



# **2017-2018 Parent and Family Engagement**

Ashville Middle School  
St. Clair County Board of Education

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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))**

Ashville Middle School will have two Title I meetings in order to be more flexible with parent schedules and with the intent to increase parental involvement. We will have meeting before school at 7:15 am and one in the afternoon after school at 3:30 pm. We will advertise these meetings the following ways: Email, parent callout using School Messenger, post on the sign in front of the school, school website and the school newsletter. During these meetings, parents will be allowed to assist in the planning of the ACIP as well as give input on how the Title I funds will be used. The district will also host a Title I set aside meeting inviting parent to give input on the distribution of the district Title I funds.

### Annual Title I Meeting

An annual Title I meeting will be conducted at the beginning of each academic year. Parents and teachers will be given information regarding the requirements of being a Title I school and participation in the program.

1% of the system's allocation will be designated to parental involvement. We have decided as a system to designate these funds for a parental involvement coordinator.

Additionally, all parents are entitled to a "right to know" which gives them the opportunity to learn of their child's teacher's certifications.

**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))**

St. Clair County School System will take the following actions to involve parents in the process of school review and improvement:

- conduct parent conferences,
- conduct the Annual Title I Parental Involvement Meeting,
- conduct Statewide Parenting Day,
- survey parents of their needs and offer training to address those needs,
- conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade level/department meetings, and
- contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings.
- provide monthly newsletters to parents with academic and social help aids

Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher

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Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences.

**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))**

Translators are funded through local monies and are used to communicate with parents and students when necessary as well as provide written forms of communication in student and parents home language. The school also provides all forms in Spanish as well as the School-Parent compact. The school works closely with the EL teacher in providing parents with information that is needed.

Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following:

- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures, and
- strategies for monitoring their child's progress.

All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards).

**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))**

A committee was develop to review and revise the School-Parent Compact before school started.. The committee consisted of teachers, parents and administrator. The School-Parent Compact is distributed at the beginning of each school year. A school translator translated the School Parent compact into Spanish for our non-English speaking parents. The system requires to have the document signed by a parent, student and teacher, and returned to the school. It serves as a periodic reminder of all stakeholders responsibilities. The School-Parent compact is discussed during the annual Tittle I meeting. The parents are encouraged to provide feedback.

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

Should a parent wish to comment or express concerns or recommendations regarding the Continuous Improvement plan he/she should feel free to contact the principal or any committee member and arrange a time to discuss the concerns. If the parent is not satisfied with the

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results from the meeting he/she may notify the principal in writing within 5 days of the meeting. A meeting between the parent and the remainder of the available committee members may be convened to address the concerns. If the parent is still not satisfied he/she may submit their concerns to the Federal Programs Coordinator. The FP Coordinator will forward concerns to the Federal Programs Section at the SDE.

**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 the start of each school year, each teacher invites his / her parents to an orientation for the new school year. Important information concerning academic standards, formative and summative assessments, and communication tools to assist parents in monitoring their child's achievement is given to parents through verbal information and handouts. In addition, opportunities for parental involvement are discussed and encouraged during orientation. The county-wide parent liaison and translators are also available during orientation. iNow Parent Portal and School Cast information is shared with parents through our monthly newsletter.. Teachers also provide parent meetings to offer explanation of state content standards, assessments and how to support their children in mastering the grade level expectations.

Again, much of this information is discussed in the yearly Title I parent meeting. Additionally, workshops are provided through our parental involvement program directed by Alice Brown. Our counselor meets with each student through whole class planning activities to discuss student academic achievement standards. Parents can also monitor their child's progress through I Now home portal.

**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)**

Teachers, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during Parenting Month and parent meetings focusing on specific topics.

Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue

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to communicate with parents via phone calls, remind apps, emails, social media, and 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 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)**

The system-wide parent involvement coordinator supports the effective involvement of parents and helps to establish a partnership among the school, parents, and the community to improve student academic achievement. The school administration and parent involvement coordinator work collaboratively to 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 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)**

Funds are designated to our parent involvement liaison who maintains and coordinates parental involvement series supplementary to those provided at our school. Ashville Middle School hosts both Doughnuts for Dad and Muffins for Mom. These are opportunities for parents to come to school with their child and see the teachers. AMS will also host an Open House during the month of October. The parents will have the opportunity to run their student's schedule and visit each teachers classroom. Parents will have the opportunity to schedule teacher/parent conferences during this time.

**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)**

Information on all school meetings, parent notices, etc. is sent to parents in the most appropriate language. Additionally, the ELL teacher assists in communication with parents as needed.

**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))**

Upon request and/or notification of need, Ashville Middle School will go to the extent and exercise what is practical to ensure that information is provided to all parents in a format for which they are most familiar and most easily understood. Students with disabilities are serviced with an IEP or 504 plan. Meetings are held yearly to address these plans and make any changes that are needed. These teams can meet at any time if requested by the parent. Students with an IEP also receive progress reports every nine weeks from their case manager. Karen Freeman, EL teacher, helps with providing information to both EL students and Migrant students.

Parents will be reminded of scheduled meetings through phone calls, text messages, emails, newsletters, social media, and the website. TransACT will be used to communicate with non-English speaking parents. In some cases, parents may be afforded an interpreter during meetings to be funded by local funds.