## REEDY CREEK ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Katrina Sanders , 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:** Reedy Creek Elementary School, in alliance with family and community, will provide a positive, safe environment where children will be challenged academically to become lifelong learners and respectful, contributing members of an ever-changing, diverse society. |

**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)].

|  |
| --- |
| **Response:** All parents were invited to the Parent Collaboration on April 23, 2015. Invitations were sent out in both English and Spanish. An IRIS call was also made to A survey, in both English and Spanish, was attached to the invitation allowing those parents who could not attend the opportunity to have input into the Parent Involvement Plan. During our Parent Collaboration meeting April 23, 2015, parents and faculty members reviewed information, data, plans, and PI from the 2014-2015 school year. Parents were given the opportunity to reflect on the events that were held and to develop ideas for PI events for the 2015-2016 school year. Parents reviewed the 2014-2015 COMPACT and provided feedback and suggestions for the 2015-2016 school year COMPACT. The secretary for SAC took minutes to document the collaboration process. We met again on May 28, 2015 to finalize our plans for the upcoming year. Invitations and notifications were once again sent out to parents seeking their participation and input. In January 2016, we will meet with parents again to review where we are and what additional opportunities can be implemented into the PIP. The SAC meeting followed our planning meeting during which it was approved by the SAC members. Reedy Creek Elementary involves and informs parents through our monthly PTO/SAC meetings, newsletters, IRIS Alerts, our school website, FOCUS, the school marquee, and Parent Involvement and/or Conference Nights. We will be implementing the new School Messenger system this year. Weekly newsletters are sent home by individual teachers. All forms of communication promote and encourage collaborative efforts involving our parent stakeholders in both English and Spanish.  |

**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:**

**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 | VPK | The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers (Lead), and the Kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning etc. |
| 2 | Individuals with Disabilities Education Act (IDEA) | Supplementary instructional support provided by Title I will be discussed with parents during parent events, IEP, and 504 meetings; parents will be provided pertinent guidance, support, and resources from Title I as they relate to students with disabilities  |
| 3 | ESOL  | We will incorporate the ESOL department in all parent events and ensure that translation is available. In conjunction with the ESOL department we will have training sessions with parents on programs like Insync. |
| 4 | Title I Parent Resource Center | We will host a Title I Parent Resource Center liaison on campus; the liaison provides resources, information, and support to parents that assist them in helping their children at home with their academic and social growth  |
| 5 | Parent Involvement Nights  | We host different events on campus that are geared toward increasing parental involvement schoolwide. These events, including Literacy, Math, and Science Nights, provide parents with needed tools and information to help their students be academically and socially successful.  |

**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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Parent Conf. Night Flyers/Invitations in English and Spanish go home | Katrina Sanders/Nicole L. Burda/ Admin Cohort/office staff/ind. teachers | September 22, 2015 | Attendance at presentation/sign in sheets/surveys |
| 2 | School Wide Newsletter sent home with Conference promoted | Katrina Sanders/ind. teachers | September 4, 2015  | Attendance at presentation/sign in sheets |
| 3 | School Messenger Alert to parent stakeholders to encourage attendance to Title I Parent Conf. | Katrina Sanders/ Bilingual employee | September 8, 2015 | Attendance at Presentation/ sign in sheets |
| 4 | Agenda | Katrina Sanders/office staff | September 22, 2015 | Exit survey as parents leave conference |
| 5 | Breakout sessions presenting Title I PowerPoint in English and Spanish | Katrina Sanders | September 22, 2015 | Exit survey as parents leave session |
| 6 | Teacher sessions to review grade level skills and meet one on one with parents about Compact.  | Ind. Teachers | September 22, 2015 | Parent Signature on Compact/Teacher signature/Attendance log |
| 7 | September Monthly Calendar via the school website | Nicole Burda | August 24, 2015 | Attendance at presentation/sign in sheets/ website hits |
| 8 | School Messenger | Katrina Sanders | September 8-11, 2015 | Attendance at Presentation/ sign in sheets |
| 9 | Title I Parent Night  | Katrina Sanders/Nicole L. Burda/ Admin Cohort/office staff/ind. teachers | February 2016  | Attendance at presentation/sign in sheets/surveys |

**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)].

|  |
| --- |
| **Response:** SAC and PTO meetings will be held the last Thursday of each month. The times of these meetings will be voted upon to vary between evening and morning to give an opportunity for more parents to be involved. Child care is provided for families to encourage participation. Most Parent Involvement events will be held in the evenings hours from 5 - 7 pm. Food is provided to attract families who have a busy work schedule and desire to attend yet still be able to feed a family. We will hold occasional Coffee and Chat meetings in the morning for some parents. |

**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)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title I Night  | Administration, Teachers, and Admin Cohort | All academic areas and parent involvement | September 22, 2015 | Exit Surveys/Sign In Sheets |
| 2 | Title I Meeting 2 | Administration, Teachers, and Admin Cohort | All academic areas and parent involvement | January 2016 (TBD)  | Attendance/ Sign in Sheets/Survey |
| 3 | Literacy Night I | Leadership team, Literacy Coach, Teachers | Receive information about the state assessment, your rights as a Title I parent, and how to check on child's progress by using the Parent Portal with FOCUS, Osceola County Library Resources and reading information available for you and your child. | January 2016 (TBD) | Attendance/ Sign in Sheets/Survey |
| 4 | Literacy Night II  | Leadership team, Literacy Coach, Teachers  | Receive information about the state assessment, your rights as a Title I parent, and how to check on child's progress by using the Parent Portal with FOCUS, Osceola County Library Resources and reading information available for you and your child.  | March 2016 (TBD)  | Attendance/Sign In Sheets/Exit Survey |
| 5 | Primary Family Reading Night | Primary Teachers | Reading Comprehension Parent Involvement | 3rd Thursday of every month | Sign In Sheet, Attendance |
| 6 | STEAM Night (held in conjunction with district)  | Adminsitration/Admin Cohort/Office Staff/Teachers | A Parent Involvement night that focuses on core academic areas, ELA-Reading/Writing, Math, Science, as well as Music. There will be hands- on activities that are learning tools for parents and their children to implement at home. This event will be held in conjunction with the district’s STEM Bus. Pamphlets with ideas will also be given to reiterate what was taught at the Involvement Night. | November 2015 (TBD) | Sign in Log |
| 7 | Watch Dog Night  | Administration, Admin Cohort, Teachers, Oasis Volunteers  | An evening for parents to learn more about the positive impact their active involvement has on their students' academic and personal growth.  | October 2, 2015 | Sign In Sheets, Attendance, Surveys |
| 8 | Watch Dog Breakfast  | Administration, Admin Cohort, Teachers, Oasis Volunteers | An morning event for parents to learn more about the positive impact their active involvement has on their students' academic and personal growth | January 2016 (TBD)  | Sign In Sheets, Attendance, Surveys |
| 9 | Math Night  | Math Coach, Math Leadership Committee/Adminstration/Teachers | Learn strategies, games and activities in math that you can incorporate at home to assist in your child’s math development. | March 2016 (TBD)  | Attendance/ Sign in Sheets/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:**

**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** |
| 1 | Professional Learning Communities (PLC) | Adiministration/Leadership Team/ Teachers | Teacher Collaboration, intervention analysis and strategic planning | 1st, 2nd and 3rd Wednesday of each month | Staff surveys, school morale, teacher retention |
| 2 | Professional Development Workshops | Leadership Team | Increase the knowledge of best practices and strategies that may be implemented in the classroom and during instruction and how to work with parents like the Title I Compact, how to hold a conference and review the 5 levels of Parent Involvement powerepoint along with the Cultural Sensitivity powerpoint ot grasp a better understanding of our students | 4th Wednesday of each month. | Workshop Evaluation sheets/feedback |
| 3 | ESE/FIN Trainings | ESE department/FIN (Florida Inclusion Network)Adminstration/FIN  | Assist teachers in strategies to help assist with ESE students to increase achievment among ESE students  | As needed  | Sign-in sheets, Attendance, Surveys |
| 4 | ESOL Trainings  | ESOL Dept./Administrative Team  | Assist teachers in strategies to help assist with ESE students to increase achievment among ESOL students  | As needed  | Sign-in sheets, Attendance, Surveys  |

**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:**

**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)].

|  |
| --- |
| **Response:** Title I Parent Resource Center- Parents will be notified when representatives from Title I will be available to check out items from the Resource Center. Title Parent Resource Display between 1 p.m. and 3 p.m. is on the 2nd and 4th Monday of each month, and a means to borrow resources and speak with a Title I liaison. Parents will be notified through school newsletters, the school website, and alerts through school messenger.  |

**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)]:

* 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:** Parents at Reedy Creek Elementary will be informed about the Title I programs through newsletters, student agendas, Focus alerts, Parent Information/Conference Nights, our school website, satellite parent workshops, monthly PTO & SAC meetings, and School Messenger.RCE provides a rich, regimented, and rigorous curriculum (adopted State/District research based curriculum)that enhances student achievement moving all students to a target proficiency level established through the expectations of the federal AYP mandate. Academic assessments are used to measure student progress through Formative Assessments given in ELA-R(STAR Reading and Early Literacy), district progress monitoring for ELA-W in third grade, Math(STAR Math) & Science (Formative Assessments) and Common Formative Assessments designed by teachers in the areas of Math and Reading in all grades and Science for 5th grade. Our school goal is to increase the percent of students meeting proficiency levels (Level 3 or above) in all core academic areas (Reading, Math, Writing, and Science) with special focus on ESE and ELL students. Students will also have progress monitoring through iReady and EOYs. Flyers will be sent home with students at least five school days prior to event. An School Messenger alert will be issued on the Sunday or Monday evening prior to the event in both English and Spanish. The Leadership team will use the parent surveys to reflect and make changes to future events.  |

**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)].

|  |
| --- |
| **Response:** Newsletters and school messenger alerts will be in both English and Spanish. All notices sent home regarding Title I activities and information will be bilingual. Title I Parent Information Nights held will be conducted in both English and Spanish. When feasible and requested every effort will be made to have translators of other languages available. RCE will make every effort to disseminate all information in English and Spanish; and all other languages as requested. A certified Sign Language Interpreter will be contracted for a family in need of services. All bathrooms are handicap accessible and hallways are extra wide with clear directions to follow when traveling. A fully functioning elevator is available during all events. Extra copies of important school and literature is available in the office for new and enrolling students/parents. This information is provided in English and Spanish. We will also provide information new, updated school website that will allow parents to access pertinent information in a timely manner. Information will be posted on our school's marquee.  |

**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:**

**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:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Section 1118(e)(7)Learn strategies and activities in reading that you can work on with your child at home. Learn resources you can incorporate at home as well. BOOK FAIR will be opened! | Literacy Coach and Media Specialist | Increase in proficiency skills in Reading and all language based core curriculum subjects (Writing, Science, Social Studies, Math) | Nov. 2015, March 2016 |
| 2 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; - 13 | Leadership team, PTO Board members and Administration | Increase skills in All academic areas | September 2015, January 2016, February 2016 |
| 3 | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; | Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; - 14 | Leadership Team, Guidance Department, Teachers  | Increase skills in all academic areas | Quarterly and as deemed necessary |
| 4 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | At various activities, break-out sessions will be offered to show parents the following approaches that may be used in the home environment to connect them directly to strategies that help them monitor their child's progress (i.e. Parent Portal with FOCUS, iReady, AR Home Connect, Ten Marks, etc.)[Section 1118(e)(11)] | Administration; Admin Cohort  | Increase skills in all academic areas | September 15, 2015 and January 2016 |
| 5 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | To involve community based organizations in the roles of educating children[Section 1118(e)(13)]. | Principal, Literacy Coach and Businiss Partner Liasion | Increase student achievement in all academic areas | Ongoing  |

**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.

|  |
| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5Cburdanic%5CDownloads%5CfileUploads%5C490301_2015-2016_uploadEvidenceParentInput.pdf) |

**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.

|  |
| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5Cburdanic%5CDownloads%5CfileUploads%5C490301_2015-2016_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:**

**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](file:///C%3A%5CUsers%5Cburdanic%5CDownloads%5CfileUploads%5C490301_2015-2016_uploadCompactEvidence.pdf) |

**Review Rubric:**

**Review Status:**

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I Meetings | 2 | 150 | Parents were given resources and information that provides them with resources to help their children academically and socially |
| 2 | Literacy Night | 2 | 100 | Provided parents with resources and information to help them encourage their children's reading and literacy skills  |
| 3 | Watch Dog Events  | 2 | 150 | Assists parents (with a focus on fathers) in understanding the many benefits of being actively involved in their children's school community; increased parent involvement  |
| 4 | Math Night  | 1 | 75 | Provided parents with resources and information to help them encourage their children's skills in mathematics; increased parent in |
| 5 | Primary Family Reading Nights  | 8 | 50 | Reading comprehension; parental involvement  |
| 6 | PTO/SAC Meetings  | 8 | 30 | All academic areas; parent involvement  |

**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 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 | Professional Learning Communities  | 12 | 50 | Teacher collaboration and training  |
| 2 | Professional development workshops  | 5 | 50 | Increase knowledge in best practices and strategies that may be implemented during instruction  |

**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 previous school year in parental involvement activities. Include the steps the school will take during the upcoming 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 | Transportation  | Hold events within the community  |

**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 previous schoool 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** |

**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:**