**MASCOTTE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Radean Johnson , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

* The school will 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;
* Involve 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(b)(1) and (c)(3)];
* Jointly 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)];
* Involve 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)];
* Use 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)(E)];
* 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)];
* Provide 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)];
* Provide 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
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee**  | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Mascotte Elementary will welcome and involve parents in our school and communicate all information necessary for them to participate in their child's education. |

**Review Rubric:**
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:

 Explanation of the purpose of the parental involvement program;

 Description of what will be done; and

 Description of the beliefs or value of the LEA.

**Review Status:** Adequate

**Review Comments:**

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**Involvement of Parents**

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 [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Mascotte Elementary Charter School believes in involving parents in all aspects of its Title I programs. The Mascotte Elementary Charter Board in accordance with Florida School Law performs all the duties previously encompassed by School Advisory Council. The Charter Board has the responsibility of developing, implementing, and evaluating the various school level plans. In addition, all parents are given the opportunity to review the plan and offer their input prior to approval. For the Parental Involvement Plan (P.I.P.), all parents are given surveys at the end of the school year seeking their input on activities, training, and materials they need to help their child. Results of parent surveys are reviewed by the Charter Board to determine needed changes. During the Charter Board meeting when the P.I.P. and/or S.I.P. are developed, the committee will decide, with the input from parents how the parental involvement funds will be used. |

**Review Rubric:**
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* 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)].

**Review Status:** Adequate

**Review Comments:**

**Coordination and Integration**

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)].

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| **count** | **Program** | **Coordination** |
| 1 | VPK | The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc. |
| 2 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP.  |
| 3 | Title 1, Part C | The migrant are identified and served by Title 1 district personnel and the Family School Liaison. The district migrant liaison coordinates transportation to and from school, meetings for parents, and arranges in home tutoring for the students. The district liaison meets quarterly with school personnel about student progression and concerns. |
| 4 | Title X | The homeless are identified and served by Title 1 district personnel and the Family School Liaison. The district homeless liaison meets quarterly with school personnel about student progression and concerns.  |
| 5 | Title lll | The students are identified for English Language Learners subgroup by individualized testing of IDEA Proficiency Test (K-2) and (3-5) are administered the Language Assessment Scale within the first 20 days of student enrollment. The Title III Program Specialist coordinates with the school to ensure ELL parents have the information to attend meetings and events. |

**Review Rubric:**
Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:** Adequate

**Review Comments:**

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| **createDate** | **modifyDate** | **comment** |
| 9/20/2015 3:57:33 AM |   | DELETE... The Title I Homeless Liaison coordinates with the school to ensure ELL parents have the information to attend meetings and events. TITLE X IS NOT ABOUT ELL. ARE THE ELL PARENTS ALSO HOMELESS? |

**Annual Parent Meeting**

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 educational 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)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Parent Meeting | Maria Cruz, Family School Liaison | October 19thand20th | Title I documentation will submitted electronically to the District Title 1 Office on periodic basis as required. Documentation will be shared with LEA Title I office for monitoring purposes. |
| 2 | Develop agenda, handouts, and/or presentation materials that address the required components | Tiffany Mayhugh AP1 | October 19th | classrooms Agenda, handouts, and/or presentation materials that address the required components |
| 3 | Develop and disseminate invitations | Maria Cruz, Family School Liaison | October 12th-16th | The announcement will be posted on school website and flyers. |
| 4 | Advertise/publicize event | Maria Cruz, Family School Liaison and Robin Pfender- Administrative Assistant  | October 12th | Flyer with date of dissemination |
| 5 | Develop sign-in sheets | Maria Cruz, Family School Liaison | October 12 | Copies of sign-in sheets |
| 6 | Maintain documentation | Tiffany Mayhugh, API | August - June | Survey Title I documentation will submitted electronically to the District Title 1 Office on periodic basis as required. Documentation will be shared with LEA Title I office for monitoring purposes. |

**Review Rubric:**
Strong responses include:

* 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.

**Review Status:** Adequate

**Review Comments:**

**Flexible Parent Meetings**

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)].

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| **Response:** The leadership and staff of Mascotte Elementary Charter School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating students will be offered during evening hours on the 19th of October in conjunction with the P.T.O. meeting and the morning meeting will be held the next school day at 8:00a.m. Parents will be notified by website, student calendar, marquee, and using a telephone messaging service. The parent resource center will be open after school daily. Childcare is available when necessary and home visits are made to homes of families that have transportation issues. Mascotte Elementary Charter School offers meetings and events on various days and times to accommodate schedules of parents. Parents have the opportunity to choose the time they can attend the school's Report Card Conference Night. |

**Review Rubric:**
Strong responses include:

* 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.

**Review Status:** Adequate

**Review Comments:**

**Building Capacity**

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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | \*Parent Conference Nights | Leadership Team, Teachers | This activity will affect student achievement by helping parents understand how to help their child with assignments and know of what their child's grade level expectations will be. This will in turn improve grades, and test scores. | Oct. 29th & April 14th | FSA Scores, Parent Surveys, agendas, and sign-in documentation. |
| 2 | Annual Title 1 Parent Meeting | FSL, Leadership Team | Increased understanding and participation for Title 1 initiatives | Oct. 19th and 20 | Increased Participation in PI activities |
| 3 | Vocabulary Parade | Literacy Coach | Parents and students will improve vocabulary skills | Oct. 30 | Student and parent participation in our parade |
| 4 | Integrated Curriculum Exploration Day | Grade Level Teams, Leadership Team, Classroom Teachers | Parents will attend to view student and class projects to gain a better understanding of our curriculum | Feb. 19th and May27th | Improved achievement levels for all students |
| 5 | Eagle Family Picnic | Leadership Team | Increased parent participation in ELA due to each child receiving a book | March 18th | Copies of sign-in sheets  |
| 6 | Kindergarten Grandparents' Reading Day | FSL | Increased family literacy | Sept. 11 | Copies of sign-in sheets |

**Review Rubric:**
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local 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 the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:** Adequate

**Review Comments:**

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| 9/20/2015 3:59:48 AM |   | SEE #4 Is this for the parents?  |

**Staff Training**

Describe the professional development activities 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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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | PI Teacher Workshop | Terri Brown, and Maria Cruz | Improved Parent Communication | 1st Semester 2015 | Increased PI, agendas, and sign-ins |
| 2 | FSL Training | District | Improve relationships between families and schools. | Monthly | Increased PI |

**Review Rubric:**

 Content and type of activity including the following:Valuefollowing:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school,; and
* Cultural sensitivity;

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

 Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate

**Review Comments:**

**Other Activities**

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)].

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| **Response:** Our Parent Resource Center under the direction of Maria Cruz, family school liaison, will be open all school year for materials check out and parent support. The family school liaison will ask all visitors to the center to sign in. In addition, the liaison will keep records of the resources checked out from the center. Ongoing training for parent I pad check-out from resource room will occur to maximize parent/student use. |

**Review Rubric:**
Strong responses include:

* 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.

**Review Status:** Adequate

**Review Comments:**

**Communication**

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 include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

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| **Response:** During the annual Title 1 meeting in October, Mascotte Elementary School will hold a general meeting where information will be presented about the Title I programs and budget, the school-wide curriculum and our new extended learning programs. Parents will learn about the school-wide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Parents will be given directions on how to access the digital Student/Parent handbook, which includes more detailed information on these topics and a copy of the PIP. A hand-out summarizing the discussions held during the meeting will be provided in native languages for parents on request. Information for future reference will be located in Parent Resource Center.  |

**Review Rubric:**
Strong responses include:

* 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.

**Review Status:** Adequate

**Review Comments:**

**Accessibility**

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)].

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| **Response:** School communication is sent home in the preferred language of the parent if translation services are possible. Each teacher has a record of the parents' preferred language. The telephone communication system sends both English and Spanish messages and is used to communicate with all parents concerning school events and important information. A monthly school calendar is sent home with all dates and times of events listed. The school website contains postings for all events that occur at school as well as information about curriculum. Translators are provided for all conferences and parent nights. The electronic marquee is constantly updated with weekly school events. Parents with disabilities will be provided accommodations on a case by case basis so they can participate. Parents of migrant students receive information through our guidance department if the methods listed above are not effective. All school level plans can be located in the parent resource room of MSE where the parents have the ability to make comments by survey or message. |

**Review Rubric:**
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will 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 in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:** Adequate

**Review Comments:**

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| 9/20/2015 4:01:44 AM |   | HOW DO YOU ACCOMMODATE PARENTS OF MIGRANT STUDENTS? |

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and | Training parents as leaders-Provide public input cards and encourage parents to communicate regarding training and school-based decisions to allow them to become active participants in the educational process.  | Assistant Principal, and/or Family School Liaison. | Improve the ability of parents to participate in school decision making. | Fall 2015 |
| 2 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Key to Success Conference-Send FSL and another parent to conference. | Principal | Improve the ability of parents to participate in school and district decision making activities. | T.B.A. |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | PTO will recruit bilingual parents to serve on the leadership committee. | PTO President | Increase the PI of our Hispanic parents. | Fall 2015 |
| 4 | 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 Conference Night-Conferences can be scheduled from 3:00-7:00 on those evenings. | Leadership Team & FSL. | Inform parents about student achievement. | Fall and Spring Report Card conferences |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Academic Performances-Students will perform plays, skits, and musicals with an academic focus. | Music teacher and classroom teachers. | Provide a family focus on academic achievement. | 2015-2016 |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Multicultural Day-Parents, students, and community members will tour the school together to see classroom displays. | C.R.T., Literacy Coach, & classroom teachers. | Awareness and appreciation of diversity and to increase student background knowledge. | Feb. 19, 2016 |

**Review Rubric:**
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:** Adequate

**Review Comments:**

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](file:///C%3A%5CUsers%5Cbrownt1%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CJML57V13%5CfileUploads%5C350541_2015-2016_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

**Review Status:** Needs more information or clarification

**Review Comments:**

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| 9/20/2015 4:10:20 AM |   | Please include minutes, agenda, notification, and sign in sheet of a meeting from 2015. A more recent discussion is needed. |

**Upload Parent-School Compact**

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

Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C%3A%5CUsers%5Cbrownt1%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CJML57V13%5CfileUploads%5C350541_2015-2016_uploadCompact.doc) |

**Review Rubric:**
School-Parent Compact must include the following components:

* 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 parents on an ongoing basis through, at a minimum: 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
* Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:** Needs more information or clarification

**Review Comments:**

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| 9/20/2015 4:11:15 AM |   | Please add the Spanish version. |

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

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

Upload evidence of parent input in the development of the compact.

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**Review Rubric:**

**Review Status:** Needs more information or clarification

**Review Comments:**

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| 9/20/2015 4:16:32 AM |   | WHAT IS THE DATE? PLEASE ADD SIGN IN SHEET, AGENDA, AND NOTIFICATION OF THE MEETING. |

**Evaluation of the previous year's Parental Involvement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the previous 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.

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent Conference Nights | 2 | 725 | Parents will be informed of their child's progress and academic achievement. Parents are informed about the grade level expectations and understand our grading system resulting in improved grades and achievement levels. |
| 2 | Math Parent Nights | 4 | 25 | Attendance for Math nights was not high enough to have impact on achievement. |
| 3 | Eagle Family Picnic | 1 | 978 | We gave new books to all students who participated and read with their parents thus increasing literacy levels. |
| 4 | Science Fair Family Night | 1 | 134 | This activity increases students' motivation and participation in science related activities. |
| 5 | Annual Title 1 Parent Meeting | 1 | 19 | This will increase parents' understanding of the Title 1 program and their rights as well as responsibilities as parents. |

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate

**Review Comments:**

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous 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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent Involvement Teacher Workshop | 1 | 60 | Improved communication between teachers and parents about student progress. |
| 2 | FSL Staff Orientation for Parent Resource Room | 1 | 60 | Improved use of parent resource materials and parents working with students on skills. |

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate

**Review Comments:**

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming 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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Language/Limited English- Many of our parents do not attend our SAC or other parent meetings due to language barriers. | Send communications home in native language when possible and provide translators for meetings and conferences. |
| 2 | Economically Disadvantaged- Our parents work full time and are unable to help students with homework or take them to the library. | Give free books to families during Eagle Picnic and provide opportunities for reading and math support. |

**Review Rubric:**
Strong responses include:

* 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 LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:** Adequate

**Review Comments:**

**Best Practices (Optional)**

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

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| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |

**Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:**

**Review Comments:**