



Parent and Family Engagement

Fitzpatrick Elementary School

Montgomery County Board of Education

Dr. William Milledge, Jr., Principal
4055 Fitzpatrick Boulevard
Montgomery, AL 36116

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Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

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))

Fitzpatrick holds an annual Title I Parent meeting to discuss the school's participation in Title I, what makes a school a Title I school, the 1% set-aside for Title I, and the parents right to know.

Describe: 1) 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; 2) 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.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Fitzpatrick holds parent meetings in the mornings and in the evenings. This allows our parents to attend meetings based on their schedules and their needs. Meetings are scheduled monthly and our parents are notified about monthly meetings two weeks in advance for their planning purposes. Two parent representatives are on our CIP committee and they participate in the development of the plan. Also, all parents are given the surveyed at the end of the year as we were seeking their input on activities, training, and materials that the school should offer to parents the following school year. The CIP is reviewed throughout the year.

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))

Fitzpatrick provides training for parents and guardians through our annual Title I training, as well as, through our parental monthly parental engagement workshops. Parents are given a synopsis of required academic content standards, the Performance Series Assessment requirements, and academic achievement standards, throughout the year by formal meetings and through monthly news letters/notes. The Title I Parent Liaison conducts training sessions that address available Title I services. Parents are also encouraged to be active participants in their children's education throughout the year.

Parents with limited English are given assistance when required. An interpreter is called in when necessary and our counselor and parent liaison extend practical accommodations when necessary.

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))

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The school-parent compact was developed by the CIP committee which consists of our parent representatives, the building leadership team, and our Title I Parent Liaison. The parent compact is used as a reminder to all stakeholders of what the expectations are for the teacher, parent, and the student and that everyone has agreed to do everything they can to ensure that the student meets those expectations.

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

The school wide plan is available to be reviewed, at all times, with copies in the library, the front office, the parent resource area, and on our web site. Parents are invited to review and evaluate the school wide plan quarterly, and provide comments (approval or disapproval) about the CIP, the progress being made, and the need for any changes that need to be made to the plan after it's initial approval.

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. (Describe)

Our parents are encouraged to use our Title I resources. Our parents have full access to our Title I parent resource area, which include literature for parents on helping children study, becoming more involved in their child's education, and three computers and printers for parental use. The resource center is open during and after school for parents and the parent liaison and teachers are available to train and assist parents as needed. They are also given the opportunity to become equal partners in the education of their children through monthly meetings, 1st and 3rd nine weeks report card conferences, Title I parent training/workshops, and a synopsis' of required academic content standards, standardized test requirements, and CCRS training. Parents are also able to monitor their child's progress through access to INOW (INOW at home), bi-weekly progress reports, and parent-teacher conferences.

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 in parental involvement.)

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. (Describe)

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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.(Describe)

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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. (Describe)

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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. (Describe)

Parents are provided with monthly calendars outlining events in the school, along with parent programs and meetings. Parents also receive phone calls, through School Messenger, text messages through REMIND and tweets through TWITTER, as a reminder about parent programs and meetings.

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))

Parents with limited English are given assistance when requested. An interpreter is called in when necessary and our counselor and parent liaison extend practical accommodations when necessary.