In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the school wide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

**Assurances**

**Lehigh Elementary** agrees to:

* Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(2)(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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

**Parental Involvement Mission Statement (Optional)**

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].
* SAC meetings will be held on a monthly basis and scheduled for the entire year on the school calendar to allow parents to plan attendance and participation. A survey will be sent to all families to determine the best SAC meeting time.
* Meetings will be advertised through flyers home, the outdoor communication board, school newsletters, and Parent Link email/voicemail communication system and the school website.
* Teachers will be encouraged to invite parents to SAC meetings during parent/teacher conferences.
* During our SAC meetings, parents and staff will work collaboratively in planning and approving the school’s parent involvement plan and Title I funds for effectiveness.
* Parents, staff, community members, and administration will discuss the effectiveness of the prior plan to aid in needed changes to the new plan. All discussions will be documented in the meeting minutes and will be maintained in the Title I Toolkit.
1. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

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| **Program** | **Coordination** |
| * PreK Head Start
 | All Head Start parents are invited and encouraged to attend all parent training opportunities that the school offers. All Head Start teachers hold parent conferences 4 times per year.  |

1. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education 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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| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness**  |
| Lehigh Elementary will hold 3 Title I Annual Meetings to accommodate parents. The Compact will be discussed with all participants at this meeting. Parents openly give their feedback during this session. In addition, parents will receive information about the school’s Title I program, academic progress, and the rights of parents.  | Principal, Assistant Principals, SAC members, School Staff Members, and Parents.  | August Monthly | Flyer to announce meeting, meeting date/time on outdoor marquee, school website, agenda, sign in sheet, and meeting minutes. |

1. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].
* All parent notices/flyers will be sent to parents in both English and Spanish.
* Lehigh Elementary will hold 3 Title I Annual Meetings on a week night after normal working hours and before school hours to accommodate for parents. Child care will be provided during the Title I Annual Meetings.
* The times of SAC meetings will be flexible and held on days/times agreed upon from the results of the SAC meeting survey.
* Parent Involvement Workshops will be held after normal working hours. All workshop materials will be available in both English and Spanish, and translators will be available.
* Parent teacher conferences will be held before and after school as well as during teacher planning based on parent need.
1. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

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| **Content and****Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Annual Title I Meetings | Administration, Guidance, Counselor, Parent Involvement Alignment Team | Parents will be informed about the Title I program and their child’s curriculum and how they can support their child’s teacher. | August | AdvertisementAgenda Sign in sheetsMinutesHandouts |
| SAC Meetings | Administration, Guidance, Counselor, Parent Involvement Alignment Team | Parents participate in school decision making for increased student achievement. | Monthly | AdvertisementAgenda Sign in sheetsMinutesHandouts |
| Literacy Night | Administration, Parent Involvement and Reading Alignment Teams | Parents will learn reading strategies that will support their child’s academic achievement at home. | March | Sign in sheetsWorkshop evaluationsFlyers, Newsletters,Agenda Handouts |
| STEM Night | Administration, Guidance, Parent Involvement and Reading Alignment Teams | Parents will be exposed to high interest science concepts and they will be able to support their child’s understanding of the world around them.  | January | Sign in sheetsWorkshop evaluationsFlyers, NewslettersAgendaHandouts |
| Curriculum Night | Administration; Grade Level Teams | Parents will be informed about their child’s curriculum and how they can support their child’s academic achievement at home. | August | Sign in sheetsFlyers, NewslettersAgendaWorkshop evaluationsHandouts |
| Literacy Classes |  Administration; Community Volunteers/ Literacy Council | Parents will learn English and will be able to help their children. | Throughout the year; Weekly. | Sign in sheetsFlyers, Newsletters |
| Grade Level Parent Involvement Activities Pre-k -5 | Administration, Grade Level Teams | Home School Connections will strengthen and increase academic achievement  | Though out the year | Sign in sheets.Flyers, NewsletterAgendaWorkshop evaluationsHandouts |
| MTSS Meetings- Families will be given information about school based computer programs they can access from home as well as strategies how to help their children with their reading and math problems | MTSS Contact; Academic Coaches | Home School Connections will strengthen and increase academic achievement. | Though out the year | SIP Plans; Parent notification of meetings. Progress Monitoring graphs. |
| Leader in Me 7 Habits training for parents. | Administration and the Lighthouse Team | Home School Connections will strengthen and increase academic achievement | Semester 2 | Newsletter/flyer and sign-in sheetsAgendaWorkshop evaluationsHandouts |
| Dancing Classrooms Culminating Event: Curriculum connections will be explained to parents | Administration;Fifth Grade Team | Home School Connections will strengthen and increase academic achievement | November | Flyer/ Invitations/ Marquee/Website/ sign in sheets/ Parentlink; |
| Muffins for Moms: Students will share their Leadership Logs (Data Folders) with their families | Administration; Classroom teachers; | Home School Connections will strengthen and increase academic achievement | February | Newsletter/flyer and sign-in sheetsAgendaWorkshop evaluationsHandouts |
| Data with Dads:Students will share their Leadership Logs (Data Folders) with their families | Administration; Classroom teachers; | Home School Connections will strengthen and increase academic achievement | April | Newsletter/flyer and sign-in sheetsAgendaWorkshop evaluationsHandouts |

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

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| **Content and****Type of Activity** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
|  |  |  |  |  |
| Parent Link Training | Administration | Improved communication with parents will student achievement | August | Training agenda; 3-2-1 Exit Card Survey |
| PLC- Student Led Conference Training | Administration | Teaching students how to communicate about their progress will increase student achievement | September | Training agenda; 3-2-1 Exit Card Survey; Parent Survey |
| PLC: Communicate expectations for parent communication, conferences, class newsletters, emails; phone logs | Administration | Improve the ability of the staff to work effectively with parents.  | September | Agenda; Phone logs and conference logs/ notes.  |
| Classroom Websites/ Newsletters | Administration; Teacher Leaders; Academic Coaches | Improved communication with parents will increase student achievement | August | Websites; Newsletters; |

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

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| **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Expand and enhance the parent information centers – expand the resources available for parents. Expand the hours of operation to include various weekends and evenings.Maintain our Family Friendly SchoolEach student will receive a planner for the year in which he will record his homework assignments. Parents will be asked to sign the planner nightly and it will be used for written communication between parents and the teacher.  | Parent Involvement SpecialistAdministrators, teachers, paraprofessionals, custodians, secretaries | Ongoing | EvaluationsParent sign in sheetsDocumentation of hours and parent use will be maintained. The hours will be announced in the newsletter and through Parent link automated phone/email system.End of year surveyPlanners |

8.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 school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

A Title I Annual Meeting will be held in the beginning of the school year where information on Title I programs will be presented and discussed with parents. Parents are told how to contact the school for teacher conferences and receive Parent Handbook. Parents’ rights and needs to be involved will also be discussed at this Annual meeting. Parents will visit their child’s classroom during this evening. Teachers will provide information on curriculum in all subject areas and suggestions on how to support classroom instruction at home. Teachers will discuss the tools they will use to monitor their child’s progress through specific assessments throughout the school year. Sign in sheets will be kept. During this meeting parents are asked for their input on the school Compact. Teachers will forward all discussions and suggestions for changes to the Compact to SAC. Changes will be voted on in SAC and will be published in the school newsletter. A description and explanation of the curriculum at the school will be reviewed with parents at the Title I Annual Meeting and again at Curriculum Night. If requested by parents the school offers meetings with teachers as needed. If parents request special training to be able to help their child, the school will make arrangements to provide the requested training. If parent complaints are received regarding the school wide Parent Involvement Plan, they will be submitted to the district Title I Office to be resolved.

9. 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)].

The school will provide information on all opportunities for participation through the following:

SAC and other meeting minutes will be published in both English and Spanish. All other school written information will be translated into English and Spanish. Translators will be available for workshops and conferences. School will provide information and all school reports in a parent friendly format in a language that parents can understand. The school will ensure that parents with disabilities have access to parental involvement activities and/or services using school’s transportation vehicle. Appropriate interpreters/facilitators will be provided if needed for parents with disabilities. All school communication will also be distributed via ParentLink email/phone communication system in both English and Spanish. When new students enter school throughout the year, parents and students are provided with a packet of information explaining all school policies and procedures which includes the Right to Know Letter as well as information stating that we are a Title I school.

Discretionary School Level Parental Involvement Policy Components

* Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

* Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
* Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
* Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
* Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
* Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
* Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
* Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
* Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].
1. Describe how each discretionary activity checked above will be implemented.

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| **Activity** | **Description of Implementation Strategy** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** |
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**School-Parent Compact:**

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 school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Adoption

This plan was adopted by the schoolat the first SAC meeting of the school year and will be in effect for the period of one academic year. The school will distribute this plan to all parents of participating Title I, Part A children during the first month of school.

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(Signature of  Authorized Representative) (Date)

Provide evidence that the policy/plan has been developed with the input from parents.

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

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| Content and Type of Activity | Number of Activities | Number of Participants | Correlation to Student Achievement |
| Muffins for Moms- Students invited their mother/ stepmother/ grandmother/ guardianTo school share their Leadership Logs (Data Folders). | 1 | 350 | Students took ownership of their own learning and parents received specific information regarding their child’s achievement. Parent attendance strengthened home-school connections and improved academic achievement; |
| Lehigh Elementary held a Title I Annual Meeting. The Compact was discussed with all participants at this meeting. Parents openly gave their feedback during this session.  | 1 | 13 | Parents learned the expectations of the Compact and agreed to fulfill their responsibilities as stated in the Compact. This helped to improve academic performance. |
| “Seusstastic”Family Literacy Night – Workshops and activities for families that targeted literacy concepts. ; Dinner and literacy related entertainment was provided.  | 3 | 389 | Parents learned strategies to help their children with reading and this improved academic performance. |
| Curriculum Night – Teachers and administration reviewed curriculum and expectations. Suggestions were provided how parents could support the curriculum.  | 7 | 155 | Parents learned strategies to help their children with homework and reading and this improved academic performance |
| Family STEM Night- Parents and children rotated through learning stations involving science, technology, engineering, and math; Parents learned different activities that they can do to help their children learn about STEM. | 20 | 456 | Parent Support improves academic achievement;  |
| Everglades Parent Meeting: Received info about social studies related field trip | 1 | 75 |  |
| Dancing Classroom Culminating Event – Parents were invited to a demonstration of what their children had learned throughout the 10 weeks of the Dancing Classroom program. Cultural and curriculum connections were explained to parents. | 1 | 157 | Parent attendance strengthens home-school connections and improves academic achievement;  |
| MTSS Meetings- Families were provided information about school based computer programs they can access from home as well as strategies how to help their children with their reading problems | 250+ | 250+ | SIP Plans; Parent Notification of meetings; Parent Support improves academic achievement;  |
| Grade Level Parent Involvement Nights PreK-4 including Special Area. Each grade level was responsible for hosting a parent involvement night that incorporated the arts into content learning.  | 8 | 950 | This event strengthened home-school communication.  |

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

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Parent Link TrainingPLC- Student Led Conference TrainingPLC: Communicate expectations for parent communication, conferences, class newsletters, emails; phone logs | 111 | 107107107 | Faculty learned strategies to effectively communicate with parents to improve home-school support for students which increases academic achievement;Improved faculty’s vision for opportunities for parent involvement and improved their ability to effectively work with parents;  |
| MTSS Professional Development | 6 | 107 | Teachers learned how to use the MTSS process to communicate with parents about their child’s difficulties, the intervention plan in place to help them, and how their progress was going to be monitored.  |

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

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Many of our families have been affected by the problems in the economy and in lieu of full time jobs during the day; they are working multiple part time jobs and have irregular hours which affect evening participation in school activities.  | Gather information about the best times and days for parents to attend functions. Provide ample notice of scheduled activities to allow parents to rearrange their work schedule if possible. Develop activities and functions during school hours.  |

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

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| **Content/Purpose** | **Description of the Activity** |
| Purpose: Families participated in a Family STEM Night.  | Families explored the wonders of STEM/grades K-5. Students and their families learned about STEM through hands on activities from the Imaginarium. In addition, families could attend a workshop on how to use smart phones, tablets, etc. to help their children with math and were provided with a list of apps and websites that were math related.  |

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plan Year: 2011-2012**

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

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| **Policy/Plan Components** | **YES****(Page #)** | **NO** |
| **2014-2015 Plan Review** |
| Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs? |  |  |
| Is the PIP written in an understandable format and provided in a language parents can understand? |  |  |
| Were revisions/updates to the plan made based upon the review of the 2010-2011 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Policy Mission Statement (optional)** |
| The mission statement should meet the following criteria: * Explains the purpose of the parental involvement program;
* Tells what will be done;
* Includes beliefs or values;
* Is concise, free of jargon, and parent-friendly; and
* Inspires stakeholders to be involved and supportive of the program.
 |  |  |
| 1. **Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].**
 |
| **Strong Responses Include**: * Identification of the group responsible for the planning, review, and improvement of the Title I program;
* Description of the procedures selecting members of the group;
* Explanation of how input from parents will be documented; and
* Description of the process for schools to involve parents in the development of the required plans; and
* Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].
 |  |  |
| 1. **Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].**
 |
| **Strong Responses Include**: * Identification of the specific federal program; and
* Description of how the programs were coordinated.
 |  |  |
| 1. **Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education 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)] .**
 |
| **Strong Responses Include**: * Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.
 |  |  |
| 1. **Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].**
 |
| **Strong Responses Include**: * Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.
 |  |  |
| 1. **Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children’s academic achievement [Section 1118(e)(2)].**
 |
| **Strong Responses Include**: * Content of the session including each of the following:
* The state’s academic content standards and State student academic achievement standards,
* State and local academic assessments including alternative assessments,
* Parental involvement requirements of Section 1118, and
* How to monitor their child’s progress and work with educators to improve the achievement of their child.
* Type of activities;
* Correlation to student achievement; and
* Reasonable and realistic proposed timelines.
 |  |  |
| 1. **Describe the training for staff the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].**
 |
| **Strong Responses Include**: * Content of the session;
	+ Value of parental involvement,
	+ Communicating and working with parents,
	+ Implementation and coordination of parental involvement program,
	+ Building ties between home and school, and
	+ Cultural sensitivity;
* Type of Activities;
* Specific correlation to student achievement;
* Reasonable and realistic timelines; and
* Method to determine the success and document completion.
 |  |  |
| 1. **Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].**
 |
| **Strong Responses Include**: * Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Method to determine the success and document completion.
 |  |  |
| 1. **Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:**
* **Timely information about the Title I programs [Section 1118(c)(4)(A)]:**
* **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]:**
* **If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]:**

**Note: If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].** |
| **Strong Responses Include**: * Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.
 |  |  |
| 1. **Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].**
 |
| **Strong Responses Include**: * Process for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages that information will be routinely provided; and
* Process the school will use to monitor the dissemination of information to parents.
 |  |  |
| **10. Describe how the discretionary activities will be implemented.** |  |  |
| **Strong Responses Include**: * Content of the session including the following:
	+ Involve parents in the development of staff training,
	+ Offer literacy training,
	+ Pay reasonable and necessary expenses to conduct parental involvement activities,
	+ Train parents to help other parents,
	+ Adopt and implement model parental involvement programs, or
	+ Develop roles for community organizations and/or businesses in parental involvement activities;
* Type of activity;
* Specific correlation to student achievement; and
* Reasonable and realistic timelines.
 |  |  |
| **School-Parent Compact** |
| **Does the School-Parent Compact include all required 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 [Section 1118(d), ESEA].
 |  |  |
| **Review of the 2013-2014 Plan** |
| Did the school include a copy of the review of the 2013-2014 plan? |  |  |
| Did the review include all required components?* A summary of the results of the activities conducted for parents;
* A summary of the staff training activities;
* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.
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**Additional Comments or Concerns:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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