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 plan 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**

**Villas Elementary** agrees to:

* 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(a)(3)(B)];
* 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)];
* Jointly develop/revise with parents the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
* 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 plan [Section 1118(a)(2)(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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

**Parental Involvement Mission Statement (Optional)**

Villas Elementary’s goal to parents is to ensure that every student achieves his/her highest academic potential.

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

Villas Elementary understands the importance of parent involvement and because of this parents are invited to become members of SAC through the school newsletter, and through invitations at the PTA meetings. The School Advisory Committee composed of parents, teachers, administrators, and members of the community, will meet to discuss the development and implementation of all Title I programs, including the School Involvement Plan, Parent Involvement Plan, as well as how Title I funds will be spent for the upcoming school year. The SAC will have the opportunity to review, offer input, and approve the SIP and the PIP at the first scheduled meeting for the school year. Documentation for all parent meetings will include: flyers, agendas, handouts, minutes, sign-in sheets, and parent meeting surveys. All documentation will be maintained in the Title I Toolkit.

1. 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, Reading First, 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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| **Program** | **Coordination** |
| Head Start  IDEA | Head Start Pre-Kindergarten teachers will conduct four conferences with their parents during the school year. All Head Start Parents receive all school wide newsletters / flyers, and are invited to participate in all school activities.    Supplemental instructional support provided by Title I to discuss with parents during the development of the IEP. |

1. 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)].

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| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Develop agenda, advertise through various means  Annual Title I Meeting  Share the Title I PowerPoint Presentation and provide handouts that describe NCLB, AMO, federal funding, rights of parents, etc. Provide opportunity for input from parents in the School Compact, PIP and the spending of the 1% of Parent Involvement funds to our SAC for parent input.  Maintain documentation | Administration  Reading Specialist  Reading Resource  Classroom Teachers  Administration  Reading Specialist  Office Staff Members | August  September | Agenda, newsletters, invitations, school website, marquee, and Parent Link  Parent Agendas, Sign-In, and Meeting Minutes  Parent Surveys and Evaluations  Title I Toolkit |

1. 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)].

Villas Elementary has a strong need for parent involvement and provides a flexible schedule for attendance to meet the needs of our parents. Villas Elementary will offer a number of parent workshops throughout the school year by advertising such meetings through the use of parent invitations, Parent Link and marquee messages, newsletters, and also through the use of the school website. Villas Elementary will provide English classes/workshops, both during the day and evening, for groups of parents throughout the school year to support the needs of our families. In addition, evening parent involvement activities will be offered to accommodate the needs of our parent’s daily schedules with translation provided, as well as on-site child care. Planned parent involvement activities will include academic nights specific to each grade level, as well as a school-wide science, math, and writing topics that will focus on the Florida Standards. By providing meetings such as parent conferences with flexible scheduling, designated Student-Led Conferences, day, evening, and weekend parent events, our parents will have the opportunity to choose activities that best suits their needs.

Our Annual Title I meeting, used to inform parents about the services provided by Title I programs, including their right to be involved in the decision-making process, will be held at the onset of the school year. In addition to the variety of academic parent nights throughout the school year, Student-Led Conferences will present opportunities for our parents to gain supports, become aware of current progress, as well as information regarding their child’s education for each semester of the school year.

1. 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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| **Content and**  **Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Annual Title I Meeting  Science Fair  Curriculum  Family Night  AR Blasts  Student-Led Conferences    SAC Meetings  English Classes | Administration  Reading Specialist  Reading Resource  SAC Members  Administration  Reading Specialist  Reading Resource  Classroom Teachers  Administration  English Instructor/Coach | Provide information to parents about the Title I program, about expectations and how they can support their children at home.  Provide  Information on how parents can support their children at home through research strategies and tips.  Increase the level of involvement of parents to become better active in the decisions made at the school  English language acquired by our Spanish speaking families to support the ongoing learning of their students. | September  On-going throughout the school year  Monthly  September-May | Invitations, Agendas, Sign-In, and Meeting Minutes  Parent Agendas, Handouts, Flyers, Sign-In, and Meeting Minutes  Parent Surveys and Evaluation  Agendas, Handouts, Flyers, Sign-In, and Meeting Minutes  Flyers, Sign-In Sheets |

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

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| **Content and Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Student-Led Conferences  Volunteer Coordinator Staff Training  Parent Involvement research-based newsletter articles  Just for Parents Tips and Suggestions Website  Focus Gradebook and Lesson Planner Training | Reading Specialist  Volunteer Coordinator  Administration & Office Staff  Technology Specialist  Technology Specialist  Focus Train the Trainers | Provide parents information on their child’s current level & goals set by both teacher and student  Improve the ability of staff members to work effectively with parents, community members, and business partners  Improve the ability of staff members to work effectively with parents  Improve ability of staff to work effectively with parents  Improve the ability of our staff members to utilize a program that provides parents information on their child’s current academic level. | October/ January  August  Monthly  Daily  August | Agendas  Sign In Sheets  Meeting Minutes  Agenda/Sign In Sheets/Meeting Minutes  Expectation of reading monthly newsletter and provided articles  Usage of website  Agendas  Sign In Sheets  Meeting Minutes |

1. 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)].

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| **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| To enhance our family-friendly school. | Assistant Principal/PTA/  School Title I Parent Involvement Representative | On-going throughout the school year | Pre-Post evaluations  Sign-In Logs |

1. 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)].

In September at the first SAC meeting, Villas Elementary will provide information regarding a Title I overview, curriculum, and student achievement expectations during an Annual Title I Parent Meeting.

Parents will be invited to a variety of parent involvement activity nights throughout the school year that will focus on the school improvement goals in the areas of reading, math, writing, and science. Through these experiences, parents will be provided with the necessary information, tools, and supports that they will require to make a powerful impact in their child’s education. Parents will also have the opportunity to participate in the scheduled Parent Involvement activities, attend English classes, and Student-Led Conferences that will meet the specific needs of our families.

Through provided parent meetings and Student-Led Conferences, parents will have the opportunity to discuss their child’s current performance levels, strengths, weaknesses, and strategies to utilize, in order to make improvements in their child’s education, as appropriate, by the teacher and the parent.

Through the use of the Parent Workshop Surveys, parents will have the opportunity to express their feelings, beliefs, and/or concerns from the events and activities provided. Suggestions and concerns that exist will be shared with the District’s Title I Office in the event that parents have found the school-wide Parent Involvement Plan unsatisfactory.

1. 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)].

In order to provide unlimited opportunities for participation in parental involvement activities, all school communications will be sent home in English and Spanish to meet the needs of our families. Translators will be available during, before, and after school hours, as well as during planned parental involvement night activities to increase understanding. Through the utilization of Parent Link messaging, parents will have the opportunity to choose their preferred language, and messages will be delivered in both languages to ensure parent understanding. Written communication will also be provided in both languages to ensure the school’s message is clearly communicated. All written communications and information for parents will be maintained as documentation in the Title I Toolkit. One way we address the fluctuation of student population throughout the school year is providing our “Getting to Know Villas” information packet to every student regardless of their first day of school at Villas Elementary. This packet includes school information, as well as Title I information, and the Right to Know letter. In addition to the above, English classes will be provided to our Spanish speaking families to increase language acquisition and further allow our families the ability to support their child’s learning. We will make every effort to provide full opportunities for parents with disabilities and those with special needs also.

Discretionary School Level Parental Involvement Plan Components

* Check if the school does not plan to implement any discretionary parental involvement 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 LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
* Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
* Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
* 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)];
* Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
* Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
* Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

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

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| **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** |
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**School-Parent Compact:**

As a component of the school-­level parental involvement 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)].

Adoption

This Plan was adopted by the school at the first SAC meeting of the school year and will be in effect for the period of one academic year. The school will distribute this Plan to all parents of participating Title I, Part A children on or before the first 30 days of school.

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(Signature of Authorized Representative) (Date)

Provide evidence that the policy/plan has been developed with the input from parents.

1. Provide a summary of activities provided during the FY 14 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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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Title I Annual Meeting/Open House  Grade Level Curriculum Nights  Curious Kids Workshops  Science Night  AR Blast  English Classes  SAC Meetings  Student-Led Conferences | 3  2  4  1  8  38  8  2 | 912  28  6  253  109  822  97  1015 | Provide information to parents about the Title I program, about expectations and how they can support their children at home.  Provide  Information on how parents can support their children at home through research strategies and tips. |

1. Provide a summary of the professional development activities provided by the school 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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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Student-Led Conferences  Volunteer Coordinator Staff Training  Parent Involvement Research-Based Articles | 2  1  10 | 50    69  69 | To provide opportunities for staff members to deliver targeted instructional strategies and current progress to parents to increase student performance  Improve the ability of staff members to work effectively with parents, community members, and business partners to increase parent involvement.  Improve the ability of staff members to work effectively with parents to increase parental involvement. |

1. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified 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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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Villas Elementary continues to address the Limited English proficient families and their participation in parental involvement activities. With such a diverse population, many of our families require translation services in order to fully understand the information that is presented.  Parent attendance to planned parent involvement activities. | Continued use of translators and talk systems for limited English parents at each planned parent event will be utilized to ensure successful parental involvement and increased understanding of the information that is being communicated.  The offering of weekly school-based English classes will be provided to our Spanish speaking families to increase understanding and communication skills.  Flexible scheduling for events will be offered to increase parent attendance for planned parent involvement activities. Daytime, evening, and weekend scheduling will be provided to accommodate the needs of our families. Provided on-site daycare will also be offered if needed to increase participation. |

1. Describe the parental involvement activity/strategy 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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| **Content/Purpose** | **Description of the Activity** |
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**School Name: \_\_Villas Elementary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plan Year: 2014-2015**

**Reviewer: \_Erin Williams\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review Date: \_May 11, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Plan Components** | **YES**  **(Page #)** | **NO** |
| **2014-2015 Plan Review** | | |
| Was evidence adequate to demonstrate that the PIP as 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 2012-2013 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Plan Mission Statement (optional)** | | |
| The mission statement should meet the following criteria:   * Explains the purpose of the parental involvement program; * Tells what will be done; * Includes beliefs or values; * Is concise, free of jargon, and parent-friendly; and * Inspires stakeholders to be involved and supportive of the program. |  |  |
| 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 [Sections1118(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**:   * 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)]. |  |  |
| 1. **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, Reading First, 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**:   * Identification of the specific federal program; and * Description of how the programs were coordinated. |  |  |
| 1. **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)] .** | | |
| **Strong Responses Include**:   * Identification of specific activities or tasks; * Identification of the person(s) responsible for completing the task; * Timeline; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 1. **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)].** | | |
| **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. |  |  |
| 1. **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)].** | | |
| **Strong Responses Include**:   * Content of the session including each of the following: * 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. * Type of activities; * Correlation to student achievement; and * Reasonable and realistic proposed timelines. |  |  |
| 1. **Describe the training for staff the school will provide to educate its 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)].** | | |
| **Strong Responses Include**:   * Content of the session;   + 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; * Type of Activities; * Specific correlation to student achievement; * Reasonable and realistic timelines; and * Method to determine the success and document completion. |  |  |
| 1. **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)].** | | |
| **Strong Responses Include**:   * Identification of the type of activity; * Specific steps necessary to implement this activity; * Person(s) responsible; * Timeline; and * Method to determine the success and document completion. |  |  |
| 1. **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)]:**   **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)].** | | |
| **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. |  |  |
| 1. **Describe how the LEA 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)].** | | |
| **Strong Responses Include**:   * 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. |  |  |
| **10. Describe how the discretionary activities will be implemented.** |  |  |
| **Strong Responses Include**:   * Content of the session including the following:   + Involve parents in the development of staff training,   + Offer literacy training,   + Pay reasonable and necessary expenses to conduct parental involvement activities,   + Train parents to help other parents,   + Adopt and implement model parental involvement programs, or   + Develop roles for community organizations and/or businesses in parental involvement activities; * Type of activity; * Specific correlation to student achievement; and * Reasonable and realistic timelines. |  |  |
| **School-Parent Compact** | | |
| **Does the School-Parent Compact include all required 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 [Section 1118(d), ESEA]. |  |  |
| **Review of the 2014-2015 Plan** | | |
| Did the school include a copy of the review of the 2014-2015 plan? |  |  |
| Did the review include all required components?   * 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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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