

2015-2016 School Parental Involvement Policy/Plan

School: ENGELWOOD ELEMENTARY

LEA: Orange County Public Schools

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

Assurances

Innovations agrees to:

X 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;

xInvolve 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(a)(3)(B)];

xInvolve 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 schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

xJointly 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)];

xUse 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)(2)(E)];

Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];

xl 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)];

xProvide 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)];

xProvide 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

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xProvide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

Parental Involvement Mission Statement

At Engelwood, with the support of parents, we persevere to provide guidance for students to acquire the skills needed to become successful, educated, responsible citizens. The teachers, staff and parents of Engelwood are committed to facilitating engaging activities that will create self-motivated, life-long learners.

1. 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. 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)].

Parents are involved in the planning, review, and improvement of Title I programs and the Parent Involvement Plan at Engelwood through attending monthly School Advisory Council meetings, quarterly Parent Leadership Council meetings, completing parent surveys, attending our annual Title I meeting in the fall, and participating in the Parent Teacher Organization activities. Parents are asked to give input into all aspects of our school through these meetings as well as informal discussions in the hallways or at evening events. Title I programs and reviews of student academic data are discussed with parents through these meetings. Decisions regarding how the funds for parental involvement are spent are discussed through the School Advisory Council meetings and shared with all parents each year at our annual Title I meeting. Parents will also be invited to attend individual conferences with teachers to discuss student academic progress as well as Open House, and Meet the Teacher events. Home-to-School and School-to-Home communications in both English and Spanish will facilitate parents being informed of all opportunities to get involved at Engelwood: planners, flyers, letters, phone call system, and website.

2. 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)].

| Program | Coordination |
|------------|--|
| IDEA | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. |
| Head Start | Head Start teachers on our campus will coordinate with the VPK and/or kindergarten teachers to plan a transition for students into VPK and/or kindergarten. The Head Start teachers will work with the kindergarten teachers to transition students by visiting the kindergarten/VPK classrooms in the Spring. |

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| VPK | The school will work with the Title I office and the VPK coordinator at the district level to coordinate transition for students entering regular kindergarten programs. The school will hold meetings with parents, VPK teachers and kindergarten teachers to discuss the needs of the students and the skills that will be needed in kindergarten. The VPK teacher will coordinate with the kindergarten teacher to transition the VPK students by visiting the kindergarten classrooms in the Spring. |
| Title II | The school will engage in staff development to assist personnel in working effectively with parents in teaching them strategies to help their children in school. |
| Title III | These funds are used to fund ESOL paraprofessionals who assist parents in navigating the school system and helping reduce barriers to student success. |
| Title X | The school will serve as a link between homeless families and the McKinney Vento Program and ensure students experiencing homelessness have access to all the rights and services they are eligible to receive through the program. |

3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education 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)].

| Activity/Task | Person Responsible | Timeline | Evidence of Effectiveness |
|--|--------------------------------|-------------------------|--|
| Advertise the event | Principal, Title I Coordinator | September, 2015 | Marquee, Connect Orange phone messages in both languages, flyers in both languages, verbal invites |
| Develop and handout invitations to parents | Principal, Title I Coordinator | September, 2015 | Flyer with the date, time and location of meeting |
| Develop agenda, handouts, and PowerPoint presentation that addresses the required components | Principal, Title I Coordinator | September, 2015 | PowerPoint presentation |
| Develop sign in sheets | Principal, Title I Coordinator | September, 2015 | Copies of the sign in sheets |
| Conduct Annual Meeting | Principal, Title I Coordinator | September, 2015 | Copies of sign In sheets |
| Maintain Documentation | Principal, Title I Coordinator | September 2015-May 2015 | Ongoing |

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4. 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)].

The administration and the staff at Engelwood Elementary believe in forming partnerships with parents. Being flexible with meeting times is one way we can try to give parents the opportunities to attend functions, meetings and conferences. We often put important parent meetings on the same night as other events so that parents do not have to come to the school twice. Our PTA offers food at evening events so families can eat together and then attend events or meetings. Meetings and conferences with teaches are scheduled to fit the parent's schedule: before, during or after school, even later in the evening if needed. Committees of parents decide what time of the day and day of the week works best for them to meet and future meetings will be scheduled to meet those needs. Sessions are offered in English and Spanish.

5. 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)].

| Content and Type of Activity | Person Responsible | Correlation to Student Achievement | Timeline | Evidence of Effectiveness |
|--|---|--|------------------------|-------------------------------------|
| Report cards and assessment data discussed during individual conferences | Principal, Classroom Teachers | Teachers will conduct individual conferences to discuss each child's test results, expectations, progress toward benchmark goals and individual achievement goals for the school year. | October 2015 -May 2016 | Sign in sheets, agendas, handouts |
| Build-A-Book | Instructional support teachers and Media Specialist | Teachers will demonstrate skills and strategies that parents can use at home to help their children with reading comprehension and vocabulary development at home | December 2015 | Agenda, Sign In sheets and handouts |
| New Assessment Parent Night | 3rd to 5th grade teachers | Teachers will discuss the requirements of the upcoming standardized tests and the specific skills in reading, math, science, and writing that are required to pass. Parents will be given sample questions and resources to use with their children at home. | January 2016 | Agenda, Sign In sheets and handouts |
| Conference Night | Classroom Teachers | Classroom teachers will | October | Sign in sheets, |

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|--|--|---|---------------------------|---|
| | | conduct conference meeting with parents to discuss report cards with parents | 2015 | handouts, logs of help provided |
| SAC Meetings | PTA President, Title I Coordinator, Teacher, PLC President | By providing parents with leadership opportunities, we will increase the level of involvement of parents to become active in the decision making process at the school. | Ongoing 2015-2016 | Sign in sheets, agendas, handouts |
| Maintaining a parent resource section on our school website. | PLC president, Title I Coordinator | Parents, teachers and students can suggest links, documents, information, videos and other resources parents can use to help their students at home with homework or skills practice | Ongoing 2015-2016 | Copies of resources or lists of website links provided |
| Open House | Principal, Classroom Teachers | Informational sessions for parents will provide specific grade level expectations, state standards, assessment methods, standardized tests, and strategies parents can use at home. | September 2015 | Agendas, minutes, handouts, sign in sheets |
| Extended Media | Assistant Principal, Media Specialist | Media Center will be open for 3 additional hours after school is out two days a week. This will provide families access to check out books, attend story hours, use the computers and get assistance in both Spanish and English to complete forms. | October 2015-May 2016 | Sign in sheets, handouts, logs of help provided |
| Retention Meetings | Teachers, Administration | Administration and teachers will conduct retention meetings with parents to discuss year long data and assessment results. FL law and OCPS policies will be explained. | January 2015-May 2016 | Meeting minutes with signatures of those in attendance. |
| Partner's In Print | Instructional Resource | Teachers provide short lessons to parents and children with the expectation that the parent will use the strategies to help their children at home. | November 2015-May 2016 | Sign in sheets; lesson plans; handouts |
| Curriculum Night | Principal, Classroom teachers | Informational sessions for parents will provide specific grade level expectations, state standards, assessment methods, standardized tests, and strategies. | September 2015-April 2016 | Sign in sheets, agendas, handouts |

6. Describe the training 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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| Content and Type of Activity | Person Responsible | Correlation to Student Achievement | Timeline | Evidence of Effectiveness |
|--|---|--|-----------------|----------------------------------|
| Parent Involvement Module I-The Importance of Parental Involvement | Principal, Coordinator, Instructional Coach | Improve the ability of staff to work more effectively with parents. | October 2015 | exit slips |
| Parent Involvement Module 2-Building Ties Between Home and School | Principal, Coordinator, Instructional Coach | Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement. | November 2015 | exit slips |
| Parent Involvement Module 3-Implementation and Coordination of Parental Involvement Programs | Principal, Coordinator, Instructional Coach | Increase the level of staff and parent participation in school events shows the student that the teachers and parents are working together and both value education. | December 2015 | exit slips |
| Parent Involvement Module 4-Communicating and Working with Parents | Principal, Coordinator, Instructional Coach | All stakeholders will develop their best practices for parent communication as well effective collaboration with parents. | January 2015 | exit slips |

7. 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 child [Section 1118 (e)(4)].

Engelwood Elementary extended the hours our Media Center is open so that community members can come into the school and use our resources one night a week throughout the school year. The Media Center was kept open for four hours after school was out and staff was there to assist students and their families. Parents came with their children to check out books, get help with computer skills, apply for jobs on line, use the internet, attend story hour, and any other services we can provide.

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8. 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 also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c) (5)].

At the annual meeting of parents in September, Engelwood Elementary held a general meeting where information was presented about the Title I programs, the curriculum, as well as school and state assessments. Parents were informed about our schoolwide programs, how to contact teachers, and had opportunities for participation in decisions related to the education of their child. Translation was given in Spanish. Parents were given a copy of the parent handbook in their child's folders and planners, which includes more detailed information on these topics and how they can get involved in our school. Upon conclusion of the general meeting, parents were invited to visit their child's classrooms and meet the teacher for specific information for this school year. During the classroom visits, teachers provided additional information on the curriculum they teach, assessment plans, and how parents can help at home. The teachers sent home the same information the following day for all parents unable to attend. Teachers maintained sign-in sheets and provided a copy to the principal who will also maintain documentation on the dissemination of information, distribution methods, and timelines.

Information and communication went home in both English and Spanish. Parents can request a meeting or conference at any time with the teacher or the administration.

9. 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)].

Engelwood's PIP will be summarized into a brochure that will be printed in English and Spanish and provided to all parents. The brochure will outline the major components of the policy and will offer to provide a hard copy upon request. In addition, hard copies will be available in the office of the school. Written communication from the school and/or the classroom teacher will be provided for parents in English and Spanish. Translators will be available at all parent meetings and in school offices to provide translation services to ensure that parents are able to fully participate in parent meetings, events and conferences. Resources and website information will be available in both English and Spanish whenever possible.

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Our school is completely handicap accessible for any parents who have physical disabilities. The entire campus is one floor and there are ramps on all portables. If we have parents with other disabilities, we will work to ensure they have access to conferences with interpreters for sign language if needed. Meeting notes will be taken and a copy given to the parent. Parents are also free to bring a friend or family member with them to the school at any time if they need assistance or just want another person to be here with them.

Discretionary School Level Parental Involvement Policy Components

☐ Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];

☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];

☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];

xTraining parents to enhance the involvement of other parents [Section 1118(e)(9)] ;

xMaximizing parental involvement and participation in their children'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)];

☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and

xDeveloping appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

| Activity | Description of Implementation Strategy | Person Responsible | Correlation to Student Achievement | Timeline |
|--|--|---|---|----------------------|
| Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Train parents on the PTA, parent leadership council and school advisory council to recruit other parents to get involved in campus activities. | PTA president, CT, SAC Chair, Principal, Assistant Principal, | Parents who are involved and take on leadership roles are more informed about their child's education | Monthly 2015-2016 |

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| | | | and communicate more often with teachers and school personnel. | |
| Maximizing parental involvement and participation in their children'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 meetings and conferences will be set up at the convenience of the parent (early morning, during the day, after school or in the evening). | Classroom teachers, CT, Staffing Specialist, Principal | Increase the level of involvement of parents and their knowledge of how they can help thier student. | early morning, during the day, after school or in the evening-ongoing 2015-2016 |
| Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Development of collaborative relationship with community organization (ENCF) and a faith based organization to assist with parental involment activities | Counselor | Increase parental involvement | Ongoing 2015-2016 |

School-Parent Compact:

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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by 4/17/2015.

This policy/plan was adopted by the school on mm/dd/yy and will be in effect for the period of mm/dd/yy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

(Signature of Authorized Representative)

(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2014-15 PIP.

1. Provide a summary of activities provided during the 2014-2015 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.

| Content and Type of Activity | Number of Activities | Number of Participants | Correlation to Student Achievement |
|-------------------------------------|-----------------------------|-------------------------------|---|
| Meet the Teacher | 1 | 301 | Parents provided with information regarding how to help their students succeed |
| Annual Title One Meeting | 1 | 27 | Parents provided information about school goals and assessments so that they can better support their children |
| Extended Media | 18 | 118 | Parents and students provided with access to books and computers after school hours to assist with homework and other academic pursuits |
| Literacy Night | 1 | 20 | Activities to assist parents with supporting literacy. |
| FSA Night | 1 | 20 | Workshops and activities to provide parents with tools to help students with understanding the new assessment |
| End of year PIP meeting | 1 | 22 | Review of Activities and discussion of how parents can be involved in their child's academic success |

2. Provide a summary of the professional development activities provided by the school during the 2014-2015 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)].

| Content and Type of Activity | Number of Activities | Number of Participants | Correlation to Student Achievement |
|---|-----------------------------|-------------------------------|--|
| Parent Involvement Module 1- The Importance of Parental Involvement | 1 | 34 | Training to provide teachers with strategies that will encourage participation and positive relationships with parents |
| Parent Involvement Module 2- Building Ties Between Home and School | 1 | 34 | Training to provide teachers with strategies that will encourage participation and positive relationships with parents |
| Parent Involvement Module 3- Implementation and Coordination of Parental Involvement Programs | 1 | 34 | Training to provide teachers with strategies that will encourage participation and positive relationships with parents |
| Parent Involvement Module 4- Communicating and Working with Parents | 1 | 34 | Training to provide teachers with strategies that will encourage participation and |

Review of 2014-2015 School Parental Involvement Policy/Plan

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|--|--|--|-------------------------------------|
| | | | positive relationships with parents |
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3. Describe the barriers that hindered participation by parents during the 2014-2015 school years in parental involvement activities. Include the steps the school will take to during the 2015-2016 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)].

| Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|--|---|
| Limited English Language (ELL) | We will continue to provide translation in Spanish for parents who need it |
| Limited Parent Volunteers (ELL, Economically disadvantaged subgroups) | We are hiring a Parent Resource Specialist who will work with parents to encourage more participation and involvement |
| Lack of a current phone numbers (Economically disadvantaged subgroups) | Lack of a current phone numbers (Economically disadvantaged subgroups) |
| Parents Lack of Literacy skills (Hispanic, ELL, and Economically Disadvantage) | Parents lack of literacy skills(Hispanic, ELL,and Economically disadvantage subgroups) |
| Some parents work during the evening meetings (ELL, Hispanics) | Some parents work during the evening meetings |

4. Describe the parental involvement activity/strategy implemented during the 2014-2015 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

| Content/Purpose | Description of the Activity |
|-----------------|---|
| FSA Night | Workshops and activities to provide parents with tools to help students with understanding the new assessment |

Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

School Name: _____

Reviewer: _____ Review Date: _____

| Policy/Plan Components | YES | NO |
|--|-----|----|
| 2014-2015 Plan Review | | |
| Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs? | | |
| Is the PIP written in an understandable format and provided in a language parents can understand? | | |
| Were revisions/updates to the plan made based upon the review of the 2014-2015 plans? Did the school address the barriers identified in the review? | | |
| LEA Policy Mission Statement | | |
| Mission statements are written concisely, free of jargon and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include: <ul style="list-style-type: none"> • Explanation of the purpose of the parental involvement program; • Description of what will be done; and • Description of the beliefs or values of the LEA. | | |
| 1. 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. 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)]. | | |
| Strong responses include: <ul style="list-style-type: none"> • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans; and • Includes 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)]. | | |
| 2. 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)]. | | |
| Strong responses include: <ul style="list-style-type: none"> • Identification of the specific federal program; and • Description of how the programs were coordinated. | | |

Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

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| <p>3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education 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)].</p> | | |
| <p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of specific activities or tasks; • Identification of the person(s) responsible for completing the task; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. | | |
| <p>4. 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)].</p> | | |
| <p>Strong responses include:</p> <ul style="list-style-type: none"> • Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and • Specific examples of the flexible schedule offered to parents. | | |
| <p>5. Describe how the school will implement activities which 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 children to improve their children'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)].</p> | | |
| <p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> • The state's academic content standards and State student academic achievement standards, • State and local academic assessments including alternative assessments, • Parental involvement requirements of Section 1118, and • How to monitor their child's progress and work with educators to improve the achievement of their child. • Identification of person(s) responsible; • Reasonable and realistic proposed timelines; • Correlation to student academic achievement; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. | | |

Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

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| 6. Describe the training for staff 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)]. | | |
| <p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. | | |
| 7. 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)]. | | |
| <p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. | | |
| 8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: <ul style="list-style-type: none"> • 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)]; and • 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)]. <p>Note: If the schoolwide program plan under Section 1114 (b) (2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c) (5)].</p> | | |
| <p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for providing information to parents; • Dissemination methods; • Reasonable and realistic timelines for specific parent notifications; and • Description of how the school will monitor that the information was provided. | | |

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| <p>9. 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 LEA 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)].</p> | | |
| <p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for translating information into a parent's native language; • Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; • Description of how the school will ensure that information is available to parents considering the fluctuating student populations; • Specific languages that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents. | | |
| <p>10. Describe how each discretionary activity checked will be implemented.</p> | | |
| <p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Provide literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Maximizing parent participation, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Description of the implementation strategy; • Identification of person(s) responsible; • Correlation to student academic achievement; and • Reasonable and realistic timelines. | | |
| <p align="center">School-Parent Compact</p> | | |
| <p>School-Parent Compact must include the following components:</p> <ul style="list-style-type: none"> • Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards; • Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and • Highlight the importance of communication between teachers and | | |

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| <p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> ○ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; ○ Frequent reports to parents on their child's progress; and ○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and <ul style="list-style-type: none"> • Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. | | |
| Review of the 2010-2011 Policy/Plan | | |
| Did the school include a copy of the review of the 2010-2011 policy/plan? | | |
| <p>Did the review include all required components?</p> <ul style="list-style-type: none"> • A summary of the results of the activities conducted for parents; • A summary of the staff training activities; • Identification of barrier which hindered participation by parents in parental involvement activities (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); and • Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. | | |

Additional Comments or Concerns:
