## WEATHERBEE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Michael Hitsman , 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)];
* 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 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:** The mission of Weatherbee Elementary School is to encourage and insuresuccess for every child in a nurturing, motivating,and safe environment. |

**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:**

**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:** · Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent involvement are spent. · Jointly develop/revise with parents the school parent involvement policy and distribute it to parents of participating children and make available the parent involvement plan to the local community · Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parent involvement policy · Use the findings of the parent involvement policy evaluation to design strategies for more effective parent involvement, and to revise, if necessary, the school's parent involvement policy · Inform parents and parent 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) · 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 · 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 · 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 section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) · Provide each parent timely notice information regarding the professional qualifications of the student's classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)  |

**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
* 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)].

**Review Status:**

**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)].

|  |  |  |
| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | 21st Century School Site | To provide academic enrichment during non-school hours to help students meet state and local standards in the core academic areas.and to offer enrichment activities. Literacy , math and other educational opportunities will be offered to the parents of participating students through the school district.This will enable parents to help their children at home with their academics. |
| 2 | Voluntary Pre-K | A school-year VPK program is offered at Weatherbee. The EarlyLearning Coalition works with the school to notify parents of educational opportunities and the school has activities for parents such as: Open House in August, PK Pow-Wow in November, PK "Chat and Chew" in February, PK "Lunch with the Bunch" in April,and PK Graduation in May. |
| 3 | SES site | The school is an SES site that provides tutoring for students who are economically disadvanted during non- school hours in the core academic areas. Students must be on free or reduced lunch to qualify for services. Parents are interviewed by the provider and give input into the student academic plan. The classroom teacher also supplies input for the student plan. |
| 4 | Migrant | The school notifies parents of all meetings and workshops provided through the district. The Migrant Mentor works with the school as a liason with the parents to ensure the parents can attend any conference necessary for the academic planning of their child. |
| 5 | Title III | The school notifies parents of all meetings and workshops provided through the district. |
| 6 | ESE | The school provides workshops for parents during the year and notifies parents of workshops being held through the district. |

**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 | Annual Title I Meeting | Principal  | August 30, 2011 (5:30PM - 6:00PM) | Roster, Flyer, ConnectEd Results, Agenda. |

**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:**

**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:** Our school will offer a flexible number of meetings to accommodate parent schedules. Meetings, workshops, and activities will be offered during the morning, afternoon, and evening. Parent/school communication will be open to include child care, if needed.Parent Teacher Organization (PTO) Committee Monthly - (The PTO will meet the first Wednesday of every month at varied times Supplemental Educational Services (SES) Provider Fair held at Weatherbee Elementary by the Title I Department August 30, 2011 6:00 PM - 8:00 PMSchool Advisory Council (SAC) Committee Monthly (Every 3rd Wed.)3:30 pm - 5:00 pm |

**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:**

**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**  | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Rosetta Stone Lab | ESOL staff | Provide the opportunity for non-English speaking parents to learn English. Student achievement improves when parents become involved in their child's education. | Evening classes two days a week during the school year | Sign-in Roster |
| 2 | FBBR Reading Workshop | Literacy Coach | Student achievement improves when parents become involved in their child's education.  | October 20, 2011: January 26, 2011 | Sign-in Roster |
| 3 | The Florida Association of Partners in Education (FAPE) Conference | Parent/District | Student achievement improves when parents become involved in their child's education. | Yearly | Evaluation |
| 4 | Math Night | Math Coach | Student achievement improves when parents become involved in their child's education.  | November 17, 2011 | Sign-in Roster |
| 5 | Parent FCAT Night  | Administration | Student achievement improves when parents become involved in their child's education.  | December 8, 2011 | Sign-in Roster |
| 6 | Kids at Hope Workshop | Administration | Student achievement improves when parents become involved in their child's education.  | September 8, 2011 | Sign-in Roster |
| 7 | Kindergarten Workshops | Kindergarten Teachers | Student achievement improves when parents become involved in their child's education.  | On-going | Sign-in Roster |
|  |  |  |  |  |  |

**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:**

**Review Comments:**

**Staff Training**

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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| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Parents as Partners | Principal/District | To improve the ability of staff to work effectively with parents to achieve academic success for the students. The curriculum is a three part program provided by the district. | August/September 2011 | Evaluation |
| 2 | Ruby Payne | Trainer | Improve the ability of teachers to narrow and then eliminate the achievement gap for all students, but especially under-resourced students. | New Teacher - August 9/All teachers - August 15 and Ongoing | Evaluation |
| 3 | Kids at Hope | Trainer | Provides an evidenced based strategy and protocol for teachers to follow that demonstrates how all children can learn. | New Teacher - August 9/All teachers - August 15 and Ongoing/Monthly | Evaluation |
| 4 | Positive Behavior Support (PBS) | Trainer | To improve the ability of staff to work effectively with parents and students in the school environment to achieve academic success | New Teacher - August 9/All teachers - August 15 and Ongoing | Evaluation |
| 5 | Student Led Conferences | Kids at Hope Coordinator and Administration | To improve the ability of staff to work effectively with parents and students in the school environment to achieve academic success | Quarterly - November 8 & 9, 2011, January 31 & February 1, 2012, April 2 & 3, and May 16 & 17 | Evaluation and Sign-In Rosters |

**Review Rubric:**
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, and Building ties between home and school;
* 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:**

**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:** Volunteer ProgramParent Lending LibraryHonor Roll/Special Effort/Perfect Attendance Awards - quarterlyMariner of the Month - monthlyPBS- monthly eventsMLK Parade- JanuaryPublix Math Night - March |

**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:**

**Review Comments:**

**Communication**

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

* 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)].

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| **Response:** Title I Parent Guide/Calendar from the Title I Department distributed yearly to students.Interpreters will be available for all events for ESOL families.Monthly school newsletter and calendar distributed in multiple languages.ConnectEd phone calls in multiple languages prior to all events.School Marquee updated prior to events.School Website updated as needed.ESOL Parent Night - October 4, 2011 and February 23, 2012Math Night - Novemeber 17, 2011Reading Night - October 20, 2011 and January 26, 2012FCAT Writing, Math,Science and Reading Night - December 8, 2011Quarterly Student Led Parent Conferences - November 8 & 9, 2011, January 31 & February 1, 2012, April 2 & 3, and May 16 & 17Parent representative to attend (PAC) quarterly meetingParent representative to attend (DAC) monthly meetingParent Involvement contact - Roseanne ShepherdConference Night - September 22, 2011Progress Reports sent home bi-monthlyMeet Your Teacher - August 19, 2011Daily Planners purchased for each child |

**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:**

**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:** The school will provide notification of activities in multiple languages for both written correspondence and phone contact with ConnectEd.The school will provide translators for Spanish and Creole families during school activities.There will be workshops for English Language Learners and Exceptional Student Education in the evenings for parent participation.The school site is equiped to accommodate parents and students with physical disabilities. |

**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 that 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:**

**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%3A%5CDocuments%20and%20Settings%5CMHI0714.SLCSB.066%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.IE5%5C4XOCEEZG%5CfileUploads%5C560040_2011-2012_uploadEvidenceParentInput.docx) |

**Review Rubric:**

**Review Status:**

**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%3A%5CDocuments%20and%20Settings%5CMHI0714.SLCSB.066%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.IE5%5C4XOCEEZG%5CfileUploads%5C560040_2011-2012_uploadCompact.doc) |

**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:**

**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%3A%5CDocuments%20and%20Settings%5CMHI0714.SLCSB.066%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.IE5%5C4XOCEEZG%5CfileUploads%5C560040_2011-2012_uploadCompactEvidence.docx) |

**Review Rubric:**

**Review Status:**

**Review Comments:**

## Evaluation of the 2010-2011 Parental Involvement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the 2010-2011 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| 1 |  |  | Actively  |  |
| 2 |  | 2 |  |  |
| 3 | Munch and Math Mania | 1 | 216 |  |
| 4 |  | 1 | 84 |  |

**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:**

**Review Comments:**

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the 2010-2011 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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| 1 | Title I Parents as Partners | 1 | 65 | To improve the ability of staff to work effectively with parents to achieve academic success for the students. The curriculum is a three part program provided by the district. |
| 2 | Ruby Payne | 2 | 67 | To improve the ability of staff to work effectively with parents and students in the school environment by providing a structured and organized environment. that will allow them to achieve academic success |
| 3 |  | 4 | 215 | To improve the ability of staff members to eliminate bullying in the school environment and allow all students to achieve academic success in a safe and nonthreatening environment. |
| 4 |  | 3 | 195 | To improve the ability of staff to work effectively with parents and students in the school environment to achieve academic success |

**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:**

**Review Comments:**

**Barriers**

Describe the barriers that hindered participation by parents during the 2010-2011 school year in parental involvement activities. Include the steps the school will take during the 2011-2012 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 | English Language Learners (ELL) | Conducted two ELL Workshops, provided sixty evenings of Rosetta Stone Parent classes, provided Creole and Spanish translators at all parent events. |
| 2 | Exceptional Student Education (ESE students) | An ESE Parent Workshop was provided and educational support was continued throughout the year by the ESE faculty and staff. |
| 3 | Economically Disadvantaged (ED) and literacy limited  | Provided numerous parent workshops with food and door prizes as an incentive to attend. The events hosted were Family Building Better Readers, FCAT Night, Math Mania Night, Math Publix Night, VPK day time parent workshops, as well as the 21st Century After School Program. |
| 4 | Economically Disadvantaged (ED) and literacy limited  | Maintained a Parent Lending Library and involved the PTO in providing economic incentives and family support. |
| 5. | Lack of After or Before School services | Provided 21st Century services five days a week. |

**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:**

**Review Comments:**

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the 2010-2011 schoool 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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| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |

**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:**

**Review Comments:**