

2015-2016 School Parental Involvement Policy/Plan

School: Lockhart Elem

LEA: Ella Shanks

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

Assurances

Innovations agrees to:

- X** Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- X** 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(a)(3)(B)];
- X** 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)];
- X** 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)];
- X** 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)(2)(E)];
- X** Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- X** 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)];
- X** 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)];
- X** 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

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qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

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

Parental Involvement Mission Statement

To lead our students to success with the support and involvement of families and the community by providing parental involvement activities for our parents.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Parents will be notified of school meetings and events via monthly grade level newsletters and weekly School Messenger phone messages. Additionally we will keep a Facebook page and the school website updated with pertinent information. All parents will be invited to monthly SAC and PTA meetings, where Title 1 programs will be planned and reviewed. In the front office, informational materials and flyers will be available to parents. A parental involvement compact will be reviewed with parents by teachers during parent-teacher conferences and sent home to all parents. We will host a Title 1 annual meeting to discuss Title 1 programs and funding with parents.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

Program	Coordination
ESOL PLC Title III	Parents will be informed of programs and activities to help them work with their children at home.
ESE Department	At IEP meetings, parents will be encouraged to participate in Title 1 activities.
Parent Academy	Parents will be encouraged to attend OCPS Parent Academy, a collaborative effort between Title 1 and other district departments to enhance student achievement through the support of community and family involvement that focuses on student achievement, parenting and advocacy, and personal and individual growth.
VPK Coordinator	Our VPK Coordinator will provide support and workshops for parents to help them work with their children at home and will be the liason between preschool and home.

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3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Create presentation to cover key topics: funding, FRL, staff development, parental involvement activities	Principal	September 2015	PowerPoint
Create flyer/parent invitation to meeting	Office support staff	2 weeks before meeting	Flyer
Send School Messenger message inviting parents to meeting	Principal	Week of meeting	School Messenger report
Hold meeting	Principal	September 2015	Parent sign in sheets
Review compacts	Classroom teachers	Ongoing, parent conferences throughout 2015-16 school year	Signed compacts

4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Parent activities and meetings (to include building capacity, curriculum nights, book fairs, conferences, SAC meetings, PTA meetings, performances, award assemblies, Field Day) will be offered during the school day as well as after school/in the evenings. Staff will provide child care for after school and evening meetings. Translators will be provided upon request when feasible, and parent information flyers will be provided in English as well as Spanish, Creole, and Vietnamese when available. Since our school will be temporarily located at an alternate site, approximately 9 miles away from the neighborhood we serve, some after school and evening events will be held at locations closer to the Lockhart community.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child

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to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher	Principal	Student achievement is positively correlated to level of parental involvement.	August 2015	Sign in sheets
2	Open House/Title 1 Orientation	Principal Title 1 contact Teachers	Student achievement is positively correlated to level of parental involvement.	September 2015	Sign in sheets
3	Curriculum Night	Curriculum councils	Student achievement is positively correlated to level of parental involvement.	September 2015 – May 2016	Sign in sheets
4	Parent-Teacher conference night	Classroom teachers	Student achievement is positively correlated to level of parental involvement.	End of first grading period 2015	Sign in sheets
5	Family Reading Night	Reading Coach Literacy council	Student achievement is positively correlated to level of parental involvement.	January 2016	Sign in sheets

6. Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
District Title 1 Parent Involvement Meetings	Title 1 contact	Information provided will be shared with staff and utilized to improve parental involvement.	Ongoing	Materials provided at training
The Importance of Parental Involvement Module 1	Instructional Coach	Student achievement is positively correlated to level of parental involvement.	August 2015 – May 2016	Reflection logs
Building Ties Between Home and School Module 2	Instructional Coach	Student achievement is positively correlated to level of parental involvement.	August 2015 – May 2016	Reflection logs
Implementation and Coordination of Parental	Instructional Coach	Student achievement is positively correlated to level of parental involvement.	August 2015 – May 2016	Reflection logs

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Involvement Programs Module 3				
Communicating and Working with Parents Module 4	Instructional Coach	Student achievement is positively correlated to level of parental involvement.	August 2015 – May 2016	Reflection logs

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

Parents will be notified of school meetings and events via monthly grade level newsletters and weekly School Messenger messages. Additionally we will keep a Facebook page and the school website updated with pertinent information. Notices will be sent home to invite all parents to monthly SAC and PTA meetings. In the front office, informational materials and flyers will be available to parents. A parental involvement compact will be reviewed with parents by teachers during parent-teacher conferences and sent home to all parents. Parents will have access to an online gradebook system, Progressbook, where they can check grades and assignments. All intermediate students will be provided planners and primary students will receive folders. Teachers will use these tools to engage parents daily regarding homework, important notices, and student conduct.

8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Timely information about the Title I programs is provided via monthly grade level newsletters, weekly School Messenger messages, the school Facebook page, and printed flyers provided in multiple languages when available. Title 1 programs are discussed monthly at SAC meetings, and an annual Title 1 Orientation meeting for parents is held.

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 are provided at Open House, Parent Teacher Conference night, and regular parent teacher conferences and communication. Parents have online access to student grades (Progressbook) and the online assessment system the school uses for

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intervention and enrichment (Istation). Parents will be made aware at Open House and by flyers sent home that all curriculum materials are accessible from home by logging on to launch.ocps.net. For struggling students participating in the MTSS process, formal meetings will be held with parents to discuss assessment and proficiency levels. Multilingual Parent Leadership Council meetings are held four times per year. At these meetings, assessment (CELLA, IPT) results and proficiency levels as well as their implications for ESOL placement, exit, or extension of instruction are reviewed and explained. Parents are provided ideas for working with their children at home.

Parents are always encouraged to contact classroom teachers by phone, planner, and/or email to schedule meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Parents of students with Individual Education Plans, 504 Individual Accommodation Plans, and ESOL students with Academic Needs Improvement plans are invited and encouraged to participate in meetings held in person or by phone to create these plans to make decisions related to the education of their children.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

The school will communicate with parents by planners (daily), School Messenger phone calls (weekly), grade level newsletters (monthly), and flyers to advertise all school events. A Facebook page will be kept up to date with school information as well. Multilingual Parent Leadership Council meetings are held four times per year to foster a closer home-school connection with second language parents. Translation for any meeting is provided when requested/available. All correspondence provided by OCPS, i.e., Progress Monitoring Parent Consultation Notices, Substantial Reading Deficiency Notices, etc., is available in five languages. The school is currently under renovation and will be handicap accessible upon completion in fall of 2016.

Discretionary School Level Parental Involvement Policy Components

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

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];

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- ☒ X Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- ☒ X 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)];
- ☒ X Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- ☒ X Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

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

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
Paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	Staff will provide, at no cost to the parent, child care for parents who attend after school and evening school-related meetings and training sessions.	Principal	Student achievement is positively correlated to level of parental involvement.	ongoing
Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times [Section 1118(e)(10)];	Meetings will be held during school hours, after school, in the evenings, and by phone.	School staff	Student achievement is positively correlated to level of parental involvement.	ongoing
Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];	By participating the Title 1 online Module trainings, staff will learn ways to improve parental involvement approaches at the	Instructional staff	Student achievement is positively correlated to level of parental involvement.	ongoing

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organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	materials monthly. Members of the "Sensational Seniors" group from Lockhart Baptist Church volunteer regularly. The church will provide a location for some nighttime parent activities next year. Read to Succeed provides volunteers who work one-on-one with students on reading fluency.		correlated to level of parental involvement.	
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School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent compact/PIP review meeting notes and sign in sheet.

This policy/plan was adopted by the school on 06/18/2015 and will be in effect for the period of 06/18/2015---06/15/2016. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/17/2015.

Ella M. Shanks
(Signature of Authorized Representative)

6/18/15.
(Date)

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

Review of 2014-2015 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2014-2015 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
SAC Meeting	7	123	Research shows that student achievement is tied to the amount of parent involvement
Title I Orientation/Open House	1	142	Research shows that student achievement is tied to the amount of parent involvement
Family Science Night	1	83	Research shows that student achievement is tied to the amount of parent involvement
Parent Conference Night	1	233	Research shows that student achievement is tied to the amount of parent involvement
Family Reading and Writing Night	1	212	Research shows that student achievement is tied to the amount of parent involvement
General PTA Mtg and Winter Concert	1	100	Research shows that student achievement is tied to the amount of parent involvement
Math and Technology Night	1	71	Research shows that student achievement is tied to the amount of parent involvement
PLC Mtg	2	4	Research shows that student achievement is tied to the amount of parent involvement

2. Provide a summary of the professional development activities provided by the school during the 2014-2015 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
District Title I Parent Involvement	1	1	Research shows that student achievement is tied to the amount of parent involvement
Module 1 The Importance of Parental Involvement	1	2	Research shows that student achievement is tied to the amount of parent involvement
Module 2 Coordination of Parental Involvement Programs	1	2	Research shows that student achievement is tied to the amount of parent involvement
Module 3 Building Ties Between Home and School	1	2	Research shows that student achievement is tied to the amount of parent involvement
Module 4 Communicating and working with Parents	1	2	Research shows that student achievement is tied

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			to the amount of parent involvement
SIP, PIP, Compact, title I Coordination of Parent Involvement Program	1	30	Research shows that student achievement is tied to the amount of parent involvement

3. Describe the barriers that hindered participation by parents during the 2014-2015 school year in parental involvement activities. Include the steps the school will take to during the 2015-2016 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Parents Communication for all of our parents.	We will provide weekly phone messages, create a Facebook page and email messages will be sent home.
Our LEP families need to have an interpreter provided at some of the meetings.	We will provide an interpreter when requested for meetings.
Parental involvement activity was held the same night as an event at the middle school.	Check calendars of consortium schools before scheduling events.

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

Content/Purpose	Description of the Activity
Increasing Parent Participation	Our Science was planned to include dinner, hands on activities for families to encourage more participation.
Increasing Parent Participation	Our Math & Technology Night was planned to include dinner, hands on activities for families to encourage more participation. The computer lab was set up with computer learning games that are used in the classrooms for parents to understand what their child is doing at school and to help their child at home. Math Manipulatives were sent home for parents to work with their child at home.
Increasing Parent Participation	Our Reading & Writing Night was planned to include dinner and hands on activities for families to encourage more participation. We send home reading

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	materials, books and games for families to work with their child at home.
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Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

School Name: Lockhart Elementary

Reviewer: _____ Review Date: _____

Policy/Plan Components	YES	NO
2014-2015 Plan Review		
Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the PIP written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2014-2015 plan? Did the school address the barriers identified in the review?		
LEA Policy Mission Statement		
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include: <ul style="list-style-type: none"> • Explanation of the purpose of the parental involvement program; • Description of what will be done; and • Description of the beliefs or values of the LEA. 		
1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans; and • Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]. 		
2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].		
Strong responses include: <ul style="list-style-type: none"> • Identification of the specific federal program; and • Description of how the programs were coordinated. 		

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<p>3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]</p>	<p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of specific activities or tasks; • Identification of the person(s) responsible for completing the task; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 	
<p>4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].</p>	<p>Strong responses include:</p> <ul style="list-style-type: none"> • Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and • Specific examples of the flexible schedule offered to parents. 	
<p>5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</p>	<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> • The state's academic content standards and State student academic achievement standards, • State and local academic assessments including alternative assessments, • Parental involvement requirements of Section 1118, and • How to monitor their child's progress and work with educators to improve the achievement of their child. • Identification of person(s) responsible; • Reasonable and realistic proposed timelines; • Correlation to student academic achievement; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 	

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6. Describe the training for staff the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		
8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: <ul style="list-style-type: none"> • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]. <p>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for providing information to parents; • Dissemination methods; • Reasonable and realistic timelines for specific parent notifications; and • Description of how the school will monitor that the information was provided. 		

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<p>9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].</p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> • Process for translating information into a parent's native language; • Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; • Description of how the school will ensure that information is available to parents considering the fluctuating student populations; • Specific languages that information will be routinely provided; and • Process the school will use to monitor the dissemination of information to parents. 		
<p>10. Describe how each discretionary activity checked will be implemented.</p>		
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content and type of activity including the following: <ul style="list-style-type: none"> ○ Involve parents in the development of staff training, ○ Provide literacy training, ○ Pay reasonable and necessary expenses to conduct parental involvement activities, ○ Train parents to help other parents, ○ Maximizing parent participation, ○ Adopt and implement model parental involvement programs, or ○ Develop roles for community organizations and/or businesses in parental involvement activities; • Description of the implementation strategy; • Identification of person(s) responsible; • Correlation to student academic achievement; and • Reasonable and realistic timelines. 		
<p align="center">School-Parent Compact</p>		
<p>School-Parent Compact must include the following components:</p> <ul style="list-style-type: none"> • Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards; • Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and • Highlight the importance of communication between teachers and 		

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

Additional Comments or Concerns:
