

2015-2016 School Parental Involvement Policy/Plan
School: Sadler Elementary School **LEA: Orange County**

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:

- ☐ 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 policy 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 policy [Section 1118(a)(2)(E)];
- ☐ 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)];
- ☐ 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

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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

Sadler Elementary will lead our Students to Success with the support and involvement of families and the community

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)].

At the beginning of the school year, meetings are designed to educate parents on the purpose and requirements of being a Title I school. Parents and staff attend SAC, PTA and PLC meetings in which they are nominated and elected to become members in these committees. They meet to discuss/plan activities, and are included in the planning and review of the Parental Involvement Plan. Parents are encouraged to submit suggestions to the Title I contact via email or in writing. A copy of the District Parental Involvement Policy, including the Parental Involvement Plan and School Advisory Council meetings/minutes are available on the school website. During the school year surveys are sent to parents to get feedback. To further encourage parent participation a schedule of Workshops/Trainings/Activities are distributed via written communication, website and school Newsletters. Title I is a regular item on the School Advisory Council and faculty meetings. Principal and Title I Contact provide agendas of meetings, reminders, flexible times, translation and childcare (when feasible) to encourage parent participation.

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
Title 1 Part A Funds	Coordination and consultation of trainings to promote effective parental involvement to all families.
McKinney-Vento(Homeless-Title X	Communication and collaboration with District to effectively serve the homeless population.
IDEA	Communication and consultation with District to effectively support and promote student achievement.
Migrant	Communication and collaboration with District to effectively serve this

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	population.
Title II	Communication and collaboration with District to effectively support Professional Development.
VPK	Early Childhood Education focusing in early interventions, resources and in training parents and students.

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/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Agenda will be created for Title I meeting	Title I contact, Parent Coordinator	September	Completed Title I Agenda
Sign In Sheets will be created	Title I contact	Week before meeting	Completed Sign in Sheet
Flyer Sent home to inform parents of meeting	Parent Coordinator	Week before meeting	Flyer sent home to all parents
Meeting notice will be posted on Marquee	Title I contact	Week before the meeting	Notice on Marquee
Powerpoint set up in the cafeteria	Title I contact	Day of the meeting	Sign in Sheet with participants
Give parents agenda before presentation	Title I contact/Parent coordinator	Day of the meeting	Sign in sheet with participants
Presentation given of title I information and Parent involvement Plan	Title I contact/ parent coordinator	Day of the meeting	Sign in sheet with participants

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)].

We offer meetings during the morning, afternoon, and evenings. To provide flexibility and to ensure all parents are accommodated according to their needs. Teacher/Parent conferences may be scheduled before classes and during teacher planning time as needed. A schedule with a variety of day or evening parent involvement opportunities will be provided throughout the school year. Translation, transportation, childcare and accommodations for our ESE students and families will be provided as feasible.

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

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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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Math Night	Teachers, CRT, Math Coach, Principal	Parents will have the opportunity to engage in hands on activities they can use with their children.	January 2016	Parent feedback, Teacher feedback
Florida Standards/FSA Night	CRT, Teachers, Reading Coach, Math Coach, Principal	Understanding the standards and the way they will be tested increases student achievement	February 2016	Common Assessments
SAC Meetings-Parents will have the opportunity to learn, share, discuss and take part in discussions in the planning of the SIP, PIP and other school issues.	Staff, Principal	Parental Involvement increases student achievement.	On-going	Sign In Sheets, Minutes
PTA Meetings-Parents will take part in being liaisons to ensure that students are receiving academic, social and emotional needs. They will learn to take part in activities to promote student achievement.	Staff, Principal	Parental involvement increases student achievement	On-going	Sign in Sheets, Minutes
Title I Annual Meeting- Parents will have the opportunity to learn what is Title I and what is a Title I school.	Staff, Principal	Parental Involvement increases student achievement	October 2015	Sign in Sheets, parent feedback, Title 1 Survey
Meet the Teacher: addresses parents as to classroom expectations, curriculum and parental involvement	Staff, Principal	Parental Involvement increases student achievement	August 2015	Sign in Sheets, Teacher Feedback
Family Literacy Night	Teachers, CRT, Instructional Coach, Principal	Parents will have the opportunity to engage in hands on activities they can share with their students	November 2015	Sign in Sheets, Teacher Feedback
Open House: gives parents an in depth look at the standards that the students will be working towards mastery.	Teachers, Instructional Coach, Principal	Parents will understand the depth of the standards and how	September 2015	Sign in Sheets

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		to address specific needs at home.		
STEM Night-Parents will learn and share with their children different Math, Science and technology activities that enhance learning.	Teachers, Instruction Coach, Principal	Parents will have the opportunity to engage in hands on activities they can use with their children	October 2015	Sign in Sheets, Parent feedback

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
Presentation of Parental Involvement Plan to staff. Discuss the plan and goals to increase parental involvement.	Principal, Assistant Principa	Set clear goals of parental involvement with faculty	August 2015	Sign in Sheets, ADDitions hours monitored
The Importance of Parental Involvement. Power Point presentation and also viewed in share point.	Principal, Parent Coordinator	Better communication with parents increases student achievement	On-going	Sign in Sheets, Staff shares with teams and at meetings
Building Ties Between Home and School	Principal, Assistant Principal	Provide teachers with the tools to improve parental communication that would increase student achievement	October 2015	Sign in Sheets, Staff shares with teams and at meetings
Modules 3&4: Implementation and Coordination of Parental Involvement Programs	Principal, staff and Title I Coordinator	Provide teachers with the tools to improve parental communication that would increase student achievement	On-going	Sign in Sheets, Staff shares with teams and at meetintgs

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)].

Throughout the year families will be offered workshops on Reading Strategies, and continue offering ESOL for adults twice a week during the evenings. The Parent Resource room will be available during the day for families to check out resources to support student achievement. The

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Parent Resource Room will be expanded to meet the needs of our parents.

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)].

In October, at the Title I Annual Meeting, we provide parents with a power point presentation with information required from Title I. Parents are always invited and provided opportunities to attend meetings, formulate suggestions, participate and take part in decisions relating to their children's education. Parents are invited to attend and become members of the School Advisory Committee where they have the opportunity to learn, participate and discuss school issues, student academic achievement goals, SIP, PIP and or concerns. All parent communication is translated in different languages when feasible. Information will be communicated to parents using the following:

- Flyers, school/District letters
- Monthly Newsletters
- Progress Book
- Student Planners and or Take-Home folders - daily basis
- Use of School and District Website
- Connect Orange
- Student backpacks
- Marquee
- School and Title I surveys

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,

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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)].

All parent communication is translated in different languages when feasible. Information will be communicated with the use of flyers, newsletters, Connect Orange, letters, marquee and school website. Written communication will stipulate if families need any special help. The PIP will be available to the families in the school website and in the front office.

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)];
- ☐ 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)]; and
- ☐ 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
Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	Parents will be included in the school's School Advisory Counsel and assist in the development of trainings for school staff.	Principal, Parent Coordinator & Teachers	Increased parental involvement impacts students' performance.Increase student achievement	Monthly
Providing necessary literacy training for parents from Title I, Part A	Literacy trainings will be provided to parents throughout the year.	Principal, Parent Coordinator & Teachers	Increased parental involvement impacts students'	On-going

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funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parents will be able to check out resources at the Parent Resource room during the day.		performance.Increase student achievement	
Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Parents of ELL students will receive support from the District Parent Academy and District Parent Leadership Council.	Principal, Parent Coordinator & Teachers	Increased parental involvement impacts students' performance.Increase student achievement	On-going
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)];	Meetings and trainings will be conducted at different times of the day,evenings and Saturdays to accomodate parents' schedules.	Principal, Parent Coordinator & Teachers	Increased parental involvement impacts students' performance.Increase student achievement	On-going
Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Parents will be offered Literacy strategies, Parents will receive the school monthly newsletter that will include strategies that can help in supporting student success and parenting.	Principal, Parent Coordinator & Teachers	Increased parental involvement impacts students' performance.Increase student achievement	On-going
Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Parents will be included in School Advisory Council (SAC) PTA, PLC and District Parent Academy.	Principal, Parent Coordinator & Teachers	Increased parental involvement impacts students' performance.Increase student achievement	On-going

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

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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 SAC notes involving ideas and direction of all stakeholders.

This policy/plan was adopted by the school on 06/30/2015 and will be in effect for the period of 06/29/2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/17/2015.

(Signature of Authorized Representative)

(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

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

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

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

Review Rubric for 2014-2015 School Parental Involvement Policy/Plan

School Name: _____

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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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)]		
Strong responses include: <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. 		
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)].		
Strong responses include: <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. 		
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)].		
Strong responses include: <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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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>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. 		
10. Describe how each discretionary activity checked will be implemented.		
<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. 		
School-Parent Compact		
<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:
