

ALLAPATTAH FLATS K-8 Title I, Part A Parental Involvement Plan

I, Patricia Galloway, 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)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Our mission is to develop partnerships and maximize resources to create opportunities for learning beyond the classroom. We will provide quality instruction to facilitate academic, emotional, and social growth. We will seek to be innovators, embrace change, work collaboratively, and continually evolve in order to guide students in recognizing and maximizing their personal strengths and interests and utilize them as pathways to a successful future.

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: Adequate

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

Response: Parents are encouraged to become members of our School Advisory Council (SAC) and Parent Teacher Organization (PTO) to foster positive parent/family and school relationships. Participation in school events, SAC meetings and PTO meetings is critical to maintaining and increasing student's academic achievement. Throughout the year information will be discussed, during school SAC meetings, about Title I allocations and Title I activities. Parents will be encouraged to provide their input in the decision making process. Allapattah advertises all SAC and PTO meetings in their monthly parent newsletter, school marquee, and ConnectEd messages so parents can make plans to attend in advance. The school improvement plan and parent involvement plan will be developed at the first SAC meeting with SAC approval, parents will provide their input for the School-Parent Compact.

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)].

count	Program	Coordination
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1	Volunteer Program	Volunteer Coordinator works with parents/community to share volunteer opportunities, procedures and policies. Works to communicate between staff and parents regarding volunteer needs and results in order to increase volunteer participation.
2	Curriculum Night	Parents/families will learn about the literacy routines, math routines, content expectations and resources available for all content areas at Allapattah. They will learn strategies to increase fluency and work on comprehension at home. Information/strategies will be provided for ESOL parents/families to assist with successful transition in all content areas.
3	STEM Night	Staff will model math games, present technology demos and science labs. Parent/families will be given information regarding the GoMath and Math Concepts programs and resources at the school and for home use. They will be provided with information about the Science Fusion program and online virtual labs. They will be given information about the technology programs available at our school and industry certifications available to students. They will be given ideas of how to bring math, science and technology lessons home and out to the community so students can make "real-world" connections. Information will be provided in Spanish and Creole as needed.
4	Student led conferences	Parents will be provided information about student performance by students themselves. Teachers will provide information to students and parents regarding growth, areas of strength and weakness, tools they can use to practice skills and information about what is coming next in the curriculum. Students will take ownership of sharing their learning with the parents.
5	Gator Bites for Parents	At monthly STAR Gator (Student of the Month) parents in attendance are provided with a "skill booklet" accompanied by a short, interactive presentation by professional staff on a skill or strategy that can be used at home to support student learning.
6	Science Fair Preparation	Parents are invited in for a science fair work night where they are provided with strategies to assist their child with science fair projects. Participants receive a science board and other resources together with staff guidance to start a project.
7	Goodies with Grandparents	Grandparents, together with their grandchild, participate in a session during the school day where they practice instructional strategies that can be used at home and create a "hands-on" activity to support the strategy.
8	Dads and Donuts	Dads (or male role models), together with their child, participate in a session during the school day where they practice instructional strategies that can be used at home and create a "hands-on" activity to support the strategy.
9	Moms and Muffins	Moms (or female role models), together with their child, participate in a session during the school day where they practice instructional strategies that can be used at home and create a "hands-on" activity to support the strategy.
10	Literacy Night	Parents participate in instruction on the depth of literacy standards and in instructional strategies that can be utilized at home to support increased literacy proficiency.

Review Rubric:

Strong responses include:

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

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
9/22/2014 11:41:54 AM		Strong rubric responses include: • Identification of the specific federal programs; and • Description of how the programs will be coordinated.

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)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Annual Title I Meeting	Principal	September 3, 2014	Sign In Rosters, parent feedback
2	Parents Right to Know Letter	Principal & Assistant Principals	August 26, 2014	Parent Calendar/Handbook provided to all parents
3	School Messenger	Principal & Assistant Principals	One week prior to meeting	School Messenger results survey, sign in sheets from meeting
4	Marquee and Newsletter	Principal & Assistant Principals	one week prior to meeting	sign in sheets from meeting, parent feedback
5	Powerpoint Presentation to explain AYP and Title I	Principal	September 3, 2014	Presentation, sign in sheets, parent feedback
6	Dinner provided	Principal	September 3 2014	parent input, feedback
7	Maintain Documentation	Principal, Assistant Principals and Volunteer Coordinator	After completion of meeting and ongoing throughout the year	Title I documentation folder/Title I toolbox

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)].

Response: Allapattah will offer meetings at varied times of the day throughout the year to accommodate for the needs of parents/families. PTO Board meetings will be held the 3rd Thursday of each month at 1:00 pm, SAC meetings will be held the 2nd Tuesday of every month at 1:00p.m. Parent Involvement activities are held in the evening from 5:30 pm - 7:30 pm. All meetings and events will be advertised in advance, via marquee, newsletters and School Messenger phone messages. Materials will be translated as

needed in Spanish or Creole. Child supervision services will be provided for parent trainings/informational sessions.

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Family Book Fair	PTO, Media Specialist, and Administration	Promote literacy and increase student reading interest.	October 2014	Sign in sheets, Book Fair Results, Parent Feedback
2	Hispanic Heritage Festival	School Counselors, Committee Members, Administration	Increase awareness of varied cultures, promote family involvement.	October 2014	Parent feedback survey, attendance records from the event
3	Night of the Arts - Winter and Spring	Performing Arts Teachers, Administration	Promote performing arts, increase student interest in the performing arts, promote family involvement, integration of core content through the performing arts.	December 2014, May 2015	Attendance records from the event, student and parent feedback
4	Curriculum Night	Instructional Coach, Teachers, Administration	Provide information about all content areas, improve parents ability to assist students at home. Increase amount of time students spend at home on literacy activities.	September 2014	Parent Feedback survey, sign in sheets
5	STEM Night	Science Chair, Math Chair, Administration	Increase parent awareness of current curriculum materials. Increase parent ability to assist students with science and math material. Increase student	March 2015	Student and Parent feedback, sign in sheets

			interest in Science and Math content.		
6	Student Led Conferences	Teachers, School Counselors, Administration,	Increase student awareness and ownership in their own academic progress. Provide information to parents about student progress and curriculum.	November 2014, March 2015	Sign in records, parent, student and teacher feedback.
7	Literacy Night	Instructional Coach, Guidance, Media Specialist	Promote literacy and increase partnership with parents	January 2015	Sign in sheets, parent feedback survey
8	Science Fair Night	Science Chair, Instructional Coaches	Parents will receive the resources and instructional guidance to help them support their child.	February 2015	Sign in records, parent feedback survey
9	Goodies with Grandparents, Dads and Donuts, Moms and Muffins	Instructional Coaches, School Counselors	Promote increased effectiveness of support to students from influential family members.	September 2014, November 2014, March 2015	Sign in records, parent feedback survey
10	Gator Bites for Parents	School Counselors, Administrators, Instructional Coaches	Increase effectiveness of parental partners in supporting academic strategies and habits	Monthly; all year	sign in sheets, annual parent involvement survey

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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1	RTI/MTSS Training	Psychologist, School Counselors and Administration	Increased learning gains as a result of explaining the MTSS process to teachers and regularly monitoring implementation of interventions.	September 2014 and monthly meetings.	Assessment data, teacher feedback.
2	Quality Instruction Framework Trainings	Administration	Increased learning gains as a result of teachers focusing on high affect strategies to use in their classrooms.	Weekly throughout the year	Student assessment data, teacher evaluation data, teacher, student and parent feedback.
3	PBS/CHAMPS Training	PBS Coach, Deans, Core Team, Administration	Improved student behavior, less time off task, fewer disruptions due to reinforcement of positive behaviors.	October 2014, monthly through PBS meetings.	Discipline data, teacher feedback.
4	Volunteer Training	Volunteer Coordinator, Administration	Allows volunteers to provide support to students, involve community, and increase awareness of programs available.	September 2014 Orientation	Sign in sheets from orientation, volunteer hours log.
5	100 Book Challenge	Instructional Coach, Administration	Increase student reading performance	August and September 2014, with added trainings as needed	Student reading performance
6	Kids at Hope	Administrators, Instructional Coach	Increased relationship building with students and families to impact student achievement	August, November, February	Gallup Poll Survey

Review Rubric:

- Content and type of activity including the following: Value following:
 - 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:

createDate	modifyDate	comment
9/22/2014 11:22:41 AM		Number 5 activity (100 Book Challenge) Timeline - Change to reflect 2014-2015 school year.

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)].

Response: Materials are available for parents in the front office in two locations: on the front counter and in the parent resource room. There are handouts regarding Title I, homework strategies, FL DOE information brochures, bullying, and various other materials for parents all available in the resource room. Allapattah has also provided materials that parents may check out for use at home with their children such as practice games, flashcards, resource books for the parents and other helpful tools that can be used to support learning. Computers are provided in the resource room as well for parents to access. Administration and front office staff regularly check to ensure the room is well stocked and up to date. Front office clerks make material available and assist parents with checking out the resources. This material is added to throughout the year as we see changing needs in the parent and student population. Materials will be made available as needed in Spanish or Creole. Parent surveys are sent home at the end of the year to get feedback on how informed parents feel they have been throughout the year. They also have the opportunity to express any areas where they would like more information from the school.

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)].

Response: Information regarding the Title I programs, school events, PTO or SAC meetings will be advertised in monthly newsletters, school calendar, website, on the school marquee, and on School Messenger phone messages. Staff will be available for

consultation with parents upon the parent's request. Parents may contact staff to arrange a date and time to conference regarding a student's academic performance or behavior. Conferences may take place in the classroom or conference room on a day prearranged by the parent and staff member. Meetings may be arranged during the school day or after school. Student progress is measured by Easy CBM, Florida State Assessments, St. Lucie County comprehensive exams, end of course exams, common assessments, and class performance.

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)].

Response: School information and data reports are shared at SAC meetings. The district provides schools with support in translation of materials for parents when needed, if a translator is requested for a conference arrangements are made ahead of time. The school holds two ESOL nights to ensure parents/families understand their rights to equal access to all educational programs. The guidance staff is available to any parents who have questions or request assistance with student placement, academics or other needs. The ESE department chair is available for parent concerns regarding ESE students. Florida Diagnostic and Learning Resources (FDLRS) is also available to parents of special needs children who may need some assistance or extra resources. Information is provided to parents as needed in English, Spanish or Creole. Other languages are available with notice from the district office as well. Guidance counselors and ESE chair will follow up with parents, families and students to ensure they are receiving all needed information and are able to have any questions regarding school answered.

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: Adequate

Review Comments:

Upload Evidence of Input from Parents

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

Review Rubric:

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
9/22/2014 11:48:30 AM		Document uploaded is blank (minutes and sign-in sheet not uploaded).

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.

Uploaded Document

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.

Uploaded Document

Review Rubric:

Review Status: Adequate

Review Comments:

createDate	modifyDate	comment
9/23/2014 8:43:48 AM		Include in this upload the sign-in sheet and minutes from your SAC committee meeting.

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Annual Title 1 Annual meeting	1	225	Develop partnership between parents and school family to support student achievement.
2	Curriculum Night	1	225	Knowledge of curriculum and expectations increases support of learning environment.
3	Student Led Conferences	2	1800	Student led discussions about progress against standards increases motivation.
4	STEM Night	1	300	Increased knowledge of science and math standards and instructional strategies by family members increases level of partnership and support of students.
5	Literacy night	1	175	Increased knowledge of literacy standards and instructional strategies by family members increases level of partnership and support of students

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)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Kids at Hope	4	102	Developing relationships with students increases achievement by reducing the stimuli of flight
2	Quality Instruction Framework Trainings	15	70	When the quality of instruction improves, student achievement will increase.
3	MTSS process	4	70	Inclusion of parents as problem solving partners increases the spirit of partnership in helping students to achieve more.

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	Time of events	Offer events at varied times, offer more than one session if possible
2	Delay in communication of upcoming events	Announce events early on in the year, include in parent calendar, send flyers out two weeks ahead of time if possible
3	Parent interest	Provide varied activities to try to reach the interest of varied parents
4	Distance of school from student homes	Offer participation virtually or at off-campus locations

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:
