

## 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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

Our district Federal Programs Advisory Committee which is made up of representatives from each school's CIP team, meets at least two times per year to review a needs assessments, as well as a Title I planned and 1% set-asides for the upcoming year. An Annual Federal Programs Informational Meeting for all parents is held at the beginning of the school year. Cleveland Elementary School holds their annual Title I meeting during the month of September. A PowerPoint presentation which explains the District Set Asides, with emphasis on the 1% set aside for Parent Involvement is presented. The presentation will also cover the Title I requirements, Parents' Right-to-Know, and opportunities for parents to be involved in their child's education as well as volunteer opportunities at the school. A handout will be provided for all attendees with a written summary of the information covered in the meeting.

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.

Parent activity calendars are posted on the Blount County School system website and are updated as needed throughout the school year. A marquee is available at Cleveland Elementary School to alert parent and community member of upcoming school events. All county-wide parent events held at the Blount County Professional Development Center are posted to the system calendar located on the [www.blountboe.net](http://www.blountboe.net) website. In addition, prior to the beginning of school, Cleveland Elementary School hosted a Pre-Kindergarten Orientation and Kindergarten through Sixth grade "Meet the Teacher" nights. Parents are also invited to PTSO meetings and special events which are held throughout the school year at varying times to accommodate working parents.

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).

At Cleveland Elementary School a meeting for parents will be held which is devoted to the purpose of assessing strengths and weaknesses of the previous year, reviewing how funds were utilized the previous year, and making plans for improvement during the upcoming year.

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 used to purchase communication folders. Grade levels are given flexibility whether they want agendas, binders, or folders for every student to be used as two-way communication between the home and the school. The school also purchases a Smore subscription for electronic newsletters that can be shared on different social media platforms, the school website, and through email. Smore letters will automatically translate if a parents first language is something other than English.

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))

Each student/parent is provided a copy of the Blount County School system's Student Handbook. Student handbooks are quite comprehensive, covering general information, standard operating procedures, and general guidelines regarding what is expected of the system, students and parents. They are also given a Cleveland Elementary handbook that emphasizes some Blount County policies as well as information unique to Cleveland Elementary. Each parent is encouraged to participate in parent teacher conferences on behalf of students as needed. Parent and community stakeholder meetings are often utilized to share timely information about programs, as well as, opportunities to describe and/or explain the school's curriculum, student assessments, and/or expectations regarding student achievement. Upon request, any parent or community stakeholder is welcomed by the principal to discuss concerns regarding school related issues.

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))

The purpose of the School-Parent Compact is to signify the agreement between the parent, student, teacher, and the school administrator to work in a partnership in order to promote the success of all students at CES. At the beginning of each school year, the School-Parent Compact is provided to each student and parent.

The orientation/meet the teacher events, and each member signs the School-Parent -Student Pledge that states they are willing to work collaboratively in order to promote the success of each involved, and that they are ready to put forth their best efforts in education; whatever their role. The School-Parent Compact is made up of three sections-student, parent, and school, and it is each of these three groups of people that share in the responsibility for educating Cleveland Elementary School Students. The first section involves school information and pledges

regarding the school's role in optimizing learning for each child. In section two, each student reflects upon a list of suggested activities and indicate which activities he/she will attempt to perform throughout the school year. This allows the individual student to share ownership and responsibility for his/her own education.

The third and final section of the compact addresses the responsibilities of the parent or guardian of each student. This section of the School-Parent Compact contains two areas. Area one addresses parental responsibilities with regard to their child's education and how the parent will support student learning and help to keep open line of positive communication with teachers. The second area includes a list of suggested activities in which parents are encouraged to participate in as many of the activities as time and opportunity allow. Also included in this area is an other/comments are which is provided for parents to indicate their specific areas of interest and ways they can be of assistance to their child, their child's teacher and class, and/or the entire school. The compact is signed by the principal, teacher, student and parent if each party is agreeable with the terms. The compact is also used during conferences with parents to document dates and notes from meetings with parents. As an additional follow-up; the School-Parent Compact is reviewed each Spring during a CIP committee meeting and revised as needed.

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

Cleveland Elementary School has parental representation in the development of the LEA's Parental Involvement Policy and Plan required. Parents are invited to participate in all aspects of the plan and have an opportunity for input at parent and community stakeholder meetings. The Continuous Improvement Plan (CIP) is developed by the CIP committee, which is made up of administrators, teachers, parents, and representatives from the community. The school-wide parent and community stakeholders Spring meeting is devoted to school-wide improvement planning. At the LEA parent involvement meetings, parents are provided information which would assist them in making and submitting comments to the State Department of Education, if they disagree with any aspect or component of the LEA's plan.

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.

Cleveland Elementary School encourages parents to become equal partners in the education of their child through its dedication to establishing, maintaining, and improving effective two-way communication between the school, families, and community. This open, two-way communication method instills in each a sense of partnership between school faculty, staff, administration, students and parents.

There is also an effort to bring our parents in partnership with education with our Student Reading Improvement Plan through the Alabama Literacy Act. This allows parents to become partners with the teacher in helping their students with strategic strategies given to the parent to help at home. As well; is the recognition by all that parental involvement begins prior to the start of school. Cleveland Elementary School provides opportunities to involve the entire community through meetings, event nights, videos of teachers and information that can help prepare even our future students for success. At events, such as orientation or meet the teacher nights, parents receive various materials, including a Parent School Handbook that discusses school policies, calendar, and previews the curriculum. During these visits, parents and students learn about individual class assessments and what the role of each stakeholder will be to ensure all students experience academic success.

Also, PTSO meetings are held, at minimum, three times per year. Multiple methods of correspondence are used to encourage parents to attend. Many facets of school life are discussed at PTSO meetings, and many tools and ideas are shared with families in order to foster the improvement of all student achievement. The PTSO is also an integral part of the school family in that they also help to provide resources and work hand-in-hand with teachers and students for maximum potential.

Cleveland Elementary School also hosts an annual Federal Programs meeting during the fall. In this meeting, parents receive an overview of the state academic content standards, academic achievement standards, and an explanation regarding Title I, services that are offered, and how parents have the right to be involved in their children's education.

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.

Cleveland Elementary School honors and recognizes a families' existing knowledge, skills, and forms of engagement. As well; we work with all faculty and staff to create and sustain a school culture that welcomes, invites, and promotes family engagement. We also regularly devote time to develop family engagement

initiatives and connect them to student learning and development. We believe, as stated by the U.S. Department of Education, that families fulfill various/multiple roles in the partnership with our school. These roles may include: supporters, encouragers, monitors, advocates, decision makers, and collaborators. In addition, student assessment data is sent home to parents following the three assessments each year (fall, winter and spring). Other assessment data is shared with parents by individual teachers throughout the school year. Teachers will also use the ACAP assessments to determine instructional pathways for students in all tiers of instruction. A variety of communication is offered to parents through data notebooks, progress reports, phone calls and parent reports in order that we may better work together in planning for addressing the unique needs of each student.

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.

Cleveland Elementary School encourages parents to become equal partners in the education of their child through its dedication to establishing, maintaining, and improving effective two-way communication between the school, families, and community. This open, two-way communication method instills in each a sense of partnership between school faculty, staff, administrators, students, and parents. As well, is the recognition by all that parental involvement begins prior to the start of school. Cleveland Elementary School provides opportunities to involve the entire community through meetings, event nights, and information that can help prepare even our future students for success. Open House events are designed to bring together teachers, parents, administrators and students. Parents and community member are invited to be a part of field trips, parties, and special events. Other opportunities for parental input and/or parental involvement through interactive newsletters, email, written newsletters and surveys. We have incorporated a World Read Aloud Day programs as a means for reaching out to our parents and community stakeholders as partners in the academic success of all CES students. Each fall a Federal Programs meeting is held to review Title I requirements of parent involvement, to suggest strategies and events the school can provide to meet the requirements and provide materials, if necessary to accomplish those goals.

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.

Information related to various functions at Cleveland Elementary School is made available for parents in a variety of formats. Cleveland Elementary School's parent involvement program is organized and inclusive for all parents. Though CES has a minimal number of students whose native language is something other than English; informational and other important documents are available in both English and Spanish formatting. Cleveland Elementary School is also serviced by an on-site English as a Second Language (EL) teacher on a 80% basis in order to address the unique needs of English Language Learners attending CES. Our district consulting EL teacher also provides regular training for parents and teachers and help to prepare material and documents that are both useful tools for parents, teachers, and students alike. The EL teacher collaborates with teachers weekly during grade level meetings. As well, Cleveland Elementary School has access to a system-wide EL Parent Liaison who provides English to Spanish and/or Spanish to English translation. Parents with students who receive EL services were invited to an informational meeting to discuss their child's IELPs. A translator was available to help with any questions and/or concerns. Alongside our general and specialized education staff, these individuals consult and work together in order to provide training that addresses the needs of the parents of our homeless, migrant, and non-native, English speaking students.

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.



The district's EL/Migrant Home Liaison provides translations of documents going home to parents of Limited English Proficient students. Informational flyers are also translated, as well as handbooks, policies, parent involvement plans, newsletters, and parent surveys. Registration, medical, disciplinary, health, and sports related forms are also translated. To the extent practical, information posted to the parent involvement link of the [www.blountboe.net](http://www.blountboe.net) website is available in both English and Spanish. Recognizing the need to assist in bridging the gap of the linguistic diversity of students at the school, communication handouts, signs, and directs are often translated innovative languages spoken at the school. EL/Migrant and Parent Liaison is also available to attend IEP meetings, disciplinary hearings, and parent/teacher conferences to serve as a translator for non-English speaking parents. Throughout the school year, the principal and teachers often send home newsletters and other written communication to communicate specific information to families and schedule additional parent conferences at the convenience of parents in order to reach a mutual agreement between parents and teachers on ways to help children become more successful students. With the help of the EL teacher and each student's Home Language survey, the teachers are informed of which students need correspondence in a language other than English. When this is appropriate, it is provided with assistance from the school system's Migrant EL/ Home-School Liaison and with software services such as Transact and Masterword. Periodically, informal conferences which may be initiated by either the parent or the teacher are held to resolve minor issues which arise from time to time.

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))

Blount County School System's Student Handbook is provided in both English and Spanish. Information posted on the Blount County Schools website is, to the extent practical, provided in Spanish. The Cleveland Elementary handbook is also available in both English and Spanish. The Early Years, (Pre-school aged students) and the Home School Connections, (K-6th grade students) newsletters are provided in both English and Spanish. Translators and sign-language interpreters are on staff with the Blount County Board of Education to ensure that all parents are able to understand the information being presented. All school and facilities are handicap accessible including our local school. Reports and information, including student progress notes and report cards, are available in Spanish, or other languages (as needed). Special accommodations are continuously made to communicate with parents by phone and home visits as needed. A Migrant Liaison is on staff at the Blount County Professional Development Center offering a wide variety of supports which also include the following: Translating and support at all events including IEP meetings and school functions, Translation of written materials including Parent compacts, student handbooks, newsletters, home-to-school connections, progress notes, report cards, etc. , home visits to encourage school attendance and respond

to needs that may not be expressed at the local school (tutoring needs, clothing, hygiene, food, medical, immunizations, dental, vision, financial aide, school supplies, etc.), Pre-K support and enrollment on the Cleveland Elementary School Campus), and Cleveland area Headstart programs (multiple locations)- Outreach and identification of migrant families (posters, flyers, school notifications, dedicated direct phone line, booths at local events to inform parents of EL and migrant student of support services, etc.), Professional Development for teachers to better serve students, Grand monitoring for all migrant and EL students with support provided for at-risk (drop out, failing, poverty) students, Family Literacy activities.



## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

**● I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**

**○ I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.**

### **ATTACHMENTS**

#### **Attachment Name**

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CES Coordination of Resources

## **eProve™ strategies: Goals & Plans**

The school has completed all components of its ACIP in eProve™ strategies.

- ☐ Yes
- ☐ No

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CES Coordination of Resources		<ul style="list-style-type: none"><li>•</li></ul>
 CIP Leadership Team Sign In		<ul style="list-style-type: none"><li>• 1</li></ul>