

Parent and Family Engagement

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))

At the start of each school year, Little Ridge Intermediate holds a Parent Engagement Evening to inform parents and stakeholders of the amount of federal program monies awarded to the school for: purchasing curriculum and supplies, providing services and instruction to meet individual learning needs of all students, and to improve teacher practice through targeted professional development. Parents and stakeholders are notified about the involvement night using multiple forms of communication: flyers, newsletters/calendars, website, social media, and robo-calls through school call out system. All communication is provided in English and Spanish to ensure all parties have equal access to the information. The federal programs information (Title Funding) is shared with stakeholders via a powerpoint presentation in English and Spanish by the following personnel: Federal Funds Coordinator, EL Coordinator, School Administrator, and English Language Teacher (translator). The presentation covers the following topics: Parents' Right To Know form, Parental Involvement section of the Continuous Improvement Plan located on our district website and on the schools webpage, COMPACTS with roles and responsibilities of parents, students, and school, and an explanation of the 1% set aside funds and services to meet the needs of parents and families as they partner with the school to educate their children. LRIS school administrators send out several surveys to students, parents, and teachers prior to developing the schools Annual Continuous Improvement Plan, which identifies the overarching needs, goals, and objectives for improving instruction, impacting student achievement, and developing parent/community partnerships. These goals and objectives determine where the federal funds are most needed and assist the school leadership team in developing the Title I budget. The districts Parent Involvement Plan can be viewed on the district and school website at ALL times along with upcoming parent engagement activities and resources.

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.

To provide an opportunity for all parents to attend parent involvement activities, our activities are offered at different times of the day so that working parents can come in the evening and non working parents can come during the school day. This year's EL parent meetings were held at 9:00 am and 4:30 pm to ensure ALL parents had an opportunity to attend and provide collaborative input regarding their child's education. In addition, when scheduling parent teacher conference, we always provide the parents with multiple options: meet in person, via phone, or Google meet. Parent meetings are conducted in English and Spanish and ALL information/communication is sent home to both languages or in the language of family origin.

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).

Little Ridge Intermediate believes in involving parents in all aspects of its Title I programs. We have 3 parents on our ACIP Leadership Committee who are active participants in the development of the plan and two community members that also serve on the team. In order to develop a strong parent involvement plan, LRIS sends out parents surveys at the end of the previous school year and at the beginning of the current school year so parents have an opportunity to provide input on needed activities & trainings for parents and families to assist their child with academics, social emotional learning, mental health needs, etc. An additional survey is sent to obtain feedback regarding the culture and environment of LRIS when relating with staff, teachers, and administration. We want to ensure parents feel involved in their child's education and are equipped to support them at home academically, socially, and emotionally. Each year, the Continuous Improvement Plan which includes the Parent Involvement Plan, is reviewed and evaluated and updated according to the feedback received from parents. Goals are met and funds set aside to meet parents needs in relation to meeting their children's overall needs.

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

Little Ridge uses its parental involvement funds as follows: To pay for 12.5% salary of district parental involvement specialist, to fund all materials and supplies for our parental involvement activities, events, mailings and trainings.

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 the annual parent meeting at the start of the school year, Little Ridge Intermediate Schools holds a general meeting in both English and Spanish to inform parents about Title I programs, the curriculum, and forms of academic assessments used (iReady Benchmark assessments, growth monitoring checks, Reflex fact fluency checks, and DIBELS reading assessment). This years Title I Parent Engagement Meeting was held in person for the first time since the COVID pandemic. Little Ridge provided a meeting after school hours in the early evening making it accessible to most parents. A program was provided in both English and Spanish with school administrators presenting additional information regarding attendance, curriculum updates and new research-based findings regarding spelling and its implementation into the curriculum, upcoming event dates, and tech training and support for parents was also provided that evening following the Title I

presentation. Instructional coaches provided additional parent resources and supports in the Library and explained new strategies and concepts within the Ready Math and new Open Court Reading curriculums. Title I presentation addressed the current programs and services offered to all students in a Title 1 school along with supports and opportunities for parents to be involved and active in their child's education. Parents were provided in person info on how to request Parents Right to Know info regarding their child's teacher and roles and responsibilities of all stakeholders in the educational process. Little Ridge has an open door policy and encourages parents to contact teachers and administrators to set up parent teacher conferences etc. at any time during the school year but parent teacher conferences are scheduled routinely twice a year (October and February). Meetings are scheduled via paper form and teachers meet with parents for conferences via phone, Google meet or in person; allowing them to engage with their child's teacher and ask questions about the curriculum and their child's achievement. Parents may request a translator to assist with communication during the scheduled meeting. ALL Parents have access to a digital copy of the parent and student handbooks via the school website, which includes more detailed information on school topics and a copy of the Parent and Family Engagement Parental Involvement Plan. Grades and student progress are accessible at all times via an online parent portal. Paper copies of comprehensive progress are provided every 4 1/2 weeks of a quarter and report cards are sent home at the end of each nine weeks. We presently have over 250 students with Spanish speaking parents in our building. Three bilingual EL teachers provide translation during virtual and in-person meetings to assist parents in communicating with teachers and administrators and we also have access to the MasterWord online translating service. In addition, all documents and communication are provided in English and Spanish or language of origin, to every extent possible.

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))

Little Ridge leadership team members attend the annual Federal Programs Advisory Council and review the schools student/parent/school COMPACT. The council consists of teachers, parents, community leaders and administrators . The compacts are also reviewed by teachers at the end of year faculty meetings to make any changes or additions to curriculum, programs, responsibilities and supports. All parents are then given a copy of the COMPACT at Open House prior to the start of the school year. The COMPACT is reviewed by the administrator during the parent assembly. Parents are asked to sign the COMPACTS signifying their commitment to working in partnership with the school and students are asked to sign as well signifying their acceptance of responsibility for their learning and behavior. Each teacher is asked to review the COMPACT again with the students to ensure their understanding of their commitment. The teacher will review his/her responsibilities with their students and sign and keep copies in the classroom for use during the parent teacher conferences. The COMPACTS will be returned to the principal at the end of the school year and will be kept on file for five years.

Parents, teachers, and students must each adhere to their responsibilities in the school COMPACT in order to improve student achievement. The school will: provide high-quality curriculum and instruction in a supportive, safe, and effective learning environment that enables students to meet the state standards of academic achievement, hold parent teacher conferences and communicate with parents regarding students' academic achievement and individual learning needs and strengths, provide parents with regular reports regarding academic progress, provide parents reasonable access to staff, provide parents opportunities to volunteer and participate in educational and family-friendly school-based activities and programs. Parents will: ensure good attendance, work with school to encourage positive behavior and accepting responsibility for actions, establish sleep and bedtime routines to ensure student possibility for engagement each day, establish set homework time each evening, read with child each day, participate in parent meetings and school activities, monitor child's academic progress via LMS system, check child's folder each day for completed work and teacher communication, monitor the amount of access to video games/internet, and television, serve on school committees to provide input in the educational process. Students will: behave in a manner that exhibits good citizenship, responsibility, and character, take responsibility for completing classroom assignments and homework each day and will ask for help when needed, give parent all notices and communication each day. If all stakeholders hold to their above mentioned responsibilities, students will experience growth in regard to academic achievement.

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

At the start of each school year, the administrator of Little Ridge organizes its ACIP leadership team to review, evaluate and revise its Continuous Improvement Plan for the upcoming year based upon current data in relation to student achievement, survey data from parents, teachers, staff, and students along with current social, technical, and economical trends. Parents serve on the committee as representatives of all parents at large. During the review process, all parents are notified of the review through notices placed on the school website. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library, in the school office and on the school website, and that the parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent find the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will submit their concerns to the be unsatisfactory and the school will submit their concerns to the Central Office at the same time that the ACIP is submitted.

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.

Little Ridge parents are encouraged to become equal partners at the start of the school year during the annual Open House parent assembly. The administrator encourages parents to become active participants in their child's learning and reviews all expectations and responsibilities aligned in the student-parent-school COMPACT. Current administration has an open-door policy and encourages parents to reach out via phone or in person to discuss concerns or ask questions concerning all facets of their child's education and the role of the school in the community. Parents are encouraged to communicate with teachers throughout the school day using apps such as REMIND and DOJO. Email and phone contact is also encouraged to clarify questions, address discipline issues, and provide support from school to home. Teachers will also provide weekly parent helper letters outlining weekly objectives, topics taught, and supplemental activities and topics for conversation to increase school to home collaboration and improve student academic performance. Technology training sessions for parents are provided virtually and in person throughout the year to acclimate parents with academic programs/curriculum, LMS systems, and digital literacy and citizenship standards and protocols for school device use. Additional trainings in reading and math intervention strategies are provided throughout the school year in person, for parents of students performing below grade level. PST, IEP, 504, Gifted, and EL teams meet with parents throughout the school year to develop individualized learning plans and to review and adjust interventions and services needed to ensure students are able to perform at their best to the extent possible. These teams are accessible at all times throughout the school year and meetings can be initiated by the parents at any time. Additional intervention programs are provided after school and during the summer to improve student literacy skills for those students showing a deficiency in grade level reading skills. School staff communicate via written communication and in person with parents to explain current deficits as it relates to the AL Literacy Act. Parents are provided additional parent resources and home supports to assist their child in improving their reading performance.

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.

Administration will stress the importance of parent and school partnerships and provide opportunities to interact with staff and teachers through annual Title I Parent Involvement Night Presentations, annual Back to School Open House Parent Assembly, parent teacher conferences, memberships on ACIP team, volunteering at PTO events, and attending academic, sports, and community-wide programs held at the school. Administration will plan events during and after school to meet the needs of all families and parents. School personnel will be encouraged to contact parents via phone at the start of each school year to make positive contact and show parents they are valuable, equal partners in their child's education.

Administration stresses the importance of family involvement and support during school-wide events and assemblies and thanks parents for their active participation in educating their child. Little Ridge will work with district Parent Involvement Specialist to implement book studies, parent trainings involving curriculum and technology based upon parent survey results. A team of parents has been developed at the district level to provide a deeper parent perspective to school personnel.

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.

Little Ridge's ACIP committee works diligently to ensure all parent materials and training is closely aligned with our schools identified goals in the areas of reading and math. The principal will work closely with lead teachers, parental involvement coordinator, and parents to create parental involvement activities that meet the students' educational needs and support the parents need to be involved and equipped with resources to assist their child. Teachers and guidance counselors will provide weekly and monthly parent helper letters to inform families of the topics and objectives covered during core content instruction and during monthly whole group guidance lessons. Reading and math intervention teachers will send home weekly progress monitoring reports to communicate with parents regarding

progress on below grade level skills to fill the gap in learning. Interventionist will also send home hands on activities and simple daily homework assignments to reinforce concepts taught during the school day. Parents are encouraged to read for 30 minutes with their child each evening and review addition, subtraction, multiplication and division facts. Little Ridge administration has meet with parents to gain input regarding instructional supports needed to help parents assist their child in the home setting with math strategies and reading skills. Little Ridge MSIT and RSIT team are working together to plan two curriculum nights for parents and students to provide fun activities to engage families in hands-on learning and to provide small group learning labs for parents to learn basic strategies to assist their students at home with math, reading, and language arts at home.

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.

Administration and parent involvement specialist meet regularly to discuss programs and opportunities to engage all parents in participating in their child's education. Administrators have an open-door policy that provides parents the opportunity to communicate their concerns and needs regarding curriculum, instruction, and student achievement. A Surveys are sent to parents inquiring what supports they might need to help them assist their students with academic content. Activities are aligned to the academic, social, and emotional goals of our students. Curriculum nights are being developed to assist parents in learning best practice strategies to provide support to their students at home when completing homework and parent helper activities. All information regarding school events, meetings, conferences, are sent to parents in their native language to the extent practical and all meetings/programs are presented in English and Spanish when possible. We also use a phone messaging system, Blackboard Connect, and additional technology to notify parents of upcoming events and school closings in English and Spanish.

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.

Little Ridge Intermediate makes every effort to work with parents in meeting their requests as related to their involvement rights in their children's education. Once we get the results from the latest Title I parent survey conducted in September by the Parent Involvement Specialist and surveys sent out at the end of the school year regarding engagement, climate, and culture, we will develop training sessions based on this feedback and information. The parent involvement specialist will work closely with administration to provide training opportunities during school hours and after school hours as needed to increase parent participation in student achievement and learning.

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))

Little Ridge Intermediate School, to the extent practicable, provides opportunities for the participation of parents of limited English proficiency and parents with disabilities. LRIS presently has approximately 200 plus Hispanic students that require English as a second language support and acquisition programs. The majority of their parents speak a dialect or Spanish so All parent notifications are sent to parents of these children in Spanish and English. In addition, there are four bilingual teachers that are present during all open meetings that can assist in communication between teachers and parents. Every effort is made for parents with disabilities to gain quick and ease of access to the building. All entries are handicapped accessible for students and parents.