

Applies Only to Secondary Schools:

N/A

Extended Learning Opportunities:

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Haleyville Middle School will offer after school tutoring to assist students who scored in the 1-3 stanines or receive special education services. This program will include both reading and mathematics skills. There will be morning and afternoon sessions that are available for the convenience of students and parents.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB**Parental Involvement:**

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.

Haleyville Middle School will hold an annual Title I Meeting that has been advertised in the local paper and other media. This meeting will be held as a stand alone meeting and not in conjunction with any other organization associated with the school. Parents will be encouraged to attend the meeting to be informed about why Haleyville Middle is a School-wide Title I school and their rights as parents to be involved in the planning of the Title I budget and school activities. Therefore, explanations of the Title I budget and the 1% set asides for parental involvement will be presented. Parents will be given an opportunity to plan how the money should be spent. The outcome of the meeting is for parents to be better informed of why and how a Title I school operates and how it is beneficial for their child to be a part of a School-wide Title I school.

Describe: 1) How there will be a flexible number and format of parent meetings offered; 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:

1. Haleyville Middle School realizes that a majority of our parents are working; and attending meetings during the workday is difficult. Parent conferences will be on October 25, 2010 and January 17, 2011 in the afternoon and early evening hours. The leadership also encourages teachers to try to accommodate parent's work schedule when holding conferences.
2. Involving parents in the development of the Title I program is a priority at Haleyville Middle. The Title I meeting was advertised and held prior to the beginning of school. The School-wide Plan was explained and parents were asked for their ideas for improving the plan. Surveys are sent to all parents in May giving them an opportunity to give their opinions on the effectiveness of the School-wide Plan and suggestions for revising or improving the plan.
3. Funds allocated for parental involvement are being effectively used at Haleyville Middle. A resource center will be developed that includes resources related to both social and academic issues. This center will be open each day and twice per month during the evening hours. Funds are also used to conduct parent workshops throughout the year and to provide informational materials for parents. The ESL liaison is available to work with parents of EL students.
4. Teachers are required to make three parent contacts per week in order to extend the parent, teacher, and school relationship. A copy of this log is turned in to Mr. O'Rear each Friday and is kept in the teacher's personal file.
5. We offer parent meetings at varied times during the school day such as before school, during planning times, and after school for the convenience of parents or guardians.

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:

Numerous programs are held for parents at Haleyville Middle School. Parents were given a Code of Conduct book and Student Compact to sign and return. Teachers hold individual conferences to discuss student progress. A resource center will be developed that includes resources related to both social and academic issues. This center will be open each day and twice per month during the evening hours. Funds are also used to conduct parent workshops throughout the year and to provide informational materials for parents. The ESL liaison is also available to work with parents of ELL students, holding afternoon sessions. This year we have scheduled a parent day for October the 12. During the times from 8 am to 11 am, parents and grandparents were able to come to each hall and visit their child's classroom and travel with them to see what we are doing in classrooms. Each hall had a theme and activities were incorporated in each of them.

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 Haleyville Middle School includes a parent compact for grades sixth through eighth. This compact is a parent/teacher/student policy for success in sixth through eighth grades. The School-wide Committee, which included faculty, parents, and community leaders, developed the Parent/Teacher/Student Compact. The parents, child, teacher, and principal sign the Compact. Teachers keep the Compact in their room and document all parent contacts on the space provided on the back.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents are given several opportunities to submit comments of dissatisfaction with the CIP. They can express their concerns about the CIP with administration and staff anytime during the school year. This is in accordance with the School Board approved Parental Involvement Policy which promotes the active involvement of parents in their child's education through a two-way and meaningful communication as well as numerous school and system wide activities. Further, it adheres to the No Child Left Behind Law that mandates the parent's right to know and notification. Parents are afforded substantial and meaningful opportunities to participate in the education of their children through the use of advisory committees, opportunities to volunteer, parent involvement meetings, parent-teacher conference days, reasonable access to staff, written resource materials, community and system wide surveys, as well as needs assessments. All school personnel can be contacted online on the school 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 NCLB Section 1118, 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:

(1) 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. (Describe)

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Haleyville Middle School will use Parenting Days held in October and January to help parents understand State's academic content standards, student academic achievement standards, and State and local academic assessments. Topics such as Support Session for our English Language Learners, Parental Involvement / Federal Programs, assessments, drugs, alcohol, cyber bullying, cyber dangers, etc. will provide needed training for parents.

(2) 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)

Haleyville Middle School will develop a Parent Resource Center to facilitate parent's needs. The resource center will be open during the school day, twice per month in the evenings, and on request. Parenting classes will be held to train parents on effective ways to work with their child. These workshops will be determined by parent surveys and the goals of the CIP. An EL liaison is available to work with parents of ELL students.

(3) 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)

Haleyville Middle School provides professional development, in-service training, professional books, and videos for teachers and staff to enhance their effectiveness with parents. A survey is sent home in May asking for parental input on various topics within the school system. The survey allows parents to express their views on services rendered, how communication was handled, and ways parents could be included more in the school setting. Also, we are incorporating a new Haleyville Middle School website which includes blogs, email, and current school events for increased parental involvement.

(4) 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)

Haleyville Middle School strives to incorporate all parents in the parental involvement program by providing opportunities for all parents to become involved in decision-making about how the parent/family involvement programs will be designed, implemented, evaluated and revised. These opportunities are made available through the Parent Advisory Committees, discussion groups, parent surveys, and questionnaires, and two Parent Conference Days.

(5) 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)

Haleyville Middle School recognizes diverse family structure, circumstances, and responsibilities, including cultural differences, and works to eliminate barriers that hinder participation in parent/family involvement programs. Information and fliers are sent home in Spanish. The EL teacher translates letters from teachers into Spanish. The ELL teacher acts as translator at parent / teacher conferences and helps with registration of new students whose parents are not fluent in English. The EL liaison is available to meet with parents of EL students.

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

A school greeting program has been established at Haleyville Middle School that has retired citizens from the community that serve coffee and refreshments to the visitors at our school. This program allows members of the community to participate and remain active in our school setting. During Parent Meetings this year our parents indicated that they would like to have guest speakers come in to our school to assist them in working with their middle school age children. At our parent meetings we discussed the types of programs that parents wanted their children exposed to and one was in making good choices. At the Josten's Renaissance Conference there was a program that included two components: one for parents on how to help students make good choices and the second part was primarily for students on deciding to make a choice before the situation occurs. Our administration contacted a speaker and the meetings were scheduled for October 12, 2011.

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.

With parents of students of limited English proficiency we translate parent letters, test instructions, and have an EL instructor that will translate for these parents. For parents with disabilities our school makes exceptions to allow home visits to make meeting and information gathering an easier process for them. All school process reports will be translated into the necessary language for parents to understand.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No