

Center Point High School

Title I Parent and Family Engagement Plan FY23



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 involved. (Sec. 1116(c)(1))

During the first grading period of the school year, Center Point High School holds an Annual Title I Parent Meeting to inform parents of the school's participation in Title I and present a PowerPoint explaining Title I requirements and parental rights. Parents are notified of the meeting in numerous ways. Notices are sent home in an appropriate language, the meeting is advertised on the school's marquee, social media and School Messenger is used to inform the parents of the meeting. Incentives may be used to foster parent *participation*. The Title I presentation may be held in conjunction with the school's PTA meeting/open house in order to boost attendance (the meeting is clearly advertised as the Annual Title I Meeting so that parents understand they are going to learn about federal requirements). Topics discussed include but are not limited to: Title I Program services and parents' rights, accountability results, school curriculum and state content standards, school-parent compacts, parent resource centers (including the 1% set aside for parenting), parent surveys, the district parent and family engagement plan, and the local school parent and family engagement plan. Center Point High School will comply with the Parents' Right-to-Know provision of the *No Child Left Behind Act of 2001*. The Parents' Right-to-Know notice is distributed annually in registration packets, agenda books, discussed at the annual Title I Meetings, posted the school, and located on the school website. JefCoEd has a procedure in place to disseminate the requested information to parents.

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, childcare, or home visits, as such services relate to parental involvement.

The staff at Center Point High School has a strong belief in the importance of parent and family engagement and therefore measures are in place to offer parent meetings on a flexible schedule. The parent survey(s) given at the end of the 2021-22 school year indicates most parents prefer meeting after school in the early evening around 6 p.m. Meetings will be held in a variety of formats including *virtual meetings*, whole group, breakout sessions, focus groups, performances, etc. Topics discussed during meetings will be based on parent needs and educator suggestions. The schools in the feeder pattern will communicate to ensure that meetings are not scheduled on the same night so parents with multiple children may attend all school meetings. If the need arises, morning and lunch meetings may be held to accommodate the needs of Center Point High School parents.

The parent resource center will be open from 10:00 a.m. until 2:00 p.m. for parents to pick up materials and information. The resource center will also be open 30 minutes before and after each parent meeting for parents to check out materials. Parenting materials may be showcased at each parent meeting, highlighted in teacher/school newsletters, and distributed to parents during parent conferences.

NOTE: Resource materials may be sent home with students – parents are not required to come to the school to receive materials.

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).

Center Point High School believes in involving parents in all aspects of the Title I program. The school has three parental representatives on the CIP planning/review committee who are active participants in the development and review of the plan. In addition, all parents are given the opportunity to review the plan and offer input before the plan is approved each year. Parents are informed of their right to offer input at the annual meeting and this information is also included in school/teacher newsletters. All parents are given surveys to help determine parental perception and needs. Results of the surveys are reviewed by the CIP planning committee to determine activities, training, and purchases for the school year. The CIP is reviewed and evaluated continuously throughout the school year with assistance from parents via Focus Groups, walkthroughs, and committee conversations. In addition, parents have the opportunity each spring to evaluate the parental involvement plan/program of Center Point High School. The results are used to guide both the school and the district with decisions regarding parent and family engagement.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Center Point High School houses a parent resource center for parents and students to check out materials. The center is open during the school day as well as before and after parent meetings and houses a variety of resources in English and Spanish. Parents have the opportunity to participate in surveys each school year to determine their needs. The resources provided assist parents in helping their child be more successful in mastering the state academic content standards. Materials include learning activities that parents and children can do together to strengthen the home-school connection. Throughout the year, Center Point High School holds parenting sessions on various topics including, but not limited to, reading with my child, assisting my child with math, creating an academic home environment, how to interpret test data, what are standardized tests and how can I help, and working with my child's teacher. Parents also provide input in both formal and informal meetings throughout the school year to assist in determining the appropriate materials to be purchased for the parent resource room. The parent and family engagement committee and surveys aid in determining topics for parenting sessions/workshops. Based on the survey findings and conversations with parents, Center Point High School will use their allotment of the 1% parental involvement set-aside to purchase student test prep materials, books and subscriptions for both student and parent use.

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. (Sec. 1116(c)(4)(A)(B)(C))

During the first grading period of each school year, Center Point High will hold a meeting where information will be presented about the following: the Title I program, the curriculum used in the school, forms of academic assessments, and achievement expectations. In addition, parents are informed about procedures for scheduling a parent-teacher conference and how they can participate in decisions related to the education of their child. Parents receive a copy of the parenting section of the CIP, as well as the LEA Title I Parental Involvement Plan/Policy. Parents are invited to visit their child's classroom(s) and meet the teacher(s). Teachers provide information about the subjects taught, how students are individually assessed, procedures, etc.

Center Point High School makes every effort to inform parents of assessment results in a language that is easy to understand. Educational terms are kept to a minimum and key information is provided. To the extent practicable, results are sent home in the language of the parent. An interpreter is available to explain results at Center Point High School. Assessment results are distributed in a variety of methods: parent reports from state mandated standardized tests, report cards, progress reports, weekly tests, and parent meetings to explain the reports.

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). (Sec. 1116(d))

It is the goal of Center Point High School to develop a strong partnership with our students' families. This relationship will be enhanced through our School-Parent Compacts. A School-Parent Compact is distributed annually to every student at Center Point High School. The compact contains three sections: school, parent and student. The compact describes how students, parents, and teachers share responsibility for improved student academic achievement. The compacts are updated each year, customized for Center Point High School, and are specific to grades or grade spans. Parents assist with writing/revising the compacts annually. The compacts are sent home to all students during the first month of school. New students enrolling during the school year receive a compact upon registration. The compacts are retained in each teacher's classroom and are used during conferences with parents and students.

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

Each year, Center Point High School meets with the CIP planning committee to review and evaluate the CIP. There are 3 parent representatives on the committee. During the CIP development, parents may submit comments via Focus Groups, Parent Involvement Committee, email, and conferences. Upon completion, parents are informed that the plan is available for review by a sign posted in the lobby or main office of the school. The sign states that the plan may be reviewed upon request to the principal. If a parent has a problem or concern with the CIP, they may contact the Federal Programs Department at the Jefferson County Board of Education to set up a meeting to discuss such concerns.

6a. 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.**

Center Point High School's CILT team works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Center Point High School has a parent resource center. This center is open for parents during the school day from 10:00 a.m. until 2:00 p.m. as well as 30 minutes before a parent meeting. This center houses a variety of resources in English and Spanish for parents to check out. The resources are designed to assist parents in helping their child meet the academic content standards set by the State. Other materials include learning activities that parents and children can do together that strengthen the home-school connection. Throughout the year, Center Point High provides parenting sessions on topics determined by review of the parent survey results, as well as, input from the parent involvement committee. Parenting informational topics include, understanding the report card and test results, transition to high school, creating an academic environment, and working as a partner with your child's teacher. In addition, CPHS will host various parent nights including a focus on literacy and mathematics.

6b. 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 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.**

Center Point High School will continue to provide professional development in parent and family engagement with its staff through in-service, faculty, and grade-level meetings in understanding the importance of parent and family engagement and working as a partner with parents. Each year the CILT team places special emphasis on the need to ensure a closer connection between the school and the parent and family engagement activities. All staff members are expected to welcome parents to the school and work with them in meeting the needs of each child. Discussions include using a variety of methods to reach parents such as newsletters, telephone calls, agenda books, email, School Messenger, websites, other social media platforms, etc. The parental involvement coordinator will participate in professional development with national consultants and district staff to build their capacity in working with parents. In return, they will train the school staff.

6c. 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 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.**

Center Point High School coordinates its parent and family engagement programs for all parents. Both English and Spanish speaking parents are involved in parenting activities. An interpreter is available to assist Spanish speaking families with meeting their needs. The Parent Resource Center has literature and activities that parents can use at home to support the achievement of their children. Center Point High School currently has 50 ELL students. Title I works in conjunction with Title III and Title IX to build parental capacity in order to foster student success.

6d. 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 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.**

Center Point High School makes every effort to inform all parents of meetings held at the school. Information about school meetings, activities, etc. is sent to parents in a language that they can understand. In addition, Center Point High School utilizes the services of the LEA translator who assists with written and verbal communications. Center Point High School is the host for the New Comers class.

6e. 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 such other reasonable support for parental involvement activities as parents may request.**

Center Point High School makes every effort to honor parent requests as related to their involvement in their child's education. **Parents at Center Point High feel strongly that the school is a safe environment and the teachers/school have strong communication with the home.** Center Point High School maintains open communication with parents and encourages input through meetings, conferences, newsletters, surveys, etc. A conscious effort is made to accommodate all reasonable requests for support by faculty members.

7. 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))

Center Point High School makes every effort to accommodate the needs of all parents. In conjunction with the LEA, Center Point High School provides opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides basic information and school reports in a format and to the extent practicable in a language that parents can understand. Center Point High School presently has 50 ELL students; therefore, most notices are sent to parents of these children in Spanish. In addition, the LEA has a translator/interpreter available to assist with parental communication. Center Point High is a handicapped accessible building with flat curb spaces, ramps and an elevator available. No migrant students are enrolled at this time.