

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 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.

(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 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.

(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 many of their parents are involved in our parenting activities. We have an ESL teacher who works with meeting the training needs of parents. 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 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. Our ESL teacher also serves as a translator for our parents. We have a parent resource center that supports and encourages parents to participate 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 during PTO meetings, Open House, Title I parent meetings, etc. THS uses the results of the surveys to address parents' concerns.

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 language when available. Parent newsletter in English and Spanish. ESL teacher acts as a liaison for Spanish-speaking parents. Translators are provided when needed by teachers and parents. Theodore is a handicapped-accessible facility.



Mobile County
PUBLIC SCHOOLS

Mobile County Public School System
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.

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Mobile County
PUBLIC SCHOOLS

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% set-aside, and the right of parents to be involved.

During the first six weeks in which school is in session, Theodore High School conducts its required annual Title I meeting for parents. This year, our meeting was held multiple times and is available on our school website. 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 the 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 § 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 CIP, 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. The parent advisory committee will schedule meetings on different weekdays during different times throughout the year. The ACIP committee will conduct meetings both during and after school. Our parent resource center located in the library will be open to parents Wednesdays from 8:00-3:00 pm and on Thursdays from 8:00- 1:00 pm. Parents are encouraged to visit the center to obtain literature and other 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 PAC assist in evaluating the parental involvement plan. Parents also serve on our ACIP Committee. These parents have an opportunity to analyze student assessments including the ACT, pre-ACT test results 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, twitter 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, \$7,3682.78) to address items identified in our school's needs analysis. This year, funds will be used to purchase parenting desktop computers for parent training and the parent resource center.

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, the curriculum, and academic assessments. Parents learn about reading, 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.

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).

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. This year, our compacts were distributed to students in their Intervention 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.

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