

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 ACIP team, meets two times per year to review a needs assessment, Title I plan, and set-asides for the upcoming year. The district parent involvement specialist will provide services to all Title I schools to heighten parent involvement through Title I annual meetings of parents, parent communications, and parent training at the local school. The district Parent Involvement Specialist will provide a PowerPoint Presentation, which explains the District Set-Asides, with emphasis on the 1% set aside for Parent Involvement. The presentation will also cover the Title 1 requirements, Parents' Right-to-Know, and opportunities for parents to be involved in their child's education and as a volunteer at the school. A handout will be provided for all attendees with a written summary of the information covered in the meeting. A detachable section is provided for their signature as well as their comments, complaints, and/or suggestions. The detachable forms will be collected and used as additional parent input and will be considered in a future CIP committee 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.

Parents are invited to attend orientation with their child. At orientation, a variety of information is dispersed including assessment results, tutoring opportunities, school policies and procedures, safety precautions, and curriculum requirements. During orientation, faculty and students review information on policies and procedures, student achievement expectations, and other useful information. In addition, they are issued a Blount County Handbook with board policies, curriculum requirements, student achievement expectations, etc. Parents are encouraged to take advantage of opportunities to meet with teachers and the administration.

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).

A Community Advisory Board on the district level consisting of parents and community stakeholders has been established. This board meets on a monthly basis with school administrators, representatives of the leadership team, and student representatives to discuss ways to improve the school climate and student achievement. This team reviews the CIP and offers input for improvement. The School Leadership Team along with the Parent Advisory Team work together to

analyze data and suggest areas for school improvement. Both teams look for opportunities to increase community and parent participation in the school environment that will positively impact student achievement. A Parent Volunteer Coordinator has been appointed to promote parent involvement. In addition, the Athletic Booster Club and Band Booster Club meet regularly with the administration to plan methods to promote the band and athletic programs. They also provide monthly financial statements and records of meetings to the administration. Student organizations including Beta Clubs, Student Government Association, and Fellowship of Christian Athletes use strategies to increase parental involvement at Cleveland High School.

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

Locally, our Title I parent engagement allocation is used for teacher stipends to aid in helping parents with orientation and other beginning of school tasks at our open house/orientation. This funding is also used to aid in parent communication.

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))

Parents and community stakeholders are encouraged to contact the Cleveland High School Continuous Improvement team members to provide input in school matters. In addition, the grievance procedure is published in both the Blount County Handbook and the Cleveland High School Handbook. During the revision of the CIP, Parent Advisory Team members are encouraged to actively solicit input from various stakeholders. Care is taken to ensure that all stakeholder groups are represented on this committee and that the make-up of the committee is diverse in nature. Members represent all income groups, cultures, special education, general education, and gifted students as well as representatives of local businesses.

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 school-parent compact outlines the responsibilities of the school, parent, and student in improving student achievement and the means by which the school and parent will build and develop a partnership that will help children achieve high standards. School-parent compacts are used to document the commitment of parents, teachers, and the school administrator to work together to ensure that each child is successful. The school-parent compact is given to parents at

registration/orientation and returned the same night before school starts. New students complete and return a signed compact during enrollment with the school counselor.

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

Parents are invited to submit comments on the Continuous Improvement Plan through the Parent Advisory Team or directly to the school administration.

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.

Parents are encouraged to be involved in volunteer opportunities provided by the school. These opportunities include, but are not limited to, Orientation Day, Booster Clubs, Beta Club activities and tapping ceremonies, Awards Day, Senior Recognition Ceremony, extracurricular admission gates and concession stands, and fundraisers. Students and parents are given a county handbook and access information for our school handbook that outlines academic requirements, remediation services available, and resources available to parents and students. Parents are invited to attend parent conferences where they can meet with teachers and administrators and receive additional information to help meet the academic needs of students. School social media accounts are used to keep parents, students, and other community stakeholders up to date and informed of the wonderful things happening at CHS and ways that they can support the school.

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.

At orientation nights, prior to the beginning of the school year, parents are informed on topics related to our student's academic achievements including assessment results and tutoring opportunities. Parents have access to their child's detailed grade information via the Schoology parent accounts, as well as other information on the school's website. Our school's Statewide Parenting Day activities include sessions on using all of these technologies.

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.

Parents are encouraged to communicate on a regular basis with teachers and administrators. The administration maintains an "open door" policy and encourages parents to stop by with questions or input. Parents are encouraged to attend school activities such as field trips, sporting events, pep rallies, assemblies, etc. Parents are also encouraged to join the athletic booster club and band booster club. Communication with parents is aided by an electronic phone communication system that allows the school to notify parents and community stakeholders about important school issues via a phone call. In addition, we also have important information on our school website that can help parents stay informed and involved. School social media accounts are used to keep parents, students, and other community stakeholders up to date and informed of the wonderful things happening at CHS and ways that they can support the school. Professional Development activities encourage faculty and staff to incorporate parents and community stakeholders into the academic activities of their classrooms.

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.

Cleveland High School coordinates its parent involvement program for all parents. Many of the parents of our EL students are actively involved in our parenting activities. Cleveland High School is served by an on-site English as a Second Language (EL) teacher on a half-time basis, plus continuous access to an EL consulting teacher, a Spanish translator, and a parent liaison. In addition to the general education staff of the school, these individuals work collaboratively to meet the training 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.

Callouts, social media, letters, and other written communication are used to relay specific information to families. Teachers schedule 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 ELL/Home-School Liaison, the parental liaison, and with software services such as Transact. Recognizing the need to assist in bridging the gap of the linguistic diversity of students at school, communication handouts, signs, and directions are often translated into native languages spoken in the school. Cleveland High School makes every effort to provide support to promote parental involvement.

Opportunities to request additional support are available through the CHS Leadership Team and through requests made to school administrators.

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))

Translators and 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 schools and facilities are handicap accessible including Cleveland High 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 with a direct phone line (Spanish speaking voicemail), offering a wide variety of support which also includes the following: -Translating and support at all events including I.E.P. meetings and school functions -Translation of all written materials including Parent compacts, student handbook, 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, Headstart programs (multiple locations), Pre-K and RISE. -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 students of support services, etc.) -Professional Development for teachers to better serve students -Grade monitoring for all migrant and EL students with support provided for at-risk (drop out, failing, poverty) students -Information provided to parents about student options for College and Career Readiness (Career Tech, AP, ACT testing support, ASPIRE testing support, dual enrollment, WorkKeys, Industry Credentials, military enlistment, etc.) -Family Literacy activities