**Melrose Elementary Family Engagement Plan**

I, Donnika Jones, 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)].

Donnika Jones 7/9/2019

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

**Mission Statement**

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The mission of **Melrose Elementary School** is to support overall scholar achievement by providing families with learning opportunities and resources that will enable them to become more involved in their children’s educational success. To make available to our Melrose families and those actively engaged in working with parents, vital information and resources to assist them in bridging the gap (All sub-groups) and improving the teaching/learning.

**Engagement of Parents**

At Melrose Elementary School we want each child to have a successful learning experience. **To achieve this goal, the plan was jointly developed with parents.** The parents and school have agreed on and developed the following Parent Involvement Policy for Melrose Elementary. It will be posted in the school office as well as included in the student handbook. Parents have the right to be involved in the school. Any additional suggestions will be considered for future revision.

In order to build a strong partnership between home and school, we will provide the following:

* Convene in an Annual Title 1 Meeting where parents will learn about the Title I program requirements and rights of parents.
* Materials and specific training to help parents work with their children; for example, the Monthly Parent University Meetings and Wednesdays Informational Seminar for Parents.
* Hold flexible meetings through the school year. (AM & PM)
* Organized, ongoing, and timely way to involve parents with the improvement, planning and review of the school-wide parent engagement program.
* Provide parents with description and explanation of school curriculum, academic assessment, state’s academic content, achievement standards, proficiency levels.
* Provide parents’ timely information of activities and programs through bi-weekly newsletters, monthly calendars, school messenger, and faith-based Sunday bulletin and messages on school marquee.
* Provide parents with Wednesday folders, progress reports, and report cards as academic assessment and measure of proficiency levels.
* A minimum of two meetings during the school year where parents will have an opportunity to help review, plan for and make suggestions to improve the Title 1 Program, as well as the Family Engagement Plan and the School-Parent Compact.
* A survey for all parents of participating students to express opinions about the current Title I program as well as to list ideas and suggestions for improvement and topics for meeting to meet the needs of parents.
* **Jointly develop with parents a school-parent compact**. (May for the upcoming school year)
* Provide opportunities to include parents in the learning process.
* Develop, in collaboration with parents, a clear, long-term strategic plan, with actions and a timeline for parental engagement
* Arrange general sessions for parents about the academic and non-academic program and the Primary Years Programme.
* Regular meetings (Third Thursday of each month) throughout the year to formulate suggestions, to participate in decisions related to the education of their children and respond to suggestions as soon as possible.

Melrose will hold parent conferences where the progress of scholars will be discussed and explained. Teachers will schedule meetings before school, during their planning time, and after school to accommodate parent schedules. Scholar’s lead conference are two each semester.

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| * We will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parental Involvement Plan (PIP). Strong responses include: * Our Family Liaison, SAC, PTO, Instructional Coaches and Administrators will be responsible for ensuring the implementation and evaluation of the plan * will be held in May for the upcoming school year for nominating members and ballot will be distributed during next to last parent meeting and ballot will be sent home in their child’s Wednesday folder. * Parents will be giving an opportunity daily and after each parent meeting to complete surveys to provide feedback what’s working and what’s not working * Parent will be given the previous year’s plans to revise for the upcoming school year. As well as informed that this is a working document plan. * We will express to our families in every meeting and newsletter how the school can support him or her with ongoing parental engagement |

**Coordination and Integration**

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| **count** | **Program** | **Coordination** |
| 1 | Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP. |
| 2 | Multi-Tiered Support System (MTSS) | Parents will be provided with their child’s tiered level in Reading and Math. Personalized letter will be sent home by child including their tier and the support that will be provided and the process of collecting data points to assess the child’s progress every 45 days. Parents receive usernames and passwords in order to access their child’s school online programs at home. (iReady Reading & Math, MyOn, ST Math, iSpire Online gradebook portal access, State Department of Education grade level parent resources, school and PCSB website resources) Daily agenda books and bi-weekly newsletter |
| 3 | Parent University | Parents will be giving the opportunity to attend twice a semester to learn additional ways to support his or her child academic and non-academic growth and development. Additionally, community resources will be made available at these meetings. (JWB and other community resources vendor) |
| 4 | Parent Meetings | Parent Meetings are held once every month the 3rd Thursday of each month in the AM and PM. During these meeting we focus on Reading, Math and Science activities/strategies that will help parents build the gap between daily instruction and daily home support. |
| 5 | iMom & All Pro Dad | The two program are national programs that focus on building mother and child or father and child relationship, character education and school home connection. |
| 6 | Wednesdays Wraparound Services | Twice a month our Family Navigator invites outside agencies to our school based on the needs of our parents and their request for support: How to secure a job, home, type a vitae, living healthier etc... |

**Annual Parent Meeting**

Annual Title Parent Meetings are held once each semester. The meeting is schedule during the last month of school for the upcoming school year. Parents, community members, faculty and staff are reminded why and what is a Title I School at this time. All stakeholders have an opportunity to add value or input to our instructional program, parental engagement and activities/trainings. We revisit the plan at our Annual Title I meeting which include the goals for the school year based on the current year spring FSA and NWEA results. Also, at this time we provide our scholars’ progress made on each research based supplemental educational services. We explain why we will continue to embrace the program as it help with enhancing our scholars’ academic gains, proficiency growth and development.

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Maintain documentation | Administrators, Family Liaison & MTSS Coach | August 2019 | Title I audit box housed in the MTSS’s office and documentation will be uploaded to electronic audit box |
| 2 | Annual Title I Parent Meeting | Administrators | August 22, 2019 | Agendas and sign-in sheets |
| 3 | Create sign-in sheets | Family Liaison Coordinator | August, 2019-May ‘20 | Sign-in sheets for meeting and individual classrooms |
| 4 | Advertise/publicize event | Administrators, Faculty, staff and Family Liaison | August, 2019-May’20 | School Messenger messages, school marquee, posting on school website, bi-weekly newsletter & Flyers |
| 5 | Develop and disseminate invitations | Administrators, teachers, Social Worker, & Family Liaison | August, 2019-May ‘20 | School Messenger messages, school marquee, posting on school website, bi-weekly newsletter & Flyers |
| 6 | Develop agenda, handouts, and/or presentation materials that address the required components | Administrators, Student Services team, teachers, & Family Liaison | August, 2019-May ‘20 | Copies of agendas, PowerPoint presentation, and handouts |

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.

**Flexible Parent Meetings**

We have parent meetings during the AM, PM and on Saturdays for our parents. We also email any presentation to our parents upon their request of missed meetings.

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| Melrose Elementary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school to add value to our systems and operations or with questions or concerns. We have developed a school year Family Engagement Plan that will provide our parents ongoing interaction with their child’s teacher, administrators, and Student Services. |

**Building Capacity**  
The following table will provide you with school year Family Engagement opportunities and evidence of effectiveness

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
|  |  |  |  |  |  |
| 2 | **Open House**  **5:30 a.m.-6:30 p.m.** | Administrators  & Faculty/Staff | School-wide Expectations academic and non-academic | August 11, 2019 | Sign-in sheets, agendas, and ppt. presentation |
| 3 | **Title I Meeting**  **8:30 a.m. & 5:30 a.m.** | Family Liaison, & Administrators | We are a federal funded school Title I purpose | August 22, 2019 | Sign-in sheets, handouts, agendas, and ppt. presentation materials |
| 4 | **Grandparents’ Day**  **(During Scholars’ Lunch Period)** | Family  Liaison | To honor grandparents to show love for their grandchildren | Week of Sept. 11th | Flyer, sign-in sheets, Newsletter, Marquee, pictures & survey |
| 5 | **Parent Meeting** | MTSS Coach  Family Liaison  3rd grade teachers & Administrators | Provide a tutorial on Portal, I-Ready Reading/Math & iMoms/All Pro Dads/ share the MTSS Process | September 19,  2019 | Flyer, sign-in sheets, Newsletter, Marquee, pictures 3rd Grade Retention Law parent signature form & survey |
| 7 | **Walk To School Day** | SAC chair  Bookkeeper & Family Liaison | Raise community and global awareness about walking safety and promote health behavior | October TBA  2019 | Flyer, sign-in sheets, Newsletter, Marquee, pictures & survey |
| 8 | **Open Parent Conferences**  **Scholar Lead Conferences** | Teachers  & Administrators | Scholars will articulate to their parents their academic and nonacademic progress Parents will be invited to meet with teachers at their convenience throughout the day | October  2019  March  2020 | Flyer, sign-in sheets, Newsletter, Marquee, pictures & survey |
| 9 | **Great American Teach-In** | Family Liaison  & Faculty/staff | Volunteers are given the opportunity to share with the scholars about their career, experiences and community involvement | November 2019  in AM | Flyer, sign-in sheets, Newsletter, Marquee, pictures & survey |
| 10 | **Literacy Night** | Literacy Coach, Librarian, & Teachers | Parents will be participate with their child in completing Literacy task grade level sessions, aligned with FL standards, identifying strategies they can use at home to promote highest scholar achievement in literacy across all content areas to support 50% and above proficiency goal on FSA Reading. | November 11, 2019 | Sign-in sheets, handouts, agendas, and presentation materials |
| 11 | **iMom** | TBD, Parent | National program that focus on building mother and child relationship, character education and school home connection | 2nd Wednesday of each month | Sign-in sheets and handouts |
| 12 | **All Pro Dad** | Mr. Webb, Parent | National program that focus on building father and child relationship, character education and school home connection | 3rd Thursday of each month | Sign-in sheets and handouts |
| 13 | **Parent-Principal Round Table Meeting** | Principal | Parents will have the opportunity to meet with principal to discuss school issues and work towards improving school culture. Sessions topics will include highest scholar achievement, making learning gains in math, science and reading | 3rd Thursday of each month @ 5:00 p.m. | Sign-in sheets and handouts |
| 14 | **Musical Performance** | Music Teacher | Clearwater Jazz Holiday. Our scholars and families will get an opportunity to enjoy diversity of music and given an opportunity to participate | December  2019 | Flyers, newsletter, Marquee, Sign-in sheets and survey |
| 15 | **Thanksgiving Basket** | Teachers | Scholars and families will be given the opportunity to **write** letters (Will be provided a template) to our Troops and decorate Thanksgiving Baskets | November  2019 | Flyers, newsletter, Marquee, Sign-in sheets and survey |
| 16 | **Scholastic Book Fair** | Library Media Specialist | Build scholars’ home library | November-December  2019 | Flyers, newsletter, Marquee, Sign-in sheets and survey |
| 17 | **Parent University** | Family Liaison, PTO, SAC, Family Navigator | The meetings are based on survey data taken during previous parent meetings. We invite guests according to the parent request/feedforward | October  2019  &  March  2020 | Flyers, newsletter, Marquee, Sign-in sheets and survey |
| 18 | **Parent Meeting** | Administrators  Teachers | Data Meeting/ Holiday Package for NWEA, & ANet | December  2019 | Flyers, newsletter, Marquee, Sign-in sheets and survey |
| 19 | **Annual Title I Parent Meeting** | Family Liaison  Administrators  MTSS Coach | We are a federal funded school Title I purpose | January  2019 | Flyers, newsletter, Marquee, Sign-in sheets and survey |
| 19 | **Math/Science Night** | Math Coach & Teachers | Parents will be participate with their child in completing Math & Science task(s) grade level sessions, aligned with FL standards, identifying strategies they can use at home to promote highest scholar achievement in literacy across all content areas to support 50% and above proficiency goal on FSA &SAA in Math & Science | February  2019 |  |
| 20 | **Test Taking Strategies**  **Meeting** | Teachers | Parent will participate in activities to assist their child(ren) being successful on all assessments | March  2019 | Flyers, newsletter, Marquee, handouts Sign-in sheets and survey |

**Staff Professional Development**  
  
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 | **Ongoing PLC** | Administrators  & Instructional Coaches | Improve the ability of staff to work effectively with parents. | August 2019- May 2020 | Conference agenda and other appropriate documentation as required |
| 2 | **Grade Level**  **Data Chats Parent Out Reach** | Administrators  Content Coaches,  Team Leads, teachers | Work within cross content teams to identify scholars strengths and areas of support and reach out to parents to work with them to support their children throughout the year | August 2019- May 2020 | Bi-Weekly meeting agendas |
| 3 | Melrose  Learns/SAC | Principal | Provide background knowledge on school 4 multiple Measures of data: demographic, perceptions, Scholar, & School Processes Data collaborate on school-wide systems and operations | September  2019 | Teacher/Parent/Administration observations and meeting |
| 4 | Instructional Rounds | Principal &  AP | Teachers will have the ability to observe scholars learning in classrooms to look for exemplar teacher planning and scholar learning. | August  2019 | Walk through feedforward |
| 5 | Lesson Rehearsal | Administrators  Content Coaches,  Team Leads, teachers | Teachers have the opportunity to practice parts of a lesson in front of observers in an effort to receive feedback to strengthen instructional practice. | September  2019 | Walk through feedforward |
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| 6. | Standards  Progression | Administrators  Content Coaches,  Team Leads, teachers | Teachers have the opportunity to engage in studying content standards | September  2019 | Walk through feedforward |
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**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:**Melrose Elementary School will maintain a system to provide parent resources, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via email. Furthermore, Melrose Elementary will inform parents regarding the Parent Resource Center provided at the Title I Center. School staff will attend extracurricular events on the weekends to promote positive parent-student-teacher communication. We began our upcoming school year parental engagement at our last parent meeting in May 2019. Parents were ask to provide feedforward on the 2019-2020 Title I School Compact. Parents are given an opportunity to request for conferences and attend monthly parents meetings and special activities. |

**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:**Melrose Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, weekly school messenger, (Sunday @ 7:00 p.m. & Wednesdays @ 7:00 p.m.) and the school website. At the Back-2-School & Meet & Greet night / Annual Title I Meeting, Monthly Parent Meetings information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the MTSS Coach who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provide a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left within 24 hours. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the MTSS’ office. Our Parent Bulletin Board is located at the front entrance of the school. (Current information displayed) |

**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:**Melrose Elementary School will make the Parental Engagement Plan (PEP) available to parents in English and Spanish on the school's website. A hard copy of the PEP will be housed in the "Parent Station" located in the MTSS’ office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. |

**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.

**Discretionary Activities**

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

X Not Applicable

**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 | **Literacy**  **Night** | 1 per grade level teacher |  | Scholars and parents participated in literacy games. Parents learned how to utilize these learning tasks games at home with their child (ren) to support all content areas. Literacy task grade level sessions, aligned with FL standards, identifying strategies they can use at home to promote highest scholar achievement in literacy across all content areas to support improving our school letter grade of a ‘C’ |
| 2 | **Math/Science**  **Night** | 1per grade  Level teacher |  | Scholars and parents participated in Math & Science games. Parents learned how to utilize these learning tasks games at home with their child (ren) to support all content areas. Literacy task grade level sessions, aligned with FL standards, identifying strategies they can use at home to promote highest scholar achievement in literacy across all content areas to support improving our school letter grade of a ‘C’ |
| 3 | **Annual Title I Parent Meeting** | 1 | 1st Meeting AM & PM  2nd Meeting  Total AM& PM Meeting | Parents understand what it is to be a Title I school, where to find important information and how to get involved |
| 4 | **Open Conference Day** | 1 |  | Parents are invited to stop by the school to conference with teachers. Parents are given the opportunity to have a phone conference as well. Scholars are taught how to conduct a scholar lead conference. |
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| 5 | **All Pro Dad** | 3 |  | Fathers/male role model were invited to eat breakfast with their scholar. Laser like focus on building father and child relationship, character education and school home connection |

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

**Staff Professional Development 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 | **Ongoing PLC's with Instructional Coaches** |  |  | Teachers worked together to analyze data to view mastered and non-mastered standards, create a reteach action plan, and tiered scholars based on data, and collaborative planning to create power lesson which guide our scholars to success |
| 2 | **TZ Lead Collaborative Planning** | 1 per content area or department  Reading  Math  Science Monthly Meetings |  | Led by the principal with support from coaches, staff collaborated on the Marzano pilot, learned more about our student demographics, and established a school wide behavior plan. |
| 3 | **PD Lead by**  **Content Area Coaches** | 28 (Organized by teacher content area) twice a month |  | Provided content area PD based on lesson plans feedforward, Administrators walkthrough formal or informal. |

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

**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 | Lack of parental engagement at Annual Title I Parent Meetings (African American, economically disadvantage) | aluminate one of the meetings before Title I Parent Meeting  Continue to offer alternate meeting times in the morning periodically throughout the year |
| 2 | Unable to contact some parents via calls, letter sent home by child (African American, economically disadvantage) | Send home monthly contact information update form, request via school messenger and bi-weekly newsletter. |
| 3 | Scholars live out of school zone (attendance) Transportation issues (African American economically disadvantage) parents do not stay for morning or return for afternoon meetings | Work closely with student assignment to reassign scholars to their zoned school. Social Worker and teachers will call scholar parent the first day our frequent absent scholars missed a day out of school. Social Worker will embrace home visits. |

**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.

**Best Practices (Optional)**  
  
Describe the parental engagement activity/strategy the school implemented during the previous school 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.