

Elizabethton High School

Family Engagement Plan 2023-2024



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Our Mission

To build a culture for learners to think and to act as changemakers.

Our Vision

The vision of Elizabethton High School is to create a 21st century learning environment where everyone is held accountable, reaches for excellence, embraces community displays resilience, and values integrity.

Our Core Action Values

ACCOUNTABILITY EXCELLENCE COMMUNITIY RESSILIENCE INTEGRITY

Overview

Elizabethton High School recognizes that student success in school is dependent upon a three-way collaboration with school, family and community. Research shows a strong connection between parent and family involvement in schools and student academic achievement, attendance, attitude, and continued education. We recognize that parent involvement is not just something that occurs at school. It begins with how parents, families, and the community support school activities and learning at home. It is important that Elizabethton High School fosters a climate that is inviting, and provides enhanced opportunities for parent, family, and community involvement.

Decision-Making Policy

Elizabethton High School stakeholder representatives are actively involved in providing input and insight to enrich our school community and share in the decision-making process. Our goals, reflections, and strategies address and nurture the unique whole child needs of every student in our school.

Family Engagement Plan

Elizabethton High Schools' Family Engagement Plan includes the Tennessee Parental Involvement Standards to increase collaboration and promote community ownership. It is our intent to meet or exceed the goals outlined in the following standards:

1. **Welcoming All Families into The School Community**—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class and school.
2. **Communicating Effectively**—Families and school staff engage in regular, meaningful communication about student learning.

3. **Supporting Student Success**—Families and school staff continuously work together to support students' learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.
4. **Speaking Up for Every Child**—Families are informed and enabled to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
5. **Sharing Power**—Families and school staff are equal partners with equal representation in decisions that affect students and families and together inform, influence, and create policies, practices, and programs.
6. **Collaborating with Community**—Families and school staff work together with community members to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

Jointly Developed

Our school continues to involve and engage parents and community partners in our programs and processes to drive decisions for our students' academic success. Fortunately, we have been able to return to traditional means of interacting with our parents this school year, such as in-person family engagement events, conferences, and meetings. We continue to learn to think outside the box and create nontraditional paths for our administrators, counselors, and teachers to interact with parents and community stakeholders. We have discovered communication has taken on a new meaning with the addition of Zoom and Google meetings and the use of our learning management system, Canvas, for classroom delivery. Virtual meetings prove to be very convenient for our working parents, and the use of our new learning management systems gives parents additional connections with teachers and insight into students' learning and academic achievement.

The Counseling Department offers many College and Career opportunities, such as Financial Aid Nights, FAFSA Nights, College Planning Nights, 8th Grade Transition Night, New Student Orientation, and many others. These events reach students of all grades, interests, and academic abilities. The CTE Department offers an annual open house and Career Fair. Our Chorus and Band volunteer and perform at many local and community events. Virtual opportunities are provided for those physically unable to attend. We have a Community Partner Advisory Group (CPAG) that meets monthly to connect our community and college partners with our students. A community partnership position is funded through our XQ grant, as well as to support community and family engagement. This person supports family and community by communicating through social media, assisting parents and students in the transition to post-secondary opportunities, and assisting in maintaining our school website. We have a very active

social media presence and have many platforms of communication to maximize outreach potential.

Intentional planning of equitable, inclusive, accessible, and culturally competent family engagement is a priority for our school as we meet the social, cultural, and linguistic norms and needs of families and students. Activities specifically designed to engage our families include: 1) themed family engagement events designed to intrigue attendance and encourage family bonding; 2) hosting events during the day and evenings to accommodate various schedules; 3) utilizing our EL teachers to assist our schools and families in communications and translating written information into EL families' native language. We partner with our school district and host our annual Back-to-School Bash on site each year for families to attend and receive free backpacks with school supplies. Various community organizations that provide health and educational resources also participate at this annual event as part of a Family Resource Fair.

Many of our families help with our athletics, band, choral, and drama activities. Meet the Cyclones Nights and Media Days are open to our families and community members. Our Fine Arts Staff and Athletics staff members participate in many fundraising activities and each group has booster support organizations. Many families volunteer through these organizations to interact with athletes, performers, students, and staff members, providing opportunities for these connections into the classroom and further learning opportunities. Additionally, our Cyclone Network provides coverage for extracurricular events for students, families, and community members.

Discipline

EHS continues to have a low level of suspensions and expulsions. Our data indicates the number of expulsions is 0%. The percentage of suspensions out-of-school is .6% and in-school suspensions are .8%, which is below both state and district averages. The total number of students receiving discipline is at 1.2%, which is also below state and district averages. As a school, we work to maintain fair and consistent discipline practices. Steps to ensure that administration effectively reviews and analyzes student discipline data and minimizes instructional impact include participation in the Annual Student Discipline Institute Training for Effective Discipline Strategies. This training leads to proactive positive reinforcement strategies. Student class meetings are conducted to ensure understanding of student policies and procedures.

The School Administration reviews and identifies trends from the quarterly discipline reports submitted by the District Data Manager from our student management system, Skyward. The Administrative Team uses these reports to identify any subgroup disparities and address any issues. Procedures and practices are modified, if necessary. Quality instructional time is protected for those students impacted by discipline consequences of negative behavior. Certified staff are used to provide instruction when student privileges are lost. The Administrative Team implements a positive behavior support plan for students that contains initiatives to reinforce behavior expectations to reduce the number of school-wide discipline incidents. Students will be referred to Counselors and Administrators as needed to develop

behavior interventions and behavior plans. Parents will meet with Administration to review the plans to review and provide input when necessary.

Special education case managers work with students with an IEP as needed to monitor progress and provide feedback to ensure IEP goals are reached. The IEP team meets to make modifications as necessary, and FBA's will be completed for students not meeting behavioral goals. The school has a mental health counselor available to provide services for all students as needed. The alternative school program is located on the campus of EHS. Placement in the alternative school is always considered before any student is expelled. This last resort allows for the reduction in lost instructional time for students who may need an extended time out of the regular classroom. Special accommodations and/or services will still be provided as documented in a student's IEP.

Our school has a Positive Behavioral Interventions & Supports (PBIS)/RTI2B program, which is a tiered-level of behavioral support for all students. This evidence-based framework is designed to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Ultimately, our goal is to ensure that we align clear expectations with behavioral interventions in one cohesive multi-tiered system of supports that is sustainable for our school to implement.

1. Tier 1 - practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors-provide these universal supports to all students, school-wide. (Counselors, Student Center, Mental Health supports, Data tracking, attendance tracking, special education progress monitoring, universal screener data, school climate data)
2. Tier 2 - practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school (behavior plans, attendance/discipline interventions, progress monitoring, data tracking, benchmarking).
3. Tier 3 - students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, our school relies on formal assessments to determine a student's need (progress monitoring, formal assessment, benchmark data, specific student).

Building Capacity for School Staff

Each year our school administration analyzes data from the previous school year to determine areas of need and improvement, which then guides our focus for the year with our professional development. We align our professional development to our annual school improvement plan and goals. School data, (achievement, growth, accountability, chronic absenteeism, Cyclone Checkpoints, AIMSweb) are reviewed with Administrators and School Learning Leaders. Trends identified from this data are then used to develop professional development opportunities to support high quality, research-based instruction in those areas. Professional Development is provided in large group settings, small groups, and job-embedded through the use of our school's Learning Leaders. Cyclone Checkpoints and AIMSweb data is used to gauge the impact on student academic achievement.

During the 2021-2022 School Year, our school focused on benchmark data. We updated our benchmarking tool to MasteryConnect and have focused on providing our teachers with professional development on this new tool and how to utilize the data that we receive from our benchmarking assessments. Our Learning Leaders help to support this work through providing large groups, small groups, and job-embedded professional development on this new tool and how to develop action plans after analyzing the data. For the 2022-2023 school year our administrative team and learning leaders collaborated with teachers of tested subject areas to use benchmark data with TVAAS projections to identify learning gaps and apply appropriate interventions to increase proficiency rates. Teachers benefited from a collaborative culture to utilize data-driven and data-informed instructional practices.

Our school is able to receive support from the District SPED Coach to work with our general education teachers to support inclusion of students with disabilities in the TIER I instruction. The SPED coach provides large group, small group, and individual job-embedded professional development to all teachers in the support of meeting the needs of our students with disabilities.

Our district has a 3-day new teacher induction program. This training is designed to make the transition as smooth as possible for these professionals. Pertinent board policies and school system procedures are discussed, along with many logistical and instructional topics. Each new teacher is assigned a mentor teacher and administrator. Our school also provides a comprehensive induction program to provide support during the school year. Our school Learning Leaders work with these individuals throughout the year, as needed. Administrators may ask a Learning Leader to work with a new teacher on a specific area, or the new teacher may request assistance directly from the teacher leader. Administrators will use the TEAM evaluation process to encourage growth in areas of refinement and/or reinforcement. Each school's Learning Leader coordinates the school's PLC meetings. This Learning Leader works with individual and small groups of teachers on specific topics, as needed.

Our school takes pride in creating and promoting an environment where student achievement is valued and rewarded. High-performing teachers have opportunities to help shape the culture of the school. Some of these teachers are members of the school leadership team, while some may serve as Learning Leaders.

Our district is a member of the Comprehension Educational Resource consortium for the First CORE Region. Several of our regional districts plan together to provide a regional professional development day. The sessions at this professional development convening are led by highly effective teachers throughout the region. Many of our core academic content area teachers are able to participate and learn from highly effective teachers in their grade level and content-specific subject areas.

Communication

School social media pages, phone calls, and the school website help us to effectively push out information to our parents and learners. We communicate often about school events and opportunities. We utilize digital signage on West Elk Avenue, as well as in-house digital

network media communication throughout the building. Our students and teachers can communicate via email and our learning management system, Canvas. Meaningful communication about student learning is available to students and families through mid-term reports, 9-week grade reports, Family Skyward Access, anytime or annual parent conferences, scheduled IEP or RTI meetings, and teacher Canvas classroom pages.