

6. 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.

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:

(a) 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 School shall make the Parent Resource Room available to parents during regular school hours to give them access to necessary resources and a space for conferences to gain an improved understanding of 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 also accomplish this through its required Title I parent meeting held at the beginning of the school year; with additional Title I parent meetings held each quarter; and with vital information such as parenting brochures, newsletters, Parents' Right to Know, and 4-Week Letters posted and maintained on the school's website. 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.

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

(c) 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 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. Theodore High coordinates its parent involvement program for all Title I parents. We have a number of ELL students and we encourage their parents' involvement in our parenting activities. We have an ESL teacher who works with parents to meet their needs in terms of academic support for students. All parents are invited to participate in the district Parent Advisory Committee.

(d) 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.

Theodore High School coordinates its parent involvement program for all parents of Title I schools. We have a number of ELL students and encourage their parents' involvement in our parenting activities. We have an ESL teacher who serves as a translator for our parents when teachers and administrators communicate throughout the school year. We also ensure that information is translated for parents when communicates through the school website, social media accounts, and School Messenger. We have a parent resource center with a variety of resources to support parents' participation in the education of their children.

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

Theodore High School 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 at the beginning of the school year and during Title I parent meetings. Theodore High School uses the results of the surveys in combination with feedback provided during PAC meetings to address parents' concerns and adjust activities as necessary.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

All parent notices are sent in parents' native languages when available. The ESL teacher acts as a liaison for Spanish-speaking parents and translates during phone conferences and in-person conferences. She also assists district efforts to translate all documents sent home to parents such as Parent Compacts, Parents' Right to Know, and registration information. Translators are also available upon request from the district. The Parent Advisory Council meets at least two times each year and parent meetings are held quarterly. For all parent meetings, date, time, and location flexibility are prioritized. Furthermore, all parent meetings are streamed virtually or recorded for those who are unable to attend and shared with parents on our school website and social media. Theodore High School is also a handicapped-accessible facility.

Theodore High School

PARENT & FAMILY ENGAGEMENT PLAN



The mission statement of Theodore High School is to challenge all students to achieve their greatest potential both academically and socially in order to be successful in all future endeavors.

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 to be involved.

At the beginning of the academic year, Theodore High School conducts its required annual Title I meeting for parents. This year, our meeting was held in the evening for parents' convenience and a recording is available on our school website. Parents are notified of the meeting through social media, the school's website, and School Messenger phone and email system. Topics discussed at the meeting include: § What it means to be a Title I school § The 1% set-aside § The LEA Title I Plan § The LEA Parental Involvement Plan § The Continuous Improvement Plan (CIP) § The School Parental Involvement Plan § School Parent Compacts § Requesting Qualifications of your child's teachers § Notifications of teachers who are not highly qualified § The annual evaluation of the Parental Involvement Plan § The process for involvement of all Title I parents in the 1% set-aside, the LEA Title I Plan, the ACIP, the revision of compacts, and the LEA and School Parental Involvement Plans (including annual evaluations) § Introductions of the Parent Advisory Committee members § Timeline for the current year's parental involvement opportunities (including opportunities to share in decision-making).

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.

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 during a weekday evening. The Parent Advisory Council will schedule meetings on different weekdays during different times throughout the year. We will also ensure that we either offer a virtual option to all parent meetings or we record meetings and post them to our school website. The ACIP committee will conduct meetings both during and after school. Our parent resource center located in the front office will be open to parents throughout regular school hours. Parents are encouraged to visit the center to obtain literature and utilize the available resources to assist them in building relationships with their children.

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).

Theodore High School believes in involving parents in all aspects of its Title I programs. 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 the PAC assist in evaluating the parental involvement plan. Parents also serve on our ACIP Committee. These parents have an opportunity to analyze student assessment data including ACT and Pre-ACT test results while reviewing other schoolwide 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 and email system, phone calls and emails from teachers, the school's website and social media pages, and newsletters.

2c. Describe how funds allocated for parent involvement are being used in the school.

Theodore High School uses its parental involvement funds (Title I, \$6,849.55) to address items identified in our school's needs analysis. This year, funds will be used to enhance the Parent Resource Room with additional resources and technology such as parenting books, computers, printers, and iPads. We will also utilize the funds to renew our subscription for the Parent Institute monthly newsletter in English and Spanish. The newsletters will be maintained on our school website. Similar to last year, we will also purchase ACT tutoring and study materials for parents to aid in Pre-ACT and ACT preparation at home.

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.

At parent meetings throughout the year, Theodore High School presents information pertaining to its Title I programs, core content curriculum, and academic assessments. Parents learn about ELA, math, and graduation rate goals. 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. Throughout the school year, Theodore High School utilizes social media accounts, School Messenger emails and robo calls, Parents' Right to Know, and 4-Week Letters to maintain relevant, consistent communication with parents in a language they can understand about all school functions, programs, meetings, events, and other vital updates.

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).

The Parent Advisory Council collaborates with administrators and teachers to evaluate the compact and parental involvement plan. This year, our compacts were distributed to students in their Enrichment classes. 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. Furthermore, the school hosts quarterly parent meetings to increase parent involvement and community engagement throughout the year. Teachers also maintain contact logs and submit them each quarter as documentation of consistent collaboration with parents and guardians for improved student achievement.

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

The Parent Advisory Council meets at least two times each year to review the ACIP and the PFE. At these meetings, parents of Theodore High School students collaborate with the Title I Facilitator, school administrators, and teachers to review the plans and offer feedback for improvement on activities, initiatives, and communication. Furthermore, parents from the PAC are also members of the school's ACIP team, so they are invited to all ACIP meetings throughout the year to review assessment data and provide input to better align funds and activities for improved student achievement.

