



2017-2018 Parent and Family Engagement

Clements School

Limestone County School District

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Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

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))

Our first Title I Parent meeting was held on September 19, 2017 to review the accomplishments of the school-wide CIP goals from the previous year and discuss the new goals that have been established for the upcoming year. Since this is Clement's second year as a Title I school, the administration will explain what this means to the parents so they have a better understanding of how we became a Title I school. The Title I requirements will be explained, including the 1% set-aside, Parent's' Right to Know Plan, Parental Involvement Plan, Local Education Agency Parent Plan, and the Grievance Procedures. The School-Parent Compacts will be discussed and parents will be given opportunities to share input on any possible revisions. Parents of children receiving services will be involved in the decisions regarding how funds reserved will be spent for parental involvement activities. All parents of participating students will be invited to the annual meeting. This meeting will be offered after school and will be available for parents to view online to insure all parents have access to the information. Parental input will also be solicited concerning the means by which the school and parents can form a partnership to achieve the program objectives. Home-School compacts are disseminated through the homeroom teachers and our goal is to receive 100% of the signed compacts to be filed in each homeroom teacher's classroom.

Clements High School has worked hard to develop thorough and diverse methods of communication. We communicate through the traditional means of mass email distribution, School Messenger (a phone call-out program), and our school website. We have also developed a greater presence on social media by expanding our Facebook page and adding Twitter and other social media accounts. These venues provide multiple opportunities for success when trying to communicate and gather feedback from parents.

2. Describe: 1) How there will be a flexible number and format

Describe: 1) 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; 2) 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.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1) Meetings for parents may be offered as early as 7:00 a.m. and as late as 6:00 p.m. to afford parents the opportunity to attend according to their home and work schedules (ex. Parent/Teacher Conferences). Meetings will also be offered during the day. In addition, Parents will be encouraged through phone calls, social media and letters sent home, to work with us to gain information about our school and how we collaborate to meet the needs of their children for lifelong success.

2) Parents will be involved in the school wide planning process beginning with the initial meeting. AdvancED Parent Surveys were sent last spring to obtain feedback. This information will guide us in determining needs/services our parents would like to see provided at Clements High School. Specific parent nights and/or meetings will be conducted throughout the year to work with parents in small group settings to allow them an opportunity to provide feedback. The Title I committee and Action Teams consists of all teachers and parents who wish to be involved.

3) Clements High School will reserve 2.2% of our total allocated Title I funds for the sole purpose of enhancing Parent Involvement activities.

Parents of children receiving services will be involved in the decisions regarding how funds reserved will be spent for parental involvement.

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))

At least two Parent Nights will be arranged during the 2017 - 2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials that they can take with them and use all year to assist with the academic reinforcements that are needed. We will also organize a parent conference. We will bring in guest speakers, parents, and students (current and former) to lead activities and talk with parents about the importance of being involved. Parents will be provided with opportunities to attend informative sessions designed around the feedback we receive from meetings, surveys, conversations, etc. Sessions on curriculum, College and Career Ready Standards, Title 1/CIP and compact review, state assessments and the interpretation of results, formative and summative assessments will be included. Attending students will be provided age appropriate, engaging activities designed to spark interest and create fun opportunities to explore learning. We will also include an exhibit area where families can visit table displays and gather information presented by local agencies and community organizations. Information about the school and its programs are available on the school's website and available in the office at the parents request.

Clements High School will also host a Career Expo where parents and community partners will be invited to participate and share their knowledge and expertise of various careers with our students. This will allow our parents and community to become a part of the vision at Clements High School by actively involving them in the education of our students.

Surveys and questionnaires are provided at different times during the year to obtain information from parents and to reflect on the progress that is being made in accomplishing the school-wide goals. Many of these surveys provide open-ended responses used as a vehicle for parents to voice opinions and make suggestions. This information is used by the Title I Committee and administration at Clements High School to make the arrangements that are necessary in order to provide parents with the resources needed to ensure their child's success. As input and feedback are provided, it also allows committees to make the needed changes and/or additions to the action plans that are used as the stepping stones in achieving our school wide goals. Parents are always offered the opportunity to voice questions and concerns at the meetings as well. It is also the policy of the school administration that we provide an "open-door" policy to our parents to discuss issues that concern their children at any time during the day. If the administration is unavailable, a meeting with parents will be scheduled as soon as possible.

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))

Clements High School staff along with parents of children served under Title I Part A funds will jointly develop a School-Parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children be successful. The compact will also reflect the mission of the school as well as the goals that are developed each year through the Title I committee. These compacts are designed to be

grade-band specific (6-8, and 9-12). Therefore, teachers and parents will work together to ensure that the compacts address the specific needs of each grade-band. This compact will be reviewed and revised each year after reviewing all parent input. There will be an area on the compact that will allow for parent input.

Such compact shall:

-Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, and video game playing; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

-Address the importance of communication between teachers and parents on an ongoing basis through methods such as: Parent-teacher conferences held at the school, at least done annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Each compact for the year is grade-band specific. Therefore, teachers and parents work together to determine how the compact will meet the requirements and expectations for teachers, students, parents, and administrators. These compacts are revised and distributed at the beginning of each school year. The compacts will be kept in the homeroom classrooms and copies will be made for the school-wide files. At the bottom of each compact, a space is provided to allow parents to voice concerns or make suggestions. Parents are encouraged to provide input on these compacts.

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

Parents are an integral part of our school-wide Title I Planning. The Title I Leadership Team will provide assistance in communicating the goals and action steps that will be followed in the course of the year. Informal and formal parent surveys will also be used by the Title I committee to determine areas of strengths and weaknesses in our mission to improve home and school bonds. When parents express dissatisfaction or have concerns with the Continuous Improvement Plan they are given opportunities to submit in writing suggestions, comments, and concerns regarding the plan to the administration of Clements High School through the school's use of social media, teacher correspondence, meetings, etc.

The school will have a suggestion box at the front of the school for parents to offer suggestions about improving the school. Parents will know about the system through Clements twitter feed as well as on the website.

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. (Describe)

At least two parent nights will be arranged during the 2017 - 2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials that they can take with them and use all year to assist with the academic reinforcements that are needed at home. The staff will also prepare a "Test Score Analysis" presentation to assist parents with the interpretation of test score data from Scantron Performance Series. Parent information letters will be sent home with individual student reports. Sessions will also be available throughout the year for interpretation of the Alabama Alternate Assessment and ACCESS. Parents can monitor their child's academic progress through report cards, progress reports, the use of STI Parent Portal, and teacher communication. Additionally, during family nights we will provide sessions for parents on assessments to help them better understand the purpose and how to use the scores to better help their child at home.

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 in parental involvement.)

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. (Describe)

Clements High School will hold at least two parent nights for the 2017-2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials and resources that they can take with them and use all year to assist with the academic reinforcements that are needed. Core subject materials offered will provide parents with resources to transfer the knowledge from the classroom setting into the home environment. Teachers and administration will provide helpful strategies for parents to use at home in helping their children with literacy projects and management techniques. Included in the Parent Nights' is our annual DPI (Digital Passport Initiative training that we offer all parents concerning the technology being used by their child at Clements High School. Our family event will offer additional training opportunities for parents in a multitude of areas described in further detail within this document.

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 in parental involvement.)

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.(Describe)

2017-2018 Parent and Family Engagement

Clements School

Clements High School's Title I Leadership Team, which includes parents, will seek ways to improve parent involvement in the school environment. The team of parents and teachers will be unique in that they will take an active role in the academic process as they work closely to "educate" other parents on the goals of the school as well as the instructional programs, strategies, and assessments that are used to guide student learning. Specific parent nights and/or meetings will be conducted throughout the year to work with parents in small group settings to allow them to experience the learning process, strategies, and assessments that are reflected in the classroom setting. Clements High School will jointly develop with parents of all children served a school-School-Parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will also reflect the mission of the school as well as the goals that are developed each year through the Title I committee. There will be a specified section on the School to Home compact that will allow for parent input.

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 in parental involvement.)

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. (Describe)

The Clements High School Title I Leadership Team will analyze survey data to determine the needs of parents and the community that we serve. Through these surveys, we have developed training sessions for parents. Our Digital Passport Initiative provides all parents in grades 6-9 training on the 1:1 digital devices that students use between home and school. This training helps parents understand how to best use these devices with their children to support learning taking place at school. The administration team will provide training to parents on understanding assessment data at the state and local level. The training will be offered at school and also can be streamed online for later viewing. Other parent involvement programs such as PTO meetings, Career Expo, Family Nights, FAMJAM, Book Fairs, and Title 1 meetings are all important in developing a partnership between the school and parents.

Clements High School has a moderate population of students identified as ELL at this time. If non-English speaking parents are identified in the Clements High School zone, an interpreter can be contracted to assist in communications. Transact software and Windows 7 is available to help with translations for non-English speaking parents, as well as our on-site Spanish teacher.

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 in parental involvement.)

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. (Describe)

Clements High School will offer meetings for parents as early as 7:00 a.m. and as late as 6:00 p.m. to afford parents the opportunity to attend according to their home and work schedules. These meetings will be promoted through personal letters, telephone calls, news media, flyers,

web site, mass email, school messenger, social media, etc. Efforts shall be made to inform all parents of participating children. The classroom teacher will provide information from the meeting to those parents who were not in attendance. This information will be disseminated by way of letters, web page, screencasts, social media, and mass email. A translator and/or our itinerate ELL teacher will be provided for parents who are non-English speaking. Clements High School also uses a phone translating service to translate for parent phone calls.

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))

In carrying out the parental involvement requirements of this section, Limestone County Schools and Clements High School, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents understand. Copies of the Parent Involvement Plans as well as the school-wide Plan will be placed in the library and in the principal's office for viewing and reference. Copies will also be made available for parents to check out from the library to view in its entirety. Plans are underway to have the document placed on the website and school app for download and/or viewing. If there is any disability, handicap, or language barrier that would prevent a parent and impede his/her ability to read and/or interpret the information provided in the parent involvement document, then the counselor will be made aware of this and resources will be provided to meet the needs at hand. Our school is accessible to parents with disabilities. Ramps are in place for wheelchairs and if any other needs should arise, we will do what is necessary, to the extent practicable, to accommodate and provide services that ensure all parents have an opportunity to attend and participate. Our itinerate ELL teacher will also be available to provide assistance in this area as needed.