should be forwarded to the Federal Programs and Assessment Supervisor, who will then submit the comments to the Alabama State Department of Education.

* **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 NCLB Section 1118, requirements for building capacity in parental involvement.)**

To enhance parental involvement and foster a partnership among the school, parents, and the community to improve student academic achievement, Rachel Patterson Elementary School will:

1. **Conduct Training Sessions:** Hold meetings that cover the state’s academic content standards, student achievement standards, state and local assessments, and Title I requirements. Parents will receive detailed explanations of i-Ready and ACAP assessments and key terms.
2. **Provide Information:** Distribute materials that explain the significance of assessments, how to interpret assessment data, assist with homework, and understand their role in parent-teacher conferences.
3. **Utilize Various Communication Methods:** Share information through conferences, newsletters, practical suggestions, home activities, and individual meetings. Teachers will outline classroom procedures and expectations at the start of the school year during the "Meet the Teacher" event.

**10b. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)**

To build capacity for parental involvement and support a partnership to improve student achievement, Rachel Patterson Elementary will:

1. **Provide Resources:** Offer materials in the Parent Resource Area to help parents support their child's success. This includes literacy training materials and technology resources.
2. **Maintain Communication:** Keep parents informed through the school website, which provides updates on the school calendar and events. Additional training materials will be available to help parents enhance their child’s achievement.
3. **Display Information:** Offer various informational materials in the parent information display located in the school’s lobby for parents to access as needed.

**10c. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)**

To build capacity and promote equal partnership between the school and parents, Rachel Patterson Elementary will:

1. **Educate School Staff:** Provide annual training sessions for teachers, office personnel, and other staff to emphasize the value of parental contributions. The training will cover effective communication, outreach strategies, and how to collaborate with parents as equal partners.
2. **Coordinate Parent Programs:** Involve parents, teachers, principals, counselors, and other staff in creating and maintaining strong working relationships. Emphasize the responsibilities outlined in the School-Parent Compact.
3. **Offer Support Materials:** Ensure materials and facilities are available for these training sessions, with support materials provided by the LEA Parental Involvement Supervisor located in the Parent Resource Center. All staff are expected to engage positively with parents and support their involvement in meeting students' needs.

**10d. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)**

To enhance parental involvement and support a collaborative partnership among the school, parents, and the community to boost student achievement, Rachel Patterson Elementary will:

* **Coordinate Programs:** Integrate parent involvement programs with other federal initiatives and conduct activities like maintaining a Parent Resource Center to support active parental participation.
* **Engage Parents:** Regularly inform parents about opportunities to engage in the planning, review, and improvement of Title I programs through various channels, including School Status, letters, phone calls, parent surveys, and representation on the Instructional Leadership Team.
* **Involve Parent Representatives:** Include two parent representatives on the School-Wide Parental Involvement Committee, who contribute to program development from the start of the school year. Parents can review and provide input on the plan before approval.
* **Utilize Feedback:** Gather input through online surveys and annual meetings to address school needs and make necessary adjustments to the School-Wide Plan. Provide a dedicated parenting area for use between 8 AM and 3 PM, and notify parents of upcoming activities well in advance.

**10e. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)**

To build capacity for parental involvement and foster an equal partnership between the school and parents, Rachel Patterson Elementary will:

* **Ensure Accessible Communication:** Make every effort to provide information related to school programs, meetings, and activities in formats and languages understandable to all parents. Use home-language surveys completed upon enrollment to identify the primary language of each family.
* **Provide Translation Support:** Engage staff members, community volunteers, or older students as interpreters for Spanish and use Transact documents when necessary. Outside services may be brought in for other languages as appropriate.

**10f. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)**

To support parental involvement and ensure a partnership to improve student achievement, Rachel Patterson Elementary will:

* **Offer Support:** Provide reasonable support for parental involvement activities upon request. This includes telephone contacts, surveys, face-to-face meetings, and workshops.
* **Encourage Peer Assistance:** Enable parents to gain and share knowledge that could benefit other parents, promoting a collaborative community approach to support student success.

**11. Describe how the school will ensure the provision for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and to the extent practicable, in a language that parents can understand.**

Rachel Patterson Elementary will:

* **Utilize Resources:** Employ all available resources to ensure information and school reports are provided in a language and format understandable by parents. Direct concerns about language proficiency or migratory status to the Supervisor of Federal Programs, and concerns about disabilities to Suzanne Barnett, Special Education Coordinator.
* **Language Support:** Use home-language surveys completed at enrollment to determine the primary language of each family and provide translation services as needed. The EL coordinator will assess and monitor students from non-English-speaking homes to determine if an EL plan is necessary.