

**Theodore High School
Parental Involvement Plan
2020-2021**

Theodore High School's mission is to create a learning environment that will enable THS students to become independent, life-long learners, and responsible citizens in a technologically advanced society.

How the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements?

During the first six weeks in which school is in session, Theodore High School conducts its required annual Title I meeting for parents. Parents are notified of the meeting through notices sent home by students, the school's website, School Messenger phone system, and email. A second meeting will be scheduled for second semester to provide a status report of the Title I program and to update parents new to the school. Topics to be discussed at the meetings include:

- What it means to be a Title I school
- The 1% set-aside
- The LEA Title I Plan
- LEA Parental Involvement Plan
- The Continuous Improvement Plan (CIP)
- School Parental Involvement Plan
- School-Parent Compacts
- Requesting Qualifications of your child's teachers
- Notifications of teachers not highly qualified
- Annual evaluation - Parental Involvement Plan
- Introduction of the Parent Advisory Committee
- Timeline for parental involvement opportunities
- The process for involvement of all Title I parents in the 1% set-aside, the LEA Title I Plan, The CIP, the revision of compacts, and the LEA and School Parental Involvement Plans (including annual evaluations)

There will be a flexible number and format of parent meetings offered.

The leadership and staff of Theodore High School have a strong belief in the importance of parental involvement. To accommodate as many parents as possible, we have put measures in place to offer parent meetings on a flexible schedule. Our annual Title I meeting for parents will be offered within the first quarter of each semester. The parent advisory committee will schedule meetings on different weekdays during different times throughout the year. The CIP committee will conduct meetings both during and after school. Our parent organizer ([Title I, \\$7,323.44](#)) will conduct parent workshops at varying times including morning and afternoon sessions throughout the year. Our parent resource center located in the library will be open to parents each school day from 7:30 a.m. until 2:30 p.m. Parents are encouraged to visit the center to obtain literature and other resources to assist them in building relationships with their children.

Parents will be involved in the planning, review and improvement of the Title I Program.

Theodore High School believes in involving parents in all aspects of its Title I programs. We have a parent organizer who serves as a liaison to contact parents and encourage their participation. We have a Parent Advisory Committee (PAC) that regularly evaluates programs and meets with administrators to offer feedback. They also serve as champions for rallying parental support and involvement. Members of PAC assist in evaluating the parental involvement plan. Parents also serve on our CIP Committee. These parents have an opportunity to analyze student assessments including the Alabama High School Graduation Exam and review other school wide data. They help develop strategies to improve student learning and the performance of our school. They evaluate the school's curriculum and expectations. All parents are regularly contacted through the principal's School Messenger phone system, phone calls from teachers, emails, the school's website and newsletters.

Funds allocated for parent involvement are being used in the school.

Theodore High School uses its parental involvement funds ([Title I, \\$5,000](#)) to address items identified in our school's needs analysis. This year, funds will be used to purchase materials and supplies for parent training and the parent resource center.

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.

At parent meetings throughout the year, Theodore High School presents information pertaining to its Title I programs, the curriculum, and academic assessments. Parents learn about reading, math, attendance achievement and the graduation rate. They also learn the procedure for scheduling parent-teacher conferences and are reminded of how they can participate in decisions related to the education of their child. The parent involvement plan, our CIP strategies, and other documents are posted on the website in English, Spanish, Vietnamese and Thai.

Parents, the school staff, and students share responsibility for improved student academic achievement for participating students (The School-Parent Compact is jointly developed with Title I parents and is used, reviewed, and updated).

Theodore High School reviewed and revised its school-parent compact in August 2020 at the request of the CIP Committee. Members of the Parent Advisory Committee and student representatives from the Principal's Advisory Committee collaborated with administrators and teachers to evaluate the compact and parental involvement plan. Parents will be given copies of the compact either during registration or the first few weeks of school. Parents will be asked to sign the compacts signifying their commitment to work in partnership with the school to ensure that their child is successful. The compacts will be discussed with teachers at faculty meetings. Teachers will reference the compacts during parent-teacher and /or student-teacher conferences.

Procedures implemented to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In May of each year, Theodore High School conducts a leadership team meeting to review, evaluate and revise its CIP Plan. Two parents serve on the committee as representatives for all parents at the school. During the review process, all parents are notified through the website, newsletters and School Messenger. The notices make parents aware that the plan is under review and that copies of the plan are available on the website and in the parent resource room. Parents are also made aware that they have the right to give input regarding the revision of the plan. After the plan is finalized and approved, parents who continue to find the plan unsatisfactory have the right to submit their concerns in writing in the parent box located in the front office or through a parent suggestion link on the school's website. Theodore High will attempt to address all concerns and will submit them to Central Office at the same time that the CIP plan is submitted.

The school will build capacity for parental involvement. Parents will be encouraged to become equal partners in the education of their children.

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:

(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.

Theodore High School will accomplish this through its required Title I parent meeting held at the beginning of the school year, as well as with additional Title I parent meetings held throughout the year. Parents will receive an overview of the State academic content standards, academic achievement standards and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child be successful and the best ways to work in partnership with their child's teachers.

(2) 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.

Theodore High's CIP Committee works diligently to ensure that all parental materials and training are closely aligned with our school's identified goals. Theodore has its own parent resource center within the school and a parent organizer available at the center Tuesday, Wednesday 8:00 a.m. until 2:30pm and Thursdays from 8:00 a.m. until 1:00 p.m. The parent center houses materials (in multiple languages) for parents to check out to learn about helping their child succeed. Throughout the year, parenting classes will be held on topics that address identified school goals. Specific topics will include reading with your child, creating a home learning environment and working as a partner with your child's teachers.

(3) 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.

Theodore High will continue to work with its teachers through in-services, faculty meetings, and departmental data meetings in understanding the importance of parents' involvement and that parents are our partners. The principal will set the expectation that teachers work closely with our parent organizer in planning parent involvement activities and materials that best meet our school's identified goals.

(4) 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.

Theodore High coordinates its parent involvement program for all Title I parents. We have a number of ELL students and many of their parents are involved in our parenting activities. We have an ESL teacher who works with the parent organizer in meeting the training needs of parents.

(5) 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 on all school meetings, parent notices, etc. is sent to parents of ESL students in their first language. Title I parental plans and school improvement strategies are posted on the website in several languages. Additionally, Theodore High has an ESL teacher who assists in verbally communicating with these parents as needed.

(6) Shall provide such other reasonable support for parental involvement activities as parents may request.

Theodore High makes every effort to work with parents in meeting their requests related to their involvement in their children's education. Parent surveys are posted online and are distributed on paper during PTO meetings, Open House, Title I parent meetings, etc. THS uses the results of the surveys to address parents' concerns.

The school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school will provide information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Theodore High School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Notices are sent in their primary language to our ESL students. In addition, we have a bilingual teacher who is available to assist in verbal communications with their parents. Parents of Migrant students have important notices posted on the website in addition to notices mailed home. Every effort is made to accommodate parents with disabilities. Theodore High is a handicapped-accessible building. We have an elevator by which parents with disabilities may reach the parent resource room on the second floor.



**Title I Schools
Parents-Right-to-Know**

Children will no longer be left behind in schools due to the No Child Left Behind Law (NCLB). This new law took effect in January of 2002. Parents must be notified when their child is falling behind. Schools that do not improve or meet standards must use federal funds to get children extra help. This means that children must receive "supplemental services" such as tutoring, after-school programs, remedial classes or summer school.

Your rights as a parent:

During the 2020-2021 school year, schools are required to provide each parent the following information:

- Notification of parents' rights according to the NCLB
- Timely notification that your child has been taught more than four weeks by a teacher that is not highly qualified*
- Notification that your child is placed in a program for Limited English Proficient (LEP) students
- Your child's level of achievement on State Assessments
- A written copy of the Local Educational Agency's Parental Involvement Policy
- A written copy of the Local School Parental Involvement Policy jointly developed with parents
- A school-parent compact that outlines how parents, the school and students will share the responsibility for improved academic achievement

Upon request, parents may receive the following information at the beginning of the 2020-2021 school year:

- Qualifications of paraprofessionals that provide services to your children. i.e., aides
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by your child's teacher and the field of certification or degree
- Whether your child's teacher is teaching under emergency or provisional status, i.e., state qualifications or licensing criteria have been waived
- Whether your child's teacher has met state qualifications and licensing criteria for the grades and subjects taught
- The right to transfer your child from a school identified for school improvement to another public school that has not been identified for school improvement or obtain supplemental services for your children

Board of School Commissioners

Reginald A. Crenshaw, Ph.D., President – District 3
William C. Foster, Ed.D., V. President – District 5
L. Douglas Harwell, Jr. - District 1
Don Stringfellow – District 2
Robert Battles Sr. – District 4

LEA PARENTAL INVOLVEMENT POLICY

The Mobile County Public School System's parental Involvement Programs, Activities and Procedures shall be planned and implemented to include meaningful consultation with parents of all students. The LEA and all schools shall be in accordance with the requirements of the No Child Left Behind Act of 2001.

Board approved for public hearing on June 10, 2003



MOBILE COUNTY PUBLIC SCHOOL SYSTEM
Federal and Special Programs Assistant Superintendent
Reginald Eggleston, Ed.D.



THEODORE HIGH SCHOOL PRINCIPAL
Chip Menton

Dr. Betty Dixon, Assistant Principal
Mr. Tim Hardeggree, Assistant Principal
Mr. Roger Jenkins, Assistant Principal



THEODORE HIGH SCHOOL COUNSELORS
Mrs. Sheri Holderfield-12th Grade
Mrs. April McGuff-11th Grade
Dr. Jimise Mitchell-9th Grade



Sabrina McAnally, Title I Facilitator

Angela Lincecum, District School Improvement Specialist

Tracy Mosley, Parent Organizer
Phone: 251-221-3351
Fax: 251-221-3355
Email: tmosley@mcppss.com

Theodore High School

6201 Swedetown Road
Theodore, AL 36582-6266

**Parent Notifications
2020-2021**



**THEODORE HIGH SCHOOL PRINCIPAL
Chip Menton**

Superintendent Chresal Threadgill



**1 Magnum Pass
Mobile, Alabama 36618**