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 plan 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**

The school 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 plan and the joint development of the school-wide 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 plan 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)**

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)].

We will conduct parent surveys during Open House and during School Advisory Council Meetings throughout the school year. Results will determine Parental Involvement Training opportunities. Parents will be invited via Parent Link to participate in quarterly SAC meetings. We will personally invite the parents of students in need of assistance based on testing data. During a scheduled SAC meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used. Ideas and input from parents will be documented in the SAC Meeting Minutes. Parents will be provided information via a monthly newsletter including, but not limited to, upcoming events, meetings, graduation requirements, college, career, financial aid, and testing information. All documentation, such as agenda, sign-in sheets, and meeting minutes, will be maintained in the Title I Tool Kit.

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, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II (professional development money), Title III, Title IV, and Title VI) [Section 1118(e)(4)].

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| **Program** | **Coordination** |
| N/A | N/A |

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 (school-wide or targeted assistance), the school’s performance,, 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** |
| Title I/Open House Meeting: Parents have the opportunity to gain knowledge in regards to Free/Reduced Lunch Applications and Academic Content. Students have the opportunity to meet their teachers and tour campus. | Parent Involvement Specialist, Assistant Principal of Communication and Development | August | Attendance,  Signed compacts  Meeting minutes, handouts, postcard (mailer), map of campus, |

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)].

Open House Orientation will be held on Saturday prior to the beginning of the school year to provide flexibility for parents and students to attend. The Saturday Open House Orientation will offer the opportunity for parents to attend on an alternative day to avoid a conflict with the local elementary and middle schools Open House schedules. Translators will be available throughout the day for assistance.

Quarterly SAC meetings will be held in the evenings to encourage maximum parental participation and translators will be available. All SAC meeting dates will be advertised on the school website, newsletters, Parent Link and at all parent meetings.

Parent Involvement workshops will be held at various times including evenings and Saturdays if necessary.

Rising freshman course registration is offered on Saturday with three times frames for attendance. This allows for flexible options.

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** |
| Title I Open House -  Curriculum Night  AP Parent Orientation | Administration | Provide information to parents about Title I program, about expectations and how they can support their child at home. Parents will also have the opportunity to gain knowledge in regards to Free/Reduced Lunch Applications and Academic Content. | August | Agenda  Handouts  Flyers  Parent Link ads Sign-in sheets  Exit Ticket for Parent Evaluation |
| Bagels with Principal Bueno | Administration | Parents will have an open forum to discuss current educational topics with the school Principal and/or discuss current school topics related to student achievement. | September | Agenda  Sign-in sheet  Parent Link Report  Flyer  Handouts |
| Parent Academic Trainings | SAC Chair, Math TIF Teacher and Math Department Head | Parents will have the opportunity to learn about Algebra Nation as a support for their students at home use in regards to the Algebra I EOC. | October- January | Agenda  Sign-in sheet  Phone Blitz Record  Report  Flyer  Handouts  Evaluation |
| ELL Parent English Speaking and GED classes | Literacy Guild Volunteer  Title 1  Specialist | Parents will have the opportunity to learn about FSA Writes and Gator Grammar Rules as a support for their students at home. | August -April | Agenda  Sign-in sheet  Flyer  Handouts  Evaluation |
| ACT/SAT Registration and Bright Futures-(Choice Open House) | Guidance Department, Parent Involvement and Administration | Parents and students will receive information regarding scholarship information through Florida Bright Futures. They will also be informed about ACT/SAT testing dates and passing requirements. | December | Agenda  Sign-in sheet  Advertisements  Flyer  Handouts  Exit Ticket for Parent Evaluation |
| Science Fair | Science Department, APC, Parent Involvement Specialist | Parents will have the opportunity to view student experiments and interact using the Scientific Method.  Teachers/Students will provide information to parents on the content of science standards. | December | Flyer  Handouts  Sign-in sheet  ParentLink Report  Evaluation |
| College Night | Parent Involvement Specialist/Administration | Parents and students can learn about career opportunities, different college degree programs, talk with school staff and college representatives, collect helpful degree program information, and enjoy educational outbreak sessions. | March | Flyer  Handouts  Agenda  Sign-in sheet  Advertisements  Parents feedback forms |
| Final Project – student production | Drama Department Students, parents, and the Parent Involvement Specialist | Parents are given the opportunity to view the student’s final production which is a culmination of all work completed by students as outlined by State Standards. Students direct and produce a play with teacher support. | May | Flyer  Sign-in sheet |
| SAC meetings | SAC Chairperson | Parents are given the opportunity to provide input into the School Improvement activities and expenditure of School Improvement funds | September, October, November, January, February and March | Flyer Handouts  Agenda  Sign-in sheet  Minutes |
| Include tips and suggestions for parents on the school website through newsletter. Students will also receive the same information to backpack and give to parents. | Parent Involvement Specialist | Parents are provided with strategies to build vocabulary and sample of activities that they can do to facilitate students’ learning. Parents are offered tips to help their child with homework, learning strategies, and personal development. | Monthly | Newsletters |

1. 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)].

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| **Content and Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Expectation that teachers read the school newsletter and/or website with research-based articles on parent involvement | Parent Involvement | Research based articles on parent involvement | Website: monthly  Newsletter: 5x per year | Newsletter and school website |
| Training on Ruby Payne’s Framework on Poverty | Curriculum and Staff Development | Teachers will acquire knowledge pertaining to socio-economic sub-groups relevant to ICHS student body. | Fall | Sign-in form, reflection and Ruby Payne’s quiz |
| Technology training on creating and maintaining teacher websites | Administration | Increased communication with parents regarding available resources classwork and homework through ParentLink | Fall | Sign-in |
| Faculty Training on Parent Link | APSA | Increased communication with parents regarding student achievement in class | August and January | ParentLink report documenting percentage of received phone calls |
| Trainings for APPLES teachers: Communication with families (PPT on Title I Sharepoint) | Assistant Principal Communication and Development | Increased awareness regarding effective communication with parents. | September | In-service sign-in |

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/Task | Person Responsible | Timeline | Evidence of Effectiveness |
| Enhance our family friendly school | Administration | On-going | Exit Tickets |
| Include tips and suggestions monthly for parents on our school website | Title I Specialist  Parent Involvement Specialist | Monthly | Automatic website counter |
| Food pantry | Guidance Counselor  Assistant Principal Communication and Development  Title I Specialist | As needed | Guidance notes  Food Drive weight |
| Clothes Closet | Title I Specialist | As needed | Guidance notes  Family requests |

We will enhance our family friendly school by welcoming parents and providing caring and efficient service to their needs in person and on the phone. In all areas of our school we will answer questions in a courteous manner that demonstrates our concern for them to be a partner in their child’s education. We will conduct a survey in order to evaluate our success and make changes as indicated.

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)].

Information about the Title I program will be disseminated to parents via a Title I brochure, school newsletter, Parent Link and SAC meetings. Parents will also be provided information about curriculum, academic assessments, and state expectations of student proficiency at each grade level during the Open House on the Saturday prior to the beginning of the school year, and during parental involvement workshops.

Progress reports will be sent home with students as scheduled and teachers will communicate with parents through the use of Parent Link, e-mails, face-to-face and phone contact. Parents of incoming ninth graders will be invited to meet with members of the Guidance department in the spring prior to their ninth grade year to discuss their child’s academic needs and plan for high school courses. Parents will be given a Program of Studies at this time and will have the opportunity to ask questions and provide input in their child’s course schedule requests. All parents are invited to join the SAC during the Open House, through Newsletter articles and Parent Link messages.

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 will be provided.

Any comments from parents about the Parent Involvement Plan will be forwarded to the Title I office.

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)].

Every effort will be made to ensure opportunities for the participation of parents with limited English proficiency and parents with disabilities. Island Coast High School will provide interpretation and translation services **as needed** at workshops, meetings, and conferences and the Talk System will be used as appropriate. Written communications will be available in English; Spanish and Haitian Creole parents can choose their preferred language for Parent Link. We will make every effort to provide opportunities for parents with disabilities or (when requested) those with special needs. When new students enter school throughout the year, parents and students are provided with a packet of information explaining all school policies and procedures which includes the Right to Know Letter as well as information stating that we are a Title I school.

Discretionary School Level Parental Involvement Plan 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)].

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** |
|  |  |  |  |  |

**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).

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

Adoption

This plan was adopted by the schoolat 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 during the first month of school.

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(Signature of Authorized Representative) (Date)

Provide evidence that this plan has been developed with the input from parents and based on the review of the 2012-2013 PIP.

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.

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| --- | --- | --- | --- |
| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Title 1 Open House | 1 | 1365 | Provide information to parents about Title I program, about expectations and how they can support their child at home. Establish a positive culture in the educational environment. Acclimate new students to the building in order to increase feeling of security and confidence. |
| Parent Academic Night | 1 | 285 | Provide information to parents on academic expectations of their child’s classes and how parents can engage in their child’s education. |
| Bagels with Principal Bueno | 1 | 14 | Increase communication with parents and the level of involvement of parents to become active in the decisions made at the school. |
| Holiday Open House | 1 | 739 | Showcase the accomplishments of the school year so far and the elective academies our students may choose as upper classmen. |
| College Night | 1 |  | Connect college/career bound students in the West Zone with recruiters and financial aid advisors.  Educate parents and students on the academic requirements of Bright Futures Scholarships and overall college acceptance. |
| SAC-Biology-Title I document Training | 2 | 12 | Provide information to parents on end of course assessments and how parents can support learning at home. Involve parents in the decisions made at school. |

1. 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)].

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Ruby Payne “A Framework for Understanding Poverty” | 1 | 85 | Discussion of the way students in our demographic communicate and learn. Increase awareness of meeting students basic needs for classroom management and student achievement. |
| Technology Training on creating Augmented Reality images for posters and newsletters. | 1 | 30 | Model new technology of QDR codes embedded into images for parents to scan and receive media messages. |
| Technology Training on creating and maintaining websites | 1 | 30 | Increase communication with parents, provide information to parents on expectations and how parents can help their children. |
| Faculty Training on ParentLink | 5 | 85 | Provide information to parents on expectations and their child’s current levels. |

1. Describe the barriers that hindered participation by parents during the 2012-2013 school year in parental involvement activities. Include the steps the school will take to during the 2014-2015 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Transportation | School social worker conducts home visits, we offer parent/teacher conferences via telecommunications.  We offer flexible scheduling as well. |
| Language | Island Coast High School has the Talk System as well as translators for parent communication |

1. Describe the parental involvement activity/strategy implemented during the 2012-2013 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **Content/Purpose** | **Description of the Activity** |
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**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **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 2013-2014 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Plan Mission Statement (optional)** | | |
| Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:   * Explanation of the purpose of the parental involvement program; * Description of what will be done; and * Description of the beliefs or 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 [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, 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), the school’s performance, 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; * Reasonable and realistic timelines; 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)]. 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:   * Content and type of activity including 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. * 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. |  |  |
| 1. **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)].** | | |
| Strong responses include:   * Content and type of activity including the following:   + 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. |  |  |
| 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 * 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 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)]; 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)].**   **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 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)].** | | |
| 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 each discretionary activity checked will be implemented.** |  |  |
| **Strong Responses Include**:   * Content and type of activity including the following:   + 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** | | |
| **School-Parent Compact must include the following components:**   * Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards; * Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and * Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum—   + Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement;   + Frequent reports to parents on their child’s progress; and   + Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and * Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. |  |  |
| **Review of the 2013-2014 Plan** | | |
| Did the school include a copy of the review of the 2013-2014 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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