

Annual Title I Meeting and Benefits of Parent and Family Engagement



TITLE I, PART A
PARENT AND FAMILY ENGAGEMENT

Annual Title I Parent Meeting

The requirement: All schools receiving Title I, Part A funds are required to convene an annual Title I, Part A parent meeting

- to inform parents and families of their school's participation
- to explain the requirements of the Title I, Part A program
- to explain the right of parents to be involved



Title I, Part A Program

Highland Park ISD participates in Title I, Part A which is a school-wide program intended to improve student academic achievement

Parents have a right to be involved in the school's programs.

Opportunities for parent involvement include: volunteer in child's classroom, observe classroom activities, participate in decisions relating to the education of their children, assist in the review and revision of policy, compacts, and Title I plans, and serve on parent advisory boards.

Title I, Part A Program

The District's Title I Plan addresses how we will use Title I, Part A funds within the school district. The requirements of the Title I Plan are incorporated into the District Improvement Plan (DIP) and the Campus Improvement Plans (CIP). Topics include:

- High-quality student academic assessments
- Supplemental services to assist struggling students
- Coordination and integration of federal funds and programs
- Strategies to implement effective parent and family engagement
- Title I, Part A parents have the right to be involved in the development of this plan

Policy and Compact

The parental involvement policy and school-parent compact are located on the District website at https://www.hpisd.net/81499_2

Both of these documents are reviewed and updated annually by the District Education Improvement Council (DEIC) at the June meeting. Parents are welcome to provide input by attending the meeting or through a member of the council.

Curriculum

The State of Texas has established the Texas Essential Knowledge and Skills (TEKS) as the curriculum standards for public schools. Highland Park ISD uses the TEKS Resource System to ensure teachers at each grade level and subject area are providing high-quality instruction to our students.

Teachers use periodic formative academic assessments to measure student progress throughout the year in preparation for the STAAR and EOC tests in April and May.



Assessment and Intervention

Formative assessments (NWEA, CLI) will be used on each campus to evaluate individual student needs in reading and math

Student scores and the academic growth demonstrated on STAAR will determine any required interventions necessary in the proceeding year.

Students can score at the Approaches Grade Level, Meets Grade Level, or Masters Grade Level standard.

The campuses and district are then rated A-F based on the collective performance of the students and student groups.

Parents Right-to-Know

Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher, Section 1112 (e) (1) (A)

Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112 (e) (1) (B)

Check with your school office on how to obtain this information.

Who to Contact

Director of Student Support and Academics – Vanette Barnett

Secondary Principal – Dixie Shettel

High School Counselor – Rala Underwood

Middle School Counselor – Andrea Hannon

Elementary Principal – Shannon Woodward

Elementary Counselor – Aldeena McAlister

Phone: (806) 335-2823

Benefits of Parent and Family Engagement

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Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child's life are working together, students benefit enormously.

Lee and Marleen Canter



When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Henderson and Mapp

Student Benefits

Higher grades and test scores

More likely to complete assigned work

Better attendance

Fewer placements in special education

More positive attitudes and better behavior

Higher graduation rates

Greater enrollment in postsecondary education



School Benefits

- Improved teacher morale
- Higher ratings of teachers by parents
- More support from families
- Higher student achievement
- Better reputations in the community



Parent and Family Benefits

More confident in the school

Increased confidence in their parenting skills

Creates a home environment that encourages learning

Encourages parents to advance their own education and skills in the workplace

