



Ronald McNair 7-8 School

2022-2023

Parent & Family Engagement Plan

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## 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))**

McNair does an Annual Title I Overview Presentation to its stakeholders. Stakeholders are invited to attend one of three meeting times. Communication of meetings are done in multiple ways: robo-calls English/Spanish (text messages, emails, voice mails), marquee listing, flyers given during check outs, and in car lines, church announcements, community signage, social media (Facebook, Twitter, school's website).

### **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, childcare, or home visits, as such services relate to parental involvement.**

McNair meetings are done with flexible times to accommodate the schedules of our stakeholders. Meetings are usually scheduled at 8:30 am, 1:00 pm, and 5:30 pm times.

### **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).**

McNair's parents have the opportunity of involvement in the planning, review and improvement of the Title I Program by completing surveys, input during meetings, and our McNair Parent Suggestion Box. Also, parents are invited to participate on the ACIP Committee and the Parent Advisory Committee for input.

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

Funds allocated for parent involvement are being used to support parent needs in various ways: resume writing, job fairs, high school graduation equivalency information of programs, application support, computer skills, postage and school supplies for parents.

**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))**

Communications are done in multiple ways (English/Spanish): robo-calls-English/Spanish (text messages, emails, voice mails), marquee listing, flyers given to students, during check outs, and in car lines, church announcements, and community signage. The principal has "State of the Schools" meetings, to discuss curriculum, academic assessments, and achievement expectations. Opportunities for participation in decisions relation to the education of their children is through ACIP Committee meetings, Parent Advisory Committee meetings, Title I Parent Budget Meeting, and the Annual Title I Meeting. Also, parents can view information in information binders for Title I/ACIP at the school on request. Parents also have the continuous opportunity to give suggestions through the McNair Suggestion Box.

**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))**

Parents, school staff, and students share responsibility for improved student academic achievement by their input on the school-parent compact. Parents are invited (in informal ways) to give suggestions for inclusions or deletions of the compact through Orientation, Open House, Registration, Check-In/Check-Out Times to write comments. Also, through parent/teacher conferences, School-Based Counselor, Curriculum Specialists, Assistant Principal, and Principal, the compact is given for review to these persons. With department chairpersons, copies of the compact are distributed. Also, parent meetings for McNair School Parent Compact are done for document revisions for the upcoming school year. During this time, parents have the opportunity to give suggestions. Also, the McNair Suggestion Box is always available.

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

The McNair Suggestion Box, Parent Advisory Committee (PAC), parent data meetings are available for parents to voice and submit comments regarding content of the Continuous Improvement Plan. Also, Title I/ACIP notebooks are available for review in the front office, library, and 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.**

McNair feels that if our parents feel supported and empowered, they will support and empower their children and the school. Thus, McNair has the Parent Employment Support Initiative that includes support and training of various skills: resume writing, application writing support, job search strategies, job fairs, high school graduation equivalency information of programs, computer skills, postage and school supplies for parents. With this, parents will feel comfortable coming to the school; in turn, parent involvement can improve because of the sense of belonging. Also, McNair builds capacity with Family Academic Game Night, STEM Nights, International Fairs, Parent Advisory Meetings, Parent Focus Meetings, Mother-Daughter Dance, Muffins with Moms initiatives.

**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.**

McNair has a Parent Coordinator as a liaison to build capacity for parental involvement. McNair's strategies for this include district workshops for parent engagement, conducted by our Parent Coordinator. Also, we invite parents to participate and give input in various writings for the school: Parent Surveys, Parent-School Compact, School Budget, and Parent Engagement activities. Moreover, during "State of the School" parent meetings, Open House and other events, parents are invited to give suggestions and feedback for consideration in different aspects of the school. A new initiative to increase capacity of parent and family engagement through McNair's Parent Employment Support Initiative that includes support and training of various skills: resume writing, application writing support, job search strategies, job fairs, high school graduation equivalency information of programs, computer skills, postage and school supplies for parents. With this, parents will feel comfortable coming to the school; in turn, parent involvement can improve because of the sense of belonging.

**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.**

A new initiative to increase capacity of parent and family engagement through McNair's Parent Employment Support Initiative that includes support and training of various skills: resume writing, application writing support, job search strategies, job fairs, high school graduation equivalency information of programs, computer skills, postage and school supplies for parents. Parents will feel comfortable coming to the school; in turn, parent involvement can improve because of the sense of belonging. Also, McNair builds capacity with Family Academic Game Night, Data Night Conferences, "State of the School Dinners", Parent Night Series w/Food Trucks. McNair's parent resource room contains information for local and community

programs that are available to parents such as financial assistance, assistance with utilities, assistance with shelter, and clothing. In other words, McNair's parent resource rooms serves as a bridge between parents and community resources.

**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.**

Communications are done in multiple ways: robo-calls-English/Spanish (text messages, emails, voice mails), marquee listing, flyers given to students during check outs, and in car lines, church announcements, and community signage. Also, the McNair Suggestion Box is available for parents to submit comments.

**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.**

McNair feels that if our parents feel supported, the more they will support their children and the school. Thus, McNair has the Parent Employment Support Initiative that includes support and training of various skills: resume writing, application writing support, job search strategies,

job fairs, high school graduation equivalency information of programs, computer skills, postage and school supplies for parents.

**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))**

Parent and family members with limited English proficiency are provided information and school reports translated in their native language. Also, translators are invited to information meetings and to aid in document writings for this purpose.