## VILLAGE OAKS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Veronica Torres, 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:** A child's education is a responsibility shared by the school and family. Our mission is to build positive and collaborative relationships with families in order to support student achievement and development, while respecting the diverse and cultural needs of all stakeholders.  |

**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:**

**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:** Monthly SAC meetingsQuarterly Achievement AwardsQuarterly School NewslettersMonthly Activity CalendarCultural Day Luncheon Celebrations (Black History Celebration, Cinco de Mayo and Haitian Flag Day)Participation in Immokalee Christmas Lights parade First BookBooks and BagelsMuffins and MathScones and ScienceSTEAM Family NightStudent-Led ConferencesVOE School Internet SiteDogs on the Lawn - Assessment Celebration of Spring TestingSocial Media (Twitter and Facebook) |

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

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| --- | --- | --- |
| **createDate** | **modifyDate** | **comment** |
| 9/10/2015 10:23:17 AM |   | These are great Parent Involvement activities, but in this section we need to explain how parents will be involved in the planning, review, and improvement of Title I programs. you can add something like;  "At SAC meetings and Parent Trainings, school administration will provide information on Title I programs (including how funds for Parent Involvement will be used), request for input, recruit volunteers to assist with Title I PIP initiatives, and share the planning, implementing, and evaluating of the Title I PIP."  |

**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 | SAC Meetings | SAC meetings will be held to work collaboratively with parents in order to gather timely input for improving and enhancing school programs to benefit students.  |
| 2 | SAC Member Nomination/Voting | Administration solicits names of potential parents who express interest in serving on the SAC Committee. The selection of potential SAC members is based upon the demographics percentage of our student population. Administration contacts parents to explain the process, commitment, and role of a SAC Member. Those parents, who are interested in being involved in the nomination process, have their names placed on a ballot for voting during the Title 1/Open House meeting. Additional parents interested in participating in SAC Meeting, may attend the meetings without the voting privileges. Parental input throughout school activities will be noted in meeting minutes as applicable. Other venues include the District Parent Survey, during parent/teacher student-led conferences, and through comments on the Standards Based Progress Reports. |
| 3 | Quarterly School Newsletters  | Parents remain informed of grade level curriculum expectations and school-wide events each quarter. |
| 4 | Quarterly Achievement Awards | Parents are invited to attend the Quarterly Achievement Awards Celebration which promotes and encourages parental involvement as it relates to student achievement |
| 5 | Cultural Day Luncheon Celebrations  | In an effort to promote cultural awareness and acceptance, parents are invited to participate and attend in cultural celebrations such as Native American Day, Black History Celebration, and Cinco de Mayo. |
| 6 | Immokalee Christmas Lights parade | in an effort to promote camaraderie within the community, parents are invited to participate in the preparations of the school float and attend the Christmas Light Parade. |
| 7 | First Book | Parent volunteers will assist with the distribution of books provided to students in grades Pre-K-3 to take home and share with family and create a home library. |
| 8 | Family STEAM Night | Provide parents and students with a Science, Technology, Engineering, Arts, and Mathmetics evening event to showcase our students. |
| 9 | Student-Led Conferences | Parents are scheduled to attend parent/teacher conferences throughout the year, that are led by the students as they review goals and monitor progress. |
| 10 | VOE Internet School Site  | Parents have access to our school's website that decimates school event, the SPAR Report, the School Improvement Pan, the Parent Involvement Plan, links to the district site, and other pertinent curricular information. |
| 11 | Partners in Print Events | VOE will incorporate Partners in Print materials throughout various Family Involvement Nights. |
| 12 | Books and Bagels | Provide parents and students with a morning event where reading is highlighted while bagels are enjoyed. |
| 13 | Math and Muffins | Provide parents and students with a morning event where math is highlighted while muffins are enjoyed. |
| 14 | Scones and Science | Provide parents and students with a morning event where science is highlighted while scones are enjoyed. |

**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:**

**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 I/Curriculum Night PK-2  | Principal and Assistant Principal | September 29, 2015 | Information included in program handout. |
| 2 | Title I/Curriculum Night 3-5 | Principal and Assistant Principal | September 22, 2015 | Information included in program handout. |
| 3 | Professional Learning and Parent/Community Involvement.  | Parent Involvement Contact | Fall of the school year | Attendance sign in  |
| 4 | Notification to parents in (English, Spanish and Creole) will be sent home in students' backpacks.  | Teachers | Fall of the school year | Will be kept to show  |
| 5 | Meeting information will also be posted on the school marquee. | Office Staff | Fall of the school year | Number of families in attendance. |
| 6 | Title 1 staff and job title, specific academic service, effective instruction, student achievement, | Principal, Assistant Principal, FSG Resource Teacher | Fall of the school year | A complete copy filed at front office  |

**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:** ·Each grade level will host a parent/community meetings to explain grade level curriculum expectations. ·School-wide, student led parent/teacher conferences will be held before and after school.·A student/parent/teacher/administration compact will be agreed upon and signed by all stakeholders within the first grading period during flexibly scheduled parent conferences.·A parent training on "Interpreting the Standards-Based Progress Reports" will be conducted in small group settings with translators available while providing child care.·Monthly School Advisory Council meetings will be held to discuss ongoing school improvement and community updates.·Six Parent Academy Workshops addressing various content will be offered in conjunction with Student Advisory Council and a dinner.·Transportation of migrant families for school events is made available by our Title 1/Migrant Parent Liaison. |

**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 | Volunteer Orientation | Administration and Volunteer Coordinator  | This event is designed to orient parents with the school board policies regarding volunteering. Parents will be guided through the process of completing the on-line volunteer application as well as go through the Fast Pass process in order to participate in on and off campus activities with students. | Fall 2015 | Copies of notices sent home, parent/visitor sign-in, number of logged volunteer hours |
| 2 | Family Literacy Nights | Administration, PI Contact and Staff  | These events provide parents the opportunity to read/discuss/and take comprehension quizzes with their children. | 2015-2016 School Year | Copies of notices sent home and parent/visitor sign-in |
| 3 | Reading to/Listening to  | Administration, PI Contact and Staff  | This type of parent involvement enhances student motivation and increases reading comprehension skills. | 2015-2016 School Year | Copies of notices sent home and parent/visitor sign-in |
| 4 | Background Experiences Field trip chaperones  | Administration, PI Contact and Staff  | Allows parents the opportunity to share educational experiences with their children. | 2015-2016 School Year | Copies of notices sent home and parent/visitor sign-in |
| 5 | Conduct training for all teachers on Student-led Conferences | Administration Reading Coach  | Allows the students the opportunity to showcase their progress. | 2015-2016 School Year | Number of logged student-led- conferences throughout the school year. |

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

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| **createDate** | **modifyDate** | **comment** |
| 9/10/2015 10:28:45 AM |   | Please add workshops you are planning to have this year with the Title I Parent Academies. According to the Parents Academies calendar you have schedule at least 6 events this year. You may add something like this; 6. Parent Academies---Principal/ FSCG Staff---Parents will be empowered by providing them with the necessary tools and resources to help their children succeed in the classroom and beyond.--- Throughout the year. ---Flyers, sign in sheet |

**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 | Incorporate the online Parent Involvement training provided by the district, during our AM Professional Learning rotations. | Principal, Assistant Principal, and Select Leadership Team Members | Demonstrats the importance of parental involvement as well as various techniques for promoting parent involvement | Infused throughout the school year during built in AM Professional Learning  | Increased participation of staff and parents, at various school-wide events |

**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:** The Parent Resource Room and PK Parent Resource Room provide spaces, books, computers, and materials for parent use. It's a place for parents to meet, train, and create educational resources to be used in the classroom and at home. |

**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:** Information for the above mentioned items will be provided at both Title I Annual Meeting/Curriculum Nights, along with the various Family Involvement Events, through quarterly school newsletters, monthly activities calendar, weekly student progress reports from teachers, and scheduled parent/teacher conferences. |

**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:** The Parent Resource Room and the PK Parent Resource Room are available to parents throughout the student day with support personnel available to assist in native language.School notices are sent home in the three languages (English, Spanish, Creole) notifying parents of upcoming meetings and school events. The school website contains information pertaining to school functions and the school marquee is used to notify parents of events happening weekly.Translators are readily available at various school events and the translator sound system is utilized to share school improvement and other school report information in native languages. |

**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:**

**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:

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| --- | --- | --- | --- | --- | --- |
| **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 | Discussion of neighborhood issues and needs. Parents will be processed and trained as parent volunteers | Sac Chair and Volunteer Coordinator  | Connection between home and school | Ongoing |
| 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 | Providing Literacy Training opportunities for parents to get ideas and materials to support improved reading and comprehension | Administration and Literacy Leadership Team  | Parental support and home practice will assist the students in becoming better readers with better comprehension which will be evidenced of improved scores on all state and standardized testing | Ongoing |
| 3 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Volunteer Orientation | Administration and Volunteer Coordinator  | Increase in parent involvement | Fall of 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)]; | Hosting trainings for parents using Partners in Print kits and conducting Student-led Conferences  | Administration, Classroom Teacher, Students, Parents  | Improving Home and School Connections | Ongoing |
| 5 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Improving home and school connections by holding brainstorming sessions during Team Leader Meetings, Non-Instructional Staff Meetings, and SAC Meetings to promote parental involvement | FSG Coordinator, Administration, Team leaders, Non-Instructional Staff, SAC | Improving Parent Involvement | Ongoing |
| 6 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Improving home and school connections by holding brainstorming sessions during SAC Meetings to promote community involvement  | Administration and SAC Chair  | Enhancing school, home and community connections | Monthly |

**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%5Ccruza1%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CTEH94E5J%5CfileUploads%5C110341_2015-2016_uploadEvidenceParentInput.doc) |

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

**Review Comments:**

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| **createDate** | **modifyDate** | **comment** |
| 9/10/2015 10:43:44 AM |   | Please upload the copy of your September SAC minutes showing parent input in the development of PIP. (In your upload you have the minutes from last year).   You do not need to delete the minutes saved; when you upload the new minutes, the old version will automatically be deleted.  Thank you!  |

**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%5Ccruza1%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CTEH94E5J%5CfileUploads%5C110341_2015-2016_uploadCompact.pdf) |

**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:** Adequate
**Review Comments:**

**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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| **createDate** | **modifyDate** | **comment** |
| 9/10/2015 10:45:37 AM |   | Please upload the copy of your September, 2015 SAC minutes showing parent input in the development of the Parent-School Compact.  Thank you!  |

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 | Meet the Teacher | 1 | 230 | Parent and home communication is a positive impact on student achievement |
| 2 | Awards Assemblies | 3 | 137 | School and parent recognition of student achievement will have a positive impact on student performance |
| 3 | Thanksgiving Feast | 1 | 36 | Cultural celebrations will have a positive impact on home/school connections |
| 4 | Student Led Conferences  | 1 | 86 | Goal setting and data interpretation have a positive on student achievement |
| 5 | Title I Parent Involvement Literacy Night K-5 | 1 | 67 | Guest speakers have a positive impact on home/school connections |
| 6 | Black History Luncheon Celebration | 1 | 27 | Cultural celebrations will have a positive impact on home/school connections |
| 7 | Cinco de Mayo Luncheon Celebration | 1 | 31 | Cultural celebrations will have a positive impact on home/school connections |
| 8 | Haitian Flag Day Luncheon | 1 | 13 | Cultural celebrations will have a positive impact on home/school connections |
| 9 | PK Stepping Up Ceremony | 1 | 74 | School and parent recognition of student achievement will have a positive impact on student performance |
| 10 | 5th Grade Moving Up Ceremony | 1 | 108 | School and parent recognition of student achievement will have a positive impact on student performance |
| 11 | Title I Annual Meeting/Curriculum Night | 2 | 119 | Parent and home communic |
| 12 | DARE Graduation | 1 | 16 | Parent and student recognition of students' commitment to be drug free  |
| 13 | Kindergarten Round-up | 1 | 16 | Orientation for parents of incoming Kindergarteners |
| 14 | Family Book Fair/Movie Night | 1 | 31 | Give parents and students an opportunity to visit the Book Fair in evening hours |
| 15 | Scholar's Club Induction Ceremony | 1 | 13 | Parents and students have the opportunity to celebrate academic achievement. |

**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 | ELL Tutor Iverson Materials Training | 1 | 7 | Building the capacity of tutors will help them reach students of diverse backgrounds. |
| 2 | Student-friendly Learning Goals and Scales | 1 | 51 | Using student-friendly learning goals and scales will increase the number of students able to access the core curriculum. |
| 3 | Running Records | 1 | 35 | Building teacher capacity to adequately analyze student reading performance data will increase student gains in reading. |
| 4 | Math Aligned Florida Standards (MAFS) | 1 | 112 | Identifying the Learning Goals and Scales of the Core Curriculum will ensure all students have access to learning. |

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

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| **createDate** | **modifyDate** | **comment** |
| 9/10/2015 10:50:32 AM |   | Please add the Parent Involvement Online course your school participated last year. You can add something like; 5. Parent Involvement Staff Development Online Course / 1 / 5 /Increased awareness of importance of parent involvement and strategies to improve effectiveness of parent involvement activities |

**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 | Send all notices in 3 languages, offer translations at all meetings |
| 2 | Parent Schedules | Offer parent involvement opportunities on days and times that vary |
| 3 | Parent Participation | Include student performances  |

**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)

|  |  |  |
| --- | --- | --- |
| **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:** Adequate

**Review Comments:**