## HAMMOCK POINTE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

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

## Assurances

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

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Hammock Pointe Elementary School is committed to excellence in education and equipping all of its students with the knowledge, skills and ethics required for academic success and responsible citizenship. |

**Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Hammock Pointe Elementary School hosts monthly parent meetings through its School Advisory Council (SAC) to discuss the Title 1 Budget and how monies will be spent regarding various programs and purchases to enhance students' literacy growth and development, math skills, and command of science. SAC co-chairs, administration, teachers, parents and business partners are regularly invited to attend and participate at all meetings. This team assists with the development of all Title I and school-wide plans/documents as needed. Team member input is documented through the meeting minutes.Additionally, evening parent trainings are hosted on campus throughout the year and are organized by grade level staff members with a minimum of one to two per trimester. Trainings this year will include: Technology - Edline, Standards-based Report Cards for all grades, and Florida Standards Assessments for Reading, Math, and Writing as well as FCAT Science.To maximize parent involvement, the Title 1 Annual Parent Meeting was held in two sessions, the first on Wednesday September 2, 2015 from 7:30 a.m.-9:00 a.m. in the school Media Center and the second on Wednesday, September 9, 2015 from 5:30 - 6:15 p.m. in the school Cafeteria. Reminders for these meetings included Parent call-outs in different languages, flyers sent home in different languages, AM/PM Announcements, EDLINE and the school Marquee. Copies of the previous year's Parental Involvement Plan and Parent - School Compact (written in English, Spanish, Creole and Portuguese) were distributed for review. Parents were asked to provide feedback. As of this writing, no changes have been suggested or received.At the Sept. 21, 2015 SAC meeting, parents, teachers, and administrators will discuss any suggested revisions to the School/Parent Compact. Final documentation will be the revised Parent-Involvement Plan for 2015-2016, which will be posted on EDLINE, and copies will be available in the front office in English, Spanish, Creole and Portuguese.The PLC (Parent Leadership Council) Meeting will be held on Tuesday, October 13, 2015 (5:30 - 6:30 p.m.). Discussion will include: PIP, and 2015-16 School/Parent Compact (handouts to be made available in four languages).Additional parent involvement regarding decision-making includes a less formal "Coffee and Conversation," which the principal hosts every second Friday of the month. All interested parents are encouraged to attend. |

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

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| **count** | **Program** | **Coordination** |
| 1 | Chrysalis | Provides both family & child individual therapy (on-site and home) |
| 2 | Boy's Town | Provides Evening Parent Training Sessions for 6 weeks - 1 group English / 1 group Spanish  |
| 3 | Blessings in a Back Pack | Bonnie Welch - Volunteers from St. Gregory's Church & Boca Helping Hands prepare weekend food backpacks for students |
| 4 | Family Central | Bonnie Welch - Provides financial assistance for after-school care |
| 5 | Kawa Orthodontics | Tracy Kawa - Learn and Earn motivational program |
| 6 | Boca Museum of Art | Luis Glickman, Maria Brueggeman, Claire Clum - Provides educational programs through the Arts; Parent Night at the Museum |
| 7 | AG Signs Plus, Inc. | L. Arturo Granda - Provides school community parents, teachers, etc., with discounts on all office/sign pricing  |
| 8 | Behavioral & Developmental Behavioral Pediatrics | Dr. Judith Ramos MD - Provides parental and staff mental health information (Parent Night/website) |
| 9 | Community Resource Event  | Provided by Hammock Pointe After - School Dept. |
| 10 | Big Brother/Big Sister Mentor Program | (15) St. Andrews High School students paired with (15) after-school students |
| 11 | Youth Service Bureau | Rick Snyder - Provides individual and family counseling  |
| 12 | Faulk Center for Counseling | Dr. Holly Katz - Provides individual and family counseling and also in-school counseling groups with the center's therapists |
| 13 | Mental Health Association (Listeners/Mentors) | Joni Webster - Provides listeners/mentors at school for students; Provides family mental health support |
| 14 | ABCD Eat Right | Brandi Thompson, Educational Partner - Provides students and families with positive health & wellness presentations/programs |
| 15 | American Income Life Insurance | Steve Sanchez, Business Partner - Provides child safety kits to families and reduced-rate insurance opportunies  |
| 16 | Ruth Rales Jewish Family Service | Provides mental health support services for family and children (groups, individual) |
| 17 | Kid Safe | Student safety training - Provides each Kindergarten, 2nd, & 5th grade class - 8 weeks of KID Safe classes; Kid Safe Faculty/Staff Trainng; Kid Safe Parent Night - Oct. 2015 |
| 18 | YMCA of Boca Raton | Chris Sapp, Executive Director, Traci Catto - Provides eduactional partnership to enhance our health/wellness programs |
| 19 | NIP, Inc./The Winner's Circle | Wendy Marchuck, Manager, Admin. & Logistics - Incentive program - Provides academic motivation to students by providing reward cards |
| 20 | NED | Lois Summers, Director of Business Development - Provides behavioral and academic motivational program to students |
| 21 | Junior League of Palm Beach | Margi Cross - Provides healthy snacks to all students, daily, who do not bring snacks, or who bring unhealthy snacks. |
| 22 | SDPBC Multi-Cultural Dept. | Provides psychological services for our students in need within our ESOL population. Also provides Haitian Creole translation services in order to ensure documents go home in all needed languages. |
| 23 | SDPBC Elementary Education Dept. | Provides resources to our teachers to share with families to increase familial engagement while students are at home in the evenings, weekends, and vacations. |
| 24 | SDPBC Area Office Support Staff | Provides assistance with issues regarding Truancy in an effort to ensure our students are able to and have the needed resources to be in school and on time each and every day. |
| 25 | SDPBC Safe Schools Dept. | All Staff are in the process of being trained in Restorative Justice as a means to make communication and consequences for poor decisions more equitable and to be able to work mocre closely with the families involved in specific situations. |
| 26 | SDPBC Student Services Dept. | Assists in providing resources and necessities to our students qualifying for the McKinney-Vento Act |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Handouts | Asst. Principal | September 2 & 9, 2015 | Evaluations turned in |
| 2 | Evaluation | Asst. Principal | September 2 & 9, 2015 | Evaluations turned in |
| 3 | Sign-In Sheets | Asst. Principal | September 2 & 9, 2015 | Sign-ins - observation |
| 4 | Minutes | Asst. Principal | September 2 & 9, 2015 | SAC parent discussion |
| 5 | Power Point Presentation | Principal | September 2 & 9, 2015 | Evaluation |
| 6 | Agenda | Principal | September 2 & 9, 2015 | Evaluation |
| 7 | Phone call reminder/4 languages/EdLine | Asst. Principal | August 30, 2015 | Sign-in sheets |
| 8 | Parent invitation with topics | Principal | August 30, 2015 | Parent surveys |
| 9 | Parent Questtion/Answer | Principal/Asst. Principal | September 2 & 9, 2015 | Parent surveys |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

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| **Response:** To accommodate parents' work schedules, parent meetings will be held both in the morning and evening. Morning meetings include the monthly SAC Meetings held at 7:30 a.m., which include a continental breakfast. Coffee and Conversation with Ms. Carol Crilley, principal, are held at 7:30 a.m. on the second Friday of each month. In addition to the annual Title 1 meeting (September 2 & 9, 2015), other evening meetings include monthly HPSCO Meetings at 6:30 p.m., as well as ESOL Parent Leadership Council meetings held in October and March. Parent Training meetings, hosted by the grade level Learning Teams, are also held in the evenings, with most starting at 5:30 p.m.  |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | PLC Meetings | S. Wegweiser | Improved ELL academic performance; CLF's and faculty will present various strategies that parents of ELL students can use to be successful academically. | October 2015, February 2015 | FSA scores, sign-in sheets, agenda |
| 2 | Curriculum Night | Team Leaders  | Improved academic performance; Parents will be informed of curriculum, assessments and how they can stay informed of student progress. | K - 2 and Grades 3 - 5, September 2015 | sign -in sheets/FSA & FCAT scores |
| 3 | FSA Parent Night | Grade 5 teachers | Improved academic achievement for 5th graders; Parents will be informed of strategies and questioning along with the new state testing format. | January 2016 | FSA scores |
| 4 | FSA 5th Grade Science Night | Grade 5 teachers | Improved academic performance for 5th graders; Parents and students will be shown the Scientific Process through hands-on experiments and projects. | March 2016 | FCAT 2.0 scores |
| 5 | FSA 4th Grade Writing, Reading and Math | Grade 4 teachers | Improved academic performance for 4th graders; Parents will learn about the different forms of writing through Night Writes. | January 2016 | FSA scores |
| 6 | FSA 3rd Grade Math and Reading | Grade 3 teachers | Improved academic acheivement; Parents will be informed of the strategies and questioning involved in the new state testing. | January 2016 | FSA scores |
| 7 | 2nd Grade Science Habitat Presentations | Grade 2 teachers | Improved Science achievement; Parents will be invited to share the Big Idea on a Science topic. | March 2016 | sign-in sheets, evaluations |
| 8 | Literacy Night | Grade K teachers | Improved Reading motivation; Parents will be given an evening of tips and techniques for sharing the enjoyment of reading with their child(ren) | February 2016 | sign-in sheets, evaluations |

**Staff Training**

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | EdLine Training | Em McAna/ITSA | Improved academic achievement; Staff will interact with various strategies to use EdLine to increase communication with parents and weekly classroom/school events. | Fall 2015 | Agenda, sign in, evaluation |
| 2 | Parent Conferencing | Paul Sirota | Improved academic and behavioral achievement. | 2015-2016 School year | Parent conference forms signed by parent and others present |
| 3 | Computer Math Training | Webinar | Improved academic achievement in Math; Parents are able to assist students based upon data indicating areas of weakness. | 2015-2016 school year | Evaluations/sign-ins |
| 4 | Kid Safe | Sally Berenzweig | Improved self-confidence; Awareness of child safety issues | 2015-2016 school year | Agenda, sign-in & hand-outs |
| 5 | Parent link/Class Dojo | Paul Sirota/ITSA | Improved academic and self-monitoring | 2015-2016 school year | Usage reports |

**Other Activities**

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

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| **Response:** People responsible for the following activites include: administration, grade level team leaders, ESE coordinator, ELL coordinator, guidance, and classroom teachers.Parent Volunteer Orientation - TBD/Fall 2015Monthly Spirit Rally to honor Students of the Month\*HPSCO - Chipotle Night - TBA/Fall 2015HPSCO - McDonald's Night - TBA/May 2016Storybook Character Parade - October 31, 2015\*ESOL - Parent Leadership Council (PLC Meetings): October 2015 and March 2016 @ 5:30 - 6:30 p.m.\*\*Chorus Holiday Concert - December 2015National Elementary Honor Society meetings for grades 4th and 5th\*HPSCO - Sweet Tomatoes Night - Spring 2015HPSCO - Family Fun Night - October 2015HPSCO - Family Fun Day - Spring 2016Boca Museum of Art Night - January 2016\*Field Day - Spring 2016\*Fifth Grade Play/Performance - Spring 2016Parent conferences - in-person, year-round\*PBC Website - Books on line, Learning Tools...EDLINE - Teachers' page with information for classroom - homework, upcoming events...Parent Link - Phone Call outsKindergarten:Literacy Night - October 2015 and February 20161st Grade: Thanksgiving Performance Shows - November 2015\*Literacy Night - October 2014\*2nd Grade:"Go Bonkers for Books" - November 2015\*\*Animals at Our Zoo - April 2016Second Grade Poetry Recital - May 2016\*3rd Grade:Night at Boca Museum of Art - January 2016\*FSA & FCAT Parent Night - January 2016\*\*4th Grade:FSA & FCAT Night - January 2016\*\*Parent Night - Portfolio of Excellence Night - May 2016\*\*5th Grade: Choice Schools presentation - TBDScience Night Showcase - March 2016\*FSA & FCAT Night - January 2016\*\*Fine Arts:Book Fair - September 2015\*Book Fair Night - September 2015\*School Play and awards ceremony - May 2016\*\*Evidence for these activities demonstrating effectiveness and/or completion of the activity/task includes sign-in sheets and agendas.\*\*This activity also includes a survey or evaluation used to evaluate its effectiveness.  |

**Communication**

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

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

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| **Response:** Communication and information tools used by Hammock Pointe Elementary School include: Student agendas (daily), Hammock Pointe Closed-Circuit TV (daily), EDLINE postings (weekly), EDW (weekly/as needed), Spirit Rallies (monthly), SAC meetings & notes (monthly), HPSCO meetings & notes (monthly), HPSCO Newsletters and website (monthly and as warranted), Curriculum Night meetings & agendas (one per grade level per school year), Progress reports (3 times per school year), Report cards (3 times per school year), Parent Leadership Council-ESOL (bi-annually), SIP plan and Parent Involvement Policy(PIP)/Plan (annually/as needed), School/Parent Compact (annually/as needed.)Parent/Teacher conference meetings and notes (year-round as needed),Call-Out system (as needed), Mailings (as needed), Classroom newsletters (teacher optional - monthly/as needed), and Parent letters (as needed). |

**Accessibility**

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

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| **Response:** Hammock Pointe employs two Certified Language Facilitators (CLF's), Spanish and Portuguese, who translate all letters and information sent home to parents. The CLF's also attend parent conferences as needed. (As of this writing, Hammock Pointe does not currently have any students of migrant families attending.)The Parent/School Compact, the School Improvement Plan, and Parent Involvement Plan are written and made available in four languages: English, Spanish, Portuguese, and Creole. Additionally, Parent Leadership Council (PLC) meetings are held twice per school year for parents of ELL students.To accomodate parents with disabilities, all school buildings are ADA accessible. There is audio enhancement technology available in all classrooms, the media center and cafeteria. Hammock Pointe ensures that information is available during registration regarding its fluctuating school population. |

**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

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C%3A%5CUsers%5Csirotap%5CDownloads%5CfileUploads%5C502081_2015-2016_uploadEvidenceParentInput.pdf) |

**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C%3A%5CUsers%5Csirotap%5CDownloads%5CfileUploads%5C502081_2015-2016_uploadCompact.pdf) |

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

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

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

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| [Uploaded Document](file:///C%3A%5CUsers%5Csirotap%5CDownloads%5CfileUploads%5C502081_2015-2016_uploadCompactEvidence.pdf) |

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

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Literacy Night | 6 | 325 | By involving parents in the literacy cycle, students can benefit from the ability to have help from parents at home. |
| 2 | FSA Parent Night | 3 | 90 | By educating parents on the expectations of standardized testing, parents can assist their students in preparing for testing. |
| 3 | StoryBook Parade | 1 | 370 | Students picked their favorite storybook, wrote about it, and came to school dressed as their favorite character for a parade |
| 4 | ESOL PLC parent Nights | 3 | 105 | Techniques to increase parental involvement at home was shared with parents of non English speaking students |
| 5 | Edline Parent Night | 1 | 20 | Navigation of the available resources on Edline were reviewed and demonstrated and hands on activities were provided.  |
| 6 | Curriculum Night | 2 | 420 | Parents were able to have a better understanding of the new curriculum requirements specific to their students grade level. |
| 7 | Choice Schools | 1 | 200 | Parents were informed of different academic choices available for their 5th grade students. This was a joint program with several other area schools. |
| 8 | Book Fair Night | 2 | 310 | Parents and students were guided in being able to identify reading materials correlating with the students reading level |
| 9 | KidSafe | 1 | 30 | Parents were involved in a presentation which helped them identify signs of abuse in their students. It also provided ways to help keep their students safe while online. |
| 10 | Reading Counts K-5 | 0 | 0 | This event did not take place |
| 11 | FSA Science Night | 1 | 70 | Students and parents will have had hands on experience with using the scientific process |
| 12 | SafeSchools/Bullying Prevention | 2 | 110 | Parents were involved in a presentation in recognizing signs that their child may be the victim of, or a bully. By recognizing signes, possible negative impacts on school performance will be minimized. |
| 13 | Kindergarten Story Night | 1 | 90 | By showing parents hints and tricks to help their student enjoy reading, student is likely to read more while at home thus improving progress while in school. |
| 14 | 1st Grade Dr. Seuss Day | 1 | 55 | Students will be more motivated to read for pleasure when given the opportunity to read fun stories with their parents. |
| 15 | Boca Museum of Art Grade 3 exhibit | 1 | 130 | 3rd grade students produced artwork with correlating writing artifacts in which families had the opportunity to see on display at the Boca Museum. This activity increased students interest in writing for pleasure and for a specific project. |

**Staff Training Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent Conferencing | 2 | 70 | Teachers and staff were able to learn new techniques to increase communication with parents through parent conferencing |
| 2 | Title I Training | 1 | 70 | Staff gained a better understanding of the parental involvement component of what it means to be a Title I school |
| 3 | Kidsafe | 1 | 70 | Staff was presented info on how to detect signs of possible abuse or neglect and were provided proper resources on what steps were necessary if abuse was suspected |
| 4 | Edline | 1 | 70 | By learning how to effectively use edline, students would have readily available an amplitude of resources to assist in school work while at home |
| 5 | Computer Math Training | 1 | 70 | Teachers will have a better understanding of how to utilize data collected through the use of a variety of online math programs that are utilized. |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Technology availability of lower income families | School will open computer labs during evening and day hours to allow all parents access to electronic resources |
| 2 | Miscommunication within our non English speaking families | Involve CLFs more in ensuring all communications are provided in all languages |
| 3 | Wide array of availability amongst all families | We will increase the variety of meeting times to try and accommodate all parents |
| 4 | Lack of understanding of new standards amongst non English speaking families | Hold separate trainings for each language with the assistance of CLFs in order to focus the content and ensure understanding |

**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)

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| **count** | **Content/Purpose** | **Description of the Activity** |
| 1 | Effective Communication | Increased parent link usage to include text messages and email |
| 2 | Increasing Parent Participation | Inviting parents on campus for literacy and other events more frequently |