## CLEWISTON HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, Roberto Sanchez, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h) (6) (A)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement

Clewiston High School will ensure that each student is engaged, challenged and inspired to a positive and productive citizen of our society.

**Involvement of Parents** *Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].*

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| At the beginning of each school year, within the first month of school, Clewiston High School has an informational meeting for parents at each grade level. During each of these meetings, we explain that we are a Title I eligible school and we give a description of how Title I benefits our school and our students. At this time, we explain the importance of the School Advisory Committee and explain how the committee helps make decisions on how we use our parental involvement funds and make some academic improvements. We also invite parents to be part of the committee at this time.  Our teachers are encouraged to invite parents into their classrooms for special event throughout the year. Our biggest event each year is our Annual Open House. In addition, we have many different activities throughout the year where parents are able to contribute, engage with our staff, and make our school a better place for students to learn.   We also have events in the evening which parents are invited to attend. These include but are not limited to: Tiger Take Off (9th grade orientation) FAFSA Night, AVID Night, Spring Expo (curriculum night) and various parent and club meetings.   Letters, phone calls, remind messages, and Facebook posts are made to all parents to invite them to be part of these organizations. Letters and phone calls made via our "call-out" system are made in Spanish and English to insure effective communication.  Members of the School Advisory Committee are nominated, accepted, and then voted on at the first meeting.  All minutes and agendas are kept on record for documentation purposes. |

**Coordination and Integration**

*Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e) (4)].*

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| **count** | **Program** | **Coordination** |
| 1 | Parent Involvement Policy | Parents meet to review data and update the policy on a yearly basis during School Advisory Meetings. |
| 2 | Grade Group Parent Meetings | At the beginning of each year parents are invited to attend a grade level meeting that explains the curriculum to the parents, the expectations of the teachers, and how they can help their child to be successful. |
| 3 | Parent/ Teacher Conferences | Conferences are scheduled mid-grading period, at progress report time, this allows teachers to meet with parents one on one, review their child's grades and discuss working together to help the child succeed. These meetings encourage parental involvement, give parents suggestions for ways they can help at home and actively participate in the learning process. |
| 4 | School Advisory Council | This committee reviews data and assists in making decisions regarding school improvement. All parents are invited to be part of this committee at Parent Night and through letters sent home. |
| 5 | Parent Liaison | This is an excellent program that provides parents with several different needs. The liaison improves communication with parents by: attending meetings to translate and support parents when making decisions. Parent liaisons also help teachers get in contact with parents. |
| 6 | School Compacts | Parents help review and update the compact each year. The compact is then sent home with all students to communicate the expectations of everyone involved in their child's education. |
| 7 | Phone Call Out System | This system is used to communicate with parents and make them aware of upcoming events. The information is given in both English and Spanish. |
| 8 | Letters Home to Parents | All letters that are sent home are written in English and Spanish to help with the communication between the parents and the school. |
| 9 | Family Weekend | Our local FFA chapter hosts a parent welcome each fall where they invite parents to come out on a Saturday to learn more about the school and things they can do to help their son/daughter and provide them with a free hamburger and a soda/water. |
| 10 | Migrant Extended Day/Summer School | This after-school program helps Migrant students transition to English, improve their academics, and maintain skills learned through the year. |
| 11 | School Volunteer Program | Parents are encouraged to volunteer in different areas throughout the school and for various school events and clubs. |
| 12 | Social Media (Facebook Page) | Our school social media site is used to provide parents with an additional venue to communicate with the school, after school hours, and keeps parents updated on school events and happenings. |
| 13 | State Assessment Information | Parents will be given printed reports explaining their child’s performance on state assessments. |
| 14 | Calendar of Events | A calendar of events, days off, parent & teacher conferences, early dismissals, and lunch menu is sent out monthly. |
| 15 | School Translators | At all school programs and conferences, we have a translator available. We also have a system that transmits the translation through headsets. |
| 16 | Attendance Communication | Every time a student misses school, an automated system calls the parents to make them aware. If students consistently miss, we send out letters and make phone calls explaining the importance of daily attendance. |
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***Annual Parent Meeting***

*Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c) (1)].*

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Open House | Administration | August 2020 | Table set up to answer parent questions. Agendas and sign-in sheets will be used as evidence. |
| 2 | 9th Grade Parent Meeting | 9th Admin | August 2020 | Explanation of programs and opportunity to ask questions. Agendas and sign-in sheets will be used as evidence. |
| 3 | 10th Grade Parent Meeting | 10rd grade Admin | August 2020 | Explanation of programs and opportunity to ask questions. Agendas and sign-in sheets will be used as evidence. |
| 4 | 11th Grade Parent Meeting | 11th grade Admin | August 2020 | Explanation of programs and opportunity to ask questions. Agendas and sign-in sheets will be used as evidence. |
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***Flexible Parent Meetings***

*Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].*

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| **Response:** We have an open door policy at Clewiston High School where parents are welcome and encouraged to come throughout the day to meet with administration. Teachers are able to meet with parents during their planning time, after school, or a designated time agreed upon by both parties.  All School Improvement meetings and grade level parent meetings are conducted in the evening hours so that more parents can be involved. Translators are available.  The Parent/Teacher Conference times vary to accommodate more parents. Parents may also request a conference time other than the designated progress report conferences. |

***Building Capacity***

*Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].*

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Phone Call Outs | R. Parantha | Parents will be aware of upcoming events and informed if their child is absent. | Ongoing | Parent attendance and parent response |
| 2 | Parent/ Teacher Conferences | R. Sanchez | Cooperation between the school and home to improve academic achievement. Scheduled conferences will take place after each progress report. Additional conferences will be on an "as needed" basis. | Ongoing | Continued academic achievement. Sign-in sheets will be used as evidence of completion. |
| 3 | Open House | T. Roberts | Communication between teachers and parents | August 2020 | Completion of student information. Sign-in sheets will be used as evidence of completion. |
| 4 | Black History Month Family Night | P. Summers | Increase cultural awareness and communication between parents and the school | February 2021 | Parent and teacher relationship building. Literacy handouts for parents. |
| 5 | Spring Expo | I. Stone | Parents and students will learn the wide array of academic opportunities available to them at CHS | March 2021 | Students and parents will learn how to best choose classes |
| 6 | AVID Night | S. Robertson | Empowering parents by providing meaningful materials and academic strategies for student success | January 2021 | Parent feedback/ evaluation provided |
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***Staff Training*** *Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e) (3)].*

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| ***count*** | ***Content and Type of Activity*** | ***Person Responsible*** | ***Anticipated Impact on Student Achievement*** | ***Timeline*** | ***Evidence of Effectiveness*** |
| 1 | Effective Communication; REMIND | R. Sanchez | Teachers will gain knowledge on conversing with parents and communicating student needs. Teachers will learn to effectively use an app to communicate daily information, private messages, post pictures and videos of student learning. | September 2020 | Teacher sign in sheet |
| 2 | NCBL Section/ ESSA Section | R. Sanchez | Teachers will gain knowledge about "The No Child Left Behind Act" and "The Every Student Succeeds Act". | August 2020 | Sign in sheet from PD |

***Other Activities***

*Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].*

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| Classroom teachers meet with parents throughout the year to review and discuss their child’s grades and data and make suggestions on how they can help their student. We provide several means of communication for both the teachers and parents. Clewiston High utilizes a call out system with messages in both English and Spanish. We also provide student planners for every child, to allow for simple, open communication. The Remind App, and Facebook are additional ways we as a school, continue to improve our communication efforts.  Classroom teachers make referrals for parents to meet with our guidance counselors. These meetings are held on a one-on-one basis to help provide ideas and assistance, review the needs of the child and give suggestions to parents on how to help improve their child’s school performance. The guidance counselor and the parent complete a “Graduation Progress” checklist to see what items need to be addressed in order for the student to graduate in four years.  Our ELL paraprofessional has created several resources to help our teachers communicate with parents in Spanish. All notes are already created and teachers have direct access to these notes in their own binder. The ELL paraprofessional also meets with teachers and parents to help bridge the language barrier. A school liaison is also available to assist with meetings and translations of letters. |

***Communication*** *Describe how the school will provide parents of participating children the following [Section 1118(c) (4)]:*

* *Timely information about the Title I programs [Section 1118(c)(4)(A)];*
* *Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];*
* *If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and*
* *If the schoolwide program plan under Section 1114 (b) (2) is not satisfactory to the parents of participating children, the school will include submit the parent’s comments with the plan that will be made available to the local education agency [Section 1118(c) (5)].*

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| A Title 1 annual meeting will provide families with information on the programs and services that are available to students as part of our parent orientation at Open House. The school compact is distributed in August. The school plan summary is sent home with every child and the whole plan can be found on our school website. Parent-Teacher conferences are scheduled every 9 weeks following the mid progress reports. Meetings occur throughout the year to provide parents the opportunity to participate in a question and answer session related to decisions in their child's education. Flexible meeting times can be scheduled during teacher planning period or after school; For parents with computer access, email is a quick way to communicate with teachers. Many academic decisions for our students are discussed at our School Advisory Committee meetings. Although we follow the guidelines of voting members, we invite all parents to attend these meetings. These meeting dates and times are on our calendar that goes out to all parents and are advertised on Facebook. |

***Accessibility*** *Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].*

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| All written communication to parents will be in both English and Spanish.   A translator will be provided to all parents during meetings, phone calls, or any other needed communication.  A translating system will be used by the translator at all meetings. Parents will be given a set of headphones to use for the meeting where they will be able to hear the translation of the events.  As for our students with disabilities, meetings are conducted where the parents along with school personnel, make decisions focused on individual needs of the students. Parents receive notice of these meetings 10 days in advance by mail and sent home with their student. They also receive a confirmation phone call a few days before the meeting.  We also meet with parents individually to discuss the needs of the students who are in our RtI/MTSS programs.  Meetings are scheduled and conducted with all parents of students that are in the ELL program annually to explain their progress in English proficiency and goals for the year. |

***Discretionary Activities*** *Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:*

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| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Grade Level Meetings | R. Sanchez | Parents will be aware of curriculum and expectations. | August 2020 – May 2021 |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | SAC | P. Summers | Involvement of parents in education | Ongoing |
| 3 | Maximizing parental involvement and participation in their child’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Parent/Teacher Conferences and meetings | T. Roberts | Improved academic performance | Ongoing |

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

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***Upload Evidence of Parent Involvement in Development of Parent-School Compact***

*Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.*

## Evaluation of the previous year's Parental Involvement Plan

***Building Capacity Summary*** *Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e) (1-2)]. Include participation data on the Title I annual meeting.*

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Open House | 1 | 348 | Teachers, students, and families come together to learn about the different programs and courses of studies available to our students. |
| 2 | Spring Expo | 1 | 229 | Parents and students both learn how to best select courses for the following year based on interests and goals. |
| 3 | Grade level parent meeting | 1 | Total 132 | Parents and students are provided information of the items needed for academic success in the classroom |
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***Staff Training Summary***

*Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e) (3)].*

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | AVID Strategies | 1 | 44 | The professional development educated teachers on how to use AVID strategies in the classroom. |
| 2 | Increasing Parent Participation | 1 | 41 | Teachers gained knowledge about how to gain parent participation. |
| 3 | Marzano | 2 | 37 | Review of Marzano Evaluation system and how it effects teacher evaluation. |

***Barriers***

*Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].*

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Language Barrier | Provide more translators at all events/meetings. Provide all documents in English and Spanish. Write Remind messages in Spanish |
| 2 | Literacy | More call outs provided in both English and Spanish |
| 3 | Time | Provide meetings/events in the evening and offer flexible appointment times when appropriate best meet schedules of parents. |
| 4 | Background Knowledge | Provide strategies that parents can use with their children to help develop and build background knowledge. |