## FORT MYERS MIDDLE ACADEMY Title I, Part A Parental Involvement Plan

I, Ronald Schuyler, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** N/A |

**Review Rubric:**  
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 value of the LEA.

**Review Status:**   
  
**Review Comments:**

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**Involvement of Parents**

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)].

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| **Response:** Our School Advisory Council will discuss the planning, review and improvement of Title I programs throughout the school year. All stakeholders will be encouraged to attend monthly SAC meetings to offer input and feedback about the effectiveness of our Title I programs.  Fort Myers Middle Academy offers the following activities to all parents: Open House, Title I Annual Meeting, Parent-Teacher Conferences, and SAC Meetings. Information concerning times dates, and activities will be made available in the school's quarterly newsletter, school marquee, take home flyers, school website, and Parentlink.   Parents will be encouraged to join the School Advisory Council (SAC) which meets monthly to review the current Parent Involvement Plan (PIP). SAC is the decision-making entity of the school. SAC members are solicited through an open volunteer request. Members can be either nominated, or nominate themselves. Once nominations are compiled, members are selected through a voting process.    Parents are given a survey seeking input on activities, training and materials they need to help their child. The SAC committee will review, and discuss strategies for the SIP and the PIP. The SAC committee works with the facilitator to develop, review, and evaluate Fort Myers Middle Academy's SIP, PIP, compact and summary.   Use of parental funds will be discussed at SAC meetings. The budget is designed with parent input that reflects a budget that is equal to, but not less than 1% of its Title I allocation for the purpose of supporting the implementation of its Title I Parent Involvement Plan. Documentation of parent participation will include agendas, minutes of SAC meetings, participation logs, surveys, and sign-in sheets, which will be maintained in the Title I toolkit.  Title I School's parent survey compilation of results will be compiled by SAC, and results will be used to amend the PIP to meet the needs of parents and students in a meaningful way that will improve academic achievement. |

**Review Rubric:**  
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* 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)].

**Review Status:** Adequate   
  
**Review Comments:**

**Coordination and Integration**

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)].

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| **count** | **Program** | **Coordination** |
| 1 | n/a | n/a |
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**Review Rubric:**  
Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:**   
  
**Review Comments:**

**Annual Parent Meeting**

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 educational 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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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Plan Annual Parent Meeting | Administration | July | Administrative Meeting Notes |
| 2 | Create: agenda, informational handouts and presentation | Administration | July | Agenda, Informational handouts, Informational presentation (evidence will be included in the Title I ToolKit) |
| 3 | Distribute/communicate Parent Meeting information via: informational flyers (invitation), Parentlink, website, Twitter | Administration | August | Informational flyers, Parentlink log, website and Twitter screenshot Title I (evidence will be included in the Title I ToolKit) |
| 4 | Annual Parent Meeting: discuss requirements of Title I and rights of parents | Administration | August | As evidenced by attendance (evidence will be included in the Title I ToolKit) |
| 5 | Maintain documentation of attendance at Annual Parent Meeting | Administration | August | Evidence maintained in the Title I ToolKit |
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**Review Rubric:**  
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.

**Review Status:** Adequate   
  
**Review Comments:**

**Flexible Parent Meetings**

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)].

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| **Response:**  Fort Myers Middle Academy will hold SAC Meetings on the third Thursday of each month, at 8:30 am. Sign-in sheets will be used to document attendance. Flexible parent conferences will be regularly scheduled on Monday, and Wednesday mornings through our Parent Involvement Specialist. Additional days will be available, as requested. Home visits will be conducted by our Parent Involvement Specialist in the event a parent is unable to attend a flexible parent conference. Translation services are available at our parental involvement events. The start, and end time of conferences vary based on the needs of our families. |

**Review Rubric:**  
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.

**Review Status:** Adequate   
  
**Review Comments:**

**Building Capacity**

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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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Annual Meeting/ Open House | Administration/Educators | Provide information to parents about the Title I program andprovide information that will help support academic achievement at home. | August | flyers, Parentlink, agenda, sign-in sheets, informational handouts, informational presentation |
| 2 | Curriculum Night | Administration/Educators | Parents will be provided resources and strategies to help support academic achievement at home. | September | flyers, Parentlink, sign-in sheets, photographs, informational handouts, parent evaluation (comment form) |
| 4 | Family Science Night | Science Department | Parents will be provided resources and strategies to help support academic achievement at home. | October | flyers, Parentlink, sign-in sheets, photographs, informational handouts, parent evaluation (comment form) |
| 7 | AVID Parent Night | Administration/AVID Site Team | Parents will be provided resources and strategies to help support academic achievement at home. | January | flyers, Parentlink, sign-in sheets, student created parent invitations, AVID contracts, , parent evaluation (comment form) |
| 9 | Positive Behavior Support | PBS Team | Support and promote positive behavior at home and at school. | August-May | flyers, Parentlink, sign-in sheets, student created parent invitations, AVID contracts, , parent evaluation (comment form) |
| 10 | Workshops/Trainings as requested by parents | Administration/Educators | Parents will be provided resources and strategies to help support academic achievement at home. | August-May | flyers, Parentlink, agenda, sign-in sheets, informational handouts, evaluations, surveys |
| 11 | Sixth Grade Orientation | Administration/Educators | Parents will be provided resources and strategies to help support academic achievement at home. | May | flyers, Parentlink, sign-in sheets, student created parent invitations, AVID contracts, , parent evaluation (comment form) |
| 12 | Quarterly Newsletter | Volunteer Coordinator | Student achievement based upon increased parent awareness and involvement | Quarterly | Newsletter |
| 13 | SAC Meetings | School Improvement Plan Coordinator, SAC Chair, Administration | Parents participate in school decision making for increased student achievement | Decision- making opportunities throughout the year | flyers, Parentlink, agenda, sign-in sheets, informational handouts, informational presentation |
| 14 | Parent-Teacher Conferences | Administration/Educators/Parent Involvement Specialist | Research supports that increased parent involvement is directly related to academic achievement | Parent conference opportunities throughout the year | parent conference logs, handout, parent evaluation/feedback |

**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local 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 the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:** Adequate   
  
**Review Comments:**

**Staff Training**

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

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | School Newsletter: Provide expectation that teachers read the school newsletter with research-based articles on parent involvement | Administration | Research-based articles on parent involvement | quarterly | Newsletter |
| 2 | Effective Parent Conferencing: provide evidence-based parent conferencing techniques | Parent Involvement Coordinator/School Counselor/ Administration | Parent-teacher relationships are most effective when participants have frequent and open communication with each other | ongoing  (initial training in September) | Conference logs |
| 3 | Google Chrome Book: model/demonstrate evidence-based uses of technology | Google Chrome Team | Parent-teacher relationships are most effective when participants have frequent and open communication with each other | ongoing  (initial training in August) | In-service sign-in sheets |
| 4 | Professional Learning Communities: provide a continuum of evidence-based interventions | Administration/PLC Chairs | Parent-teacher relationships are most effective when participants have frequent and open communication with each other | weekly | Agendas/Minutes |
| 5 | Parentlink Training: demonstrate various uses of parent communication via Parentlink | Technology Specialist | Parent-teacher relationships are most effective when participants have frequent and open communication with each other | ongoing  (initial training in August) | Parentlink logs/  In-service sign-in sheets |
| 6 | Positive Behavior Support: provide a continuum of evidence-based interventions | PBS Team | Parent-teacher relationships are most effective when participants have frequent and open communication with each other | ongoing  (initial training in August) | In-service sign-in sheets |
| 7 | Pinnacle Training: demonstrate the importance of providing updated grade/assignment description information | Technology Specialist | Parent-teacher relationships are most effective when participants have frequent and open communication with each other | ongoing  (initial training in August) | Pinnacle/ In-service sign-in sheets |

**Review Rubric:**

 Content and type of activity including the following:Valuefollowing:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school,; and
* Cultural sensitivity;

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

 Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:** Adequate   
  
**Review Comments:**

**Other Activities**

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

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| **Response:**  Parent-Teacher Conferences will be held, all teachers will conduct face-to-face parent-teacher conferences to discuss students' school performance.  Each teacher will send a minimum of two positive Parentlink messages monthly, and contact the parent via the telephone concerning academic or behavioral concerns.    Recruitment and volunteer training will be offered throughout the year to encourage parent interaction.  Parent, student, and visitor surveys will be utilized throughout the year to determine school interactions/performance/satisfaction. |

**Review Rubric:**  
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.

**Review Status:** Adequate   
  
**Review Comments:**

**Communication**

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

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

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| **Response:**  At the beginning of the year, parents are invited to attend Open House. We provide families the opportunity to meet with teachers, and provide any additional important school information. Information disseminated includes: copies of the Title I brochure, Parent Compacts, informational brochures specific to the grade level, course syllabus, information regarding the new Florida Standards and course assessments, school and classroom expectations, how parents can help at home, how parents can communicate with the teacher, setting up conferences, and opportunities for participation in decisions related to the education of their child.  A variety of communication methods will be used to inform parents of school activities, meetings, and child's academic and/or behavior progress. Each student receives a student agenda which is used daily by each student. Student agendas contain information about homework, upcoming test dates, teacher comments, and behavior progress. The school website provides a great deal of parent/student/school information including: calendars, school announcements, and teacher email addresses.   Annual Title I Parent Information meeting is held in September, to discuss both Title I funds and Title I information. The Student-Teacher-Parent Compact is discussed at the beginning of the school year. The compact includes the school's expectations for students, teachers, and parents. The compact is reviewed and used during the course of the year as needed.   Student progress is monitored through school, and district-wide progress monitoring tools. Data Wall/Data Folders in combination with Next Generation Sunshine State Standards (NGSSS) and the New Florida Standards are used to plan the delivery of instruction in all content areas. District-adopted core curriculum materials are used in all classrooms.  Professional Learning Communities (PLC) are implemented to create common assessments, align curriculum, and share effective instructional strategies. Common Course Exams (CCE), End of Course Exams (EOC), and State Mandated Testing (FSA) are used to measure summative performance. The forms of academic assessment are used to measure student progress, and proficiency levels.  Teachers also participate in various additional professional development activities to increase their effectiveness in instructional strategies, and parent communication. Student progress is communicated through: flexible parent conferences, student progress reports, report cards, and accessible via Parentlink. All teachers conduct at least one parent conference to formulate suggestions and seek input in regards to the educational process. All staff members are Highly Qualified.  Upon enrollment, new students/parents receive copies of all Title I documentation. Title I documentation is translated and provided in additional languages, as needed.  We invite, and welcome parents to attend our Title I programs. Their input is valuable, and necessary to plan for school events. We communicate parent events via flyers, school website, school marquee, and Parentlink messages. We will gather, analyze, and share data regarding our school's greatest needs. Data collected will be utilized to plan future parent involvement activities. Furthermore, SAC will include parents in the decision-making process involving educational issues at the school. 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.  Parentlink is a phone delivery system that allows unlimited, personalized messages to be sent to each student's contact numbers. All communication, minutes, and documentation will be placed in the Title I Toolkit. School and district websites offer information to parents concerning state assessments, parent trainings, in addition to providing resources for parents wanting to assist their children at home.  Fort Myers Middle Academy has an open door policy for addressing parent concerns. Appointments are scheduled as needed, and parents are welcome and encouraged to speak with administrators regarding their concerns. If the school wide 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 submitted to the Title I District Office. |

**Review Rubric:**  
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.

**Review Status:** Adequate   
  
**Review Comments:**

**Accessibility**

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

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| **Response:** All mailings, Title I information, and school documents will be made available to parents in English. Other languages are available upon request. Parent conferences and meetings will be translated as needed. Family workshops will be translated as needed. The Parent Involvement Plan will be posted on the school's website. American Sign Language (ASL) and Braille translations can be provided for those families who would benefit from the services.  Parent involvement opportunities will take place both during, and after school to encourage participation by as many families as possible. Activities and volunteer opportunities will be advertised on the school marquee, informational flyers sent home with students, quarterly newsletters placed on our school website, Parentlink messages, and social media. Parents are encouraged to utilize the school website where activities and parent's resources are available. School agendas will be used to promote home-school communication.  Fort Myers Middle Academy staff participates in school and district professional development trainings. The staff receives instruction in working with families in poverty, Exceptional Student Education (ESE), Differentiated Instruction (DI), Multi-Tier System of Support (MTSS), technology, parent communication and assessment. Instruction is designed to enhance parent involvement in student learning through data discussions.   To assist with the needs of our students with English as a Second Language (ESOL) population, translators attend parent involvement activities. We provide translation in Spanish, Creole and French (as requested). We make every effort to provide full opportunities for parents with disabilities, and those with special needs.  To assist with the needs of our students in our ESE Program, our ESE Team provides assistance helping our parents understand how the school, and parents can work best together. Our ESE Team meets with parents annually, or as needed, to review Individualized Education Plans (IEP) to provide the best learning environment possible. To meet the needs of our Deaf and Hard of Hearing (DHH) students, and parents, sign language interpreters are available to communicate with our parents during activities and conferences.  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. |

**Review Rubric:**  
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:** Adequate   
  
**Review Comments:**

**Discretionary Activities**

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

X Not Applicable

**Review Rubric:**  
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:**   
  
**Review Comments:**

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](file:///C:\Users\denisecf\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\CPZL9AB3\fileUploads\360211_2014-2015_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

**Review Status:** Adequate   
  
**Review Comments:**

**Upload Parent-School Compact**

Note: 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 parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C:\Users\denisecf\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\CPZL9AB3\fileUploads\360211_2014-2015_uploadCompact.pdf) |

**Review Rubric:**  
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 Status:** Adequate   
  
**Review Comments:**

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: 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 parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  
  
Upload evidence of parent input in the development of the compact.

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| [Uploaded Document](file:///C:\Users\denisecf\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\CPZL9AB3\fileUploads\360211_2014-2015_uploadCompactEvidence.pdf) |

**Review Rubric:**

**Review Status:** Adequate   
  
**Review Comments:**

## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I Annual Meeting/ Open House | 1 | 274 | Provide information to parents about the Title I program andprovide information that will help support academic achievement at home. |
| 3 | SAC | 6 | 88 | Parents will be involved in decision making related to academic achievement. |
| 4 | Family Science Night | 1 | 185 | Parents will be provided resources and strategies to help support academic achievement at home. |
| 5 | Fine Arts Festivals | 1 | 200 | Research supports that increased parent involvement is directly related to academic achievement. |
| 10 | Parent-Teacher Conferences | 75 | 125 | Research supports that increased parent involvement is directly related to academic achievement. |
| 15 | AVID Parent Night | 1 | 5 | Parents will be provided resources and strategies to help support academic achievement at home. |
| 17 | Sixth Grade Orientation | 1 | 29 | Parents will be provided resources and strategies to help support academic achievement at home. |

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

**Review Status:** Adequate   
  
**Review Comments:**

**Staff Training Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Technology Integration: Using technology to increase communication, and supporting academics with parents. | 4 | 63 | Research supports that parents and teachers working together increases students achievement |
| 2 | Positive Behavior Support: Using evidence-based strategies to increase student engagement/parent communication | 1 | 26 | Research supports that parents and teachers working together increases students achievement. |
| 3 | Choosing Excellence: Using questioning, to increase student engagement/parent communication | 3 | 38 | Research supports that parents and teachers working together increases students achievement. |
| 4 | Mindset Book Study: Creating a growth mindset to enhance relationships | 1 | 13 | Research supports that parents and teachers working together increases students achievement. |
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**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:** Adequate   
  
**Review Comments:**

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the current 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)].

|  |  |  |
| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parental Transportation | Utilize our Parent Involvement Specialist to make home visits. |
| 2 | Parental Work Schedules | Vary the days/times of school events so that families can participate. |
| 3 | Language other than English | Provide translation at all parent involvement activities. |
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**Review Rubric:**  
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:** Adequate   
  
**Review Comments:**

**Best Practices (Optional)**

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

|  |  |  |
| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |
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**Review Rubric:**  
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:** Adequate   
  
**Review Comments:**