

Parent and Family Engagement Plan 2022-2023

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))

Robertsdale Elementary holds an annual Title I parent meeting in the fall of the school year to inform parents of the rights and responsibilities of being a Title I school. Parents are encouraged to attend the meeting which is offered during the day and evening. Parents are informed of Title I requirements, parent rights, and their opportunities to serve as representatives for our school's parent advisory council and committee, as well as the district Parent Advisory Committee. The 1% set-aside parenting fund is explained during the annual meeting, as well as the opportunities for parent input in how funds are used. Digital and paper copies of the presentation of the annual Title I parent meeting are available to parents by request.

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.

Robertsdale Elementary School provides opportunities for parents to attend meetings at a variety of times and formats. Our back-to-school Meet the Teacher and Open House are scheduled in the afternoons and evenings to accommodate many parents' work schedules. Our annual Title I parent meeting is offered after school to also encourage parent participation. Parent training is offered during the day and after school. Many of our school events are live-streamed on our school's Facebook account to reach an even larger audience. Teachers schedule parent conferences before or after school or during their planning time in the school day. Parents are offered a virtual option for many meetings or a videotaped training is posted on our school website for those unable to attend in person. Our school Facebook page receives a high volume of traffic and the school utilizes our page for communication and access to parent resources.

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).

Robertsdale Elementary School provides information at the beginning of the school year to parents regarding the opportunities for involvement in the planning, review, and improvement of our Title I program. Parents participate in a Title I survey in the fall and in the spring to offer valuable input on the effectiveness of our Title I program. This input

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is utilized for planning and decision-making within the school's Title I program. Parents can attend our annual Title I parent meeting, serve on our Parent Advisory Council or Committee, or ACIP team to be actively involved throughout the Title I process.

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

Robertsdale Elementary School utilizes parent and teacher input in planning how parent involvement funds can best serve the needs of our families. ACIP planning meetings and Parent Advisory Committee meetings in the fall gather ideas for the current year's needs. Previously, parent funds were used to purchase parent resources to provide academic support at home. The Parent Resource room is available to access materials for at-home practice in the areas of reading, math, and social-emotional learning. Materials to support our English Learner students are also available. Parent involvement funds will be utilized to purchase engaging instructional support materials based on our needs for parents to check out for their children. Parents frequently ask what they can do to help their children at home and a resource room provides timely assistance to our students in need of academic support.

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))

Robertsdale Elementary School communicates frequently with parents through our school's monthly Cub Report newsletter, School Messenger, Facebook posts, Remind messages, and in person. All of these formats have translation capabilities or are sent home in both English and Spanish. Our school also has two ESL teachers who are available throughout the day or during after-school events to help teachers and administrators communicate with parents with language barriers. All Title I correspondence is sent home in both English and Spanish, such as our Parents' Right to Know, School-Parent Compact, and our district and school Parent Engagement Plan.

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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))

Robertsdale Elementary develops its School-Parent Compact each year during our ACIP meetings and our Parent Advisory Committee meetings in the spring. The input from these meetings is utilized for revisions to our compact for the next school year. The School-Parent Compact is made available in English and Spanish at the beginning of each school year. All teachers, parents, and students are asked to sign the compact as an agreement to the partnership for a successful school year. Teachers work to get 100% of all compacts signed for their class and keep copies on file in their classroom. School-Parent compacts are revisited with parents as needed during parent conferences to review the shared responsibilities for teachers, parents, and students for success. Teachers and parents provide valuable input at the end of the year for updates based on how the compacts effectively communicate a shared partnership between school and family.

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

The school's Continuous Improvement Plan is posted on our school's website and parents are notified of procedures to submit comments or concerns. Parents are encouraged to submit comments of dissatisfaction at any time by emailing the school principal. Parents also have opportunities to give feedback through participation in Title I parent surveys given in the fall and spring of each school year. Parents who serve on our school's Parent Advisory Council also serve as liaisons between school and parents in communicating dissatisfaction with the school's Continuous Improvement Plan during ACIP meetings.

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.

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Robertsdale Elementary plans to hold parent training during the year to provide parents with resources and strategies to work with their children at home. The school's K-3rd grade parents will learn about ways to help their children in the area of reading. The school's counselors will provide resources and support to parents in the area of social-emotional needs. The school's parent resource room will be utilized for increasing access to instructional materials for parents to help their children in the areas of reading, math, and social-emotional development.

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.

Robertsdale Elementary values all voices in building a partnership among the school, parents, and community. The school encourages parent involvement and communication through a variety of avenues. Our school's Facebook page receives comments, messages, and feedback from parents and community members that strengthen our partnerships. Our monthly newsletter, the Cub Report, is a consistent communication tool for parents to keep up to date on school events and important reminders. Teachers use Remind, SeeSaw, and class newsletters to keep an open line of communication between school and home. Parents and community members are valued members of our school's ACIP team, Parent Lighthouse Team, Parent Advisory Council, and Parent Advisory Committee. All teachers and school staff have access and are encouraged to use a variety of tools to regularly communicate with parents as an integral part of our school's culture.

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

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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.

Robertsdale Elementary School coordinates parent training and resources with a newly acquired Parent Resource Room to encourage parent participation in helping their children with reading, math, and social-emotional skills. Parent input from surveys will be used to plan specific training and resources that parents would want to utilize at home with their children. Our School's Parent Advisory Committee will gather parent input this year specifically for the needs and operation of our parent resource room. Resources for English Learner students will be considered with input from parents and our school's two ESL teachers.

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.

Robertsdale Elementary School has two ESL teachers who are available as a resource to communicate with parents who do not speak English. All school correspondence such as district notices, parent newsletters, and flyers are sent home in both English and Spanish versions. School Blackboard communication from the school includes English and Spanish translations. Our school's Facebook page and Remind messages have translation capabilities.

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.

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Robertsdale Elementary School values all parent involvement ideas and requests when planning school activities. Our school wants our parents and community members to feel welcome. In addition to our traditional school events, parents are encouraged to volunteer, serve on committees for fundraisers or festivals, and submit ideas to teachers or administrators at any time for programs that will enhance our school. Parents are also able to submit their ideas for parent participation in our Title I survey in the fall and spring each year.

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))

Robertsdale Elementary School has two ESL teachers who are available as a resource to communicate with parents who do not speak English. All school correspondence such as district notices, parent newsletters, and flyers are sent home in both English and Spanish versions. Our ESL teachers are available to translate any information/communication directly with parents with limited English proficiency. School Messenger communication from the school includes English and Spanish translations. Our school's Facebook page and Remind messages have translation capabilities. Parents with physical disabilities are encouraged to participate in school activities and our facilities are wheelchair accessible. School events with parents are open to other family members when a parent may not be available.