## FOREST CITY ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Paul Senko, 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 school wide 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)].

Paul W. Senko 9-21-15

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

|  |
| --- |
| **Response:** The mission of the Parental Involvement Plan under Title 1 is to provide ongoing encouragement, information, and opportunity for every parent to play an instrumental role in the education of their children, and a contributing role toward the betterment of Forest City Elementary School. Together, Families, teachers and all staff members will provide a safe and caring educational environment that prepares all students to become responsible citizens and life-long learners. |

**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:** During the first trimester of school, all families will receive a letter inviting participation in the Parent Involvement Team and School Advisory Team. Meetings will be held monthly, with a Spanish interpreter available for every meeting. This group of volunteers will collaborate with school administration, Title 1 parent liaison and selected teachers to develop/review the school policy and to brainstorm its application. All ideas are considered and documented in team minutes. The team may design committees to explore family engagement ideas, communicate with other Title I schools, meet with community businesses or agencies, and initiate projects. Team members are also responsible for contacting other families for their participation in family engagement projects. Such projects may include, but are not limited to, school book fairs, science nights, State testing information nights, curriculum nights, Dads breakfasts, Moms breakfasts, fine arts events and reading nights. Title I funding will be discussed at the initial School Advisory and Parent Advisory Meetings and as needed throughout the year. |

**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 | Title I Part A | Under Title I Part A the school works with outside agencies that provide specific services to targeted students and their families. |
| 2 | IDEA | Supplemental instruction and support provided by school and outlined in the IEP. |
| 3 | Title II | The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success. |
| 4 | Title III | The district ESOL coordinator and staff provide ongoing support and professional development for teachers to ensure instructional best practices are utilized. |
| 5 | VPK | Our school staff and district will work with VPK to facilitate transition of students entering kindergarten. |
| 6 | Title X-Homeless | Families in Transition Program will support students and families keeping them in their home school and remove any barriers that might contribute to exclusion or enrollment delay. |
| 7 | Supplemental Academic Instruction | The district provides remedial and supplemental instructional resources to students who fail to meet performance needs. These include but are not limited to tutorial services at our school. |

**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 (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title 1 meeting: All parents are encouraged to attend and participate | Administration/Staff | September 2, 2015 | Taking attendance at the Title 1 informational meetings and looking at the numbers of parents who attend more parent involvement activities. |
| 2 | Maintain documentation | Title 1 Parent Liaison | 2015-2016 school year | Maintain sign in sheets for documentation |
| 3 | Video/PowerPoint | Administration | ongoing- available upon request | Able to show to parents who are not able to make the meeting and document on sign-in sheet that they viewed the video and PowerPoint. |

**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:** All family engagement activities will be offered at different times of the day throughout the year. Curriculum Night and Meet the Teacher are offered within the first two weeks of school in the evening to better meet the needs of the working parent. Student led conference days are scheduled from late afternoon to evening. Title 1 funding is used to provide babysitting as well as refreshments for evening events. During the 2015-2016 school year, individual parent-teacher conferences will be offered both in the morning and the afternoon to accommodate family schedules. A variety of other family engagement activities will be held in the evening, morning, and throughout the day. Since many parents are on campus to bring their children, the staff welcomes the opportunity for parents to ask questions about their children's learning experiences, as well as gain information about school policies and common procedures such as car line, bus, and cafeteria throughout the day.    Historically, at Forest City Elementary, evening events draw the highest numbers for attendance, especially when students are performing and when babysitting and refreshments are provided. For this reason, our FET (Family Engagement Team) decided to provide most activities within that time frame.    The Family Engagement Survey results indicated that the majority of families preferred meetings on a weeknight evening. Sign in sheets will be kept to document that flexible times are offered to working families. |

**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 | Curriculum Night: State academic standards/Common Core Standards. | Administration and Teachers | Provide info on content of standards | Aug 2015 | Parent sign in sheets |
| 2 | State, local assessments. Individual Conferences | Teachers | Provide info on assessments and student progress | Sept 2015-April 2016 | Parent conference form, compact, MTSS conference form, FLKRS Parent letter |
| 3 | Assessment info Title 1 requirements. Teacher training workshop | Administration | Provide details to be communicated to parents | September 2015 | Professional development sign in sheet |
| 4 | Inform parents about Florida Standards Assessment Review and offer strategies to help prepare children for their upcoming standardized test. FSA Parent Overview Night | Grade Level Teams, Reading Coach, and Math Coach | Student achievement on FSA due to parental involvement | Oct 2015-Feb 2016 | Parent sign in sheets |
| 5 | Backpack Reading Program: To provide parents with a training on how to help their children become effective readers. | ESOL Teacher, Reading Coach and Administration | Provide parents with strategies to help their child become better readers. | Oct 2015-May 2016 | Parent sign in sheets |
| 6 | Parent Involvement Days: Invite parents to the classrooms to celebrate student artifacts and presentations. | All Grade Level Teachers | Student achievement due to parental involvement. | Sept 2015-May 2016 | Parent sign-in sheets |
| 7 | Science Family Night (STEM): Invite parents and students to come to an evening of hands on science activities. | Teachers, Administration and support staff. | Student achievement due to parental involvement. | Spring of 2016 | Parent sign-in sheets |
| 8 | Mornings With Moms: Invite moms and their children to have breakfast together, get to know some of the staff and faculty and have an opportunity to discuss various educational topics. Parent and students will participate in a curriculum based activity. | Administration and the Title 1 Parent Liaison. | Statistics show that the more parents are involved in school, the higher their academics will be. | September 2015-May 2016 | Parent sign-in sheets |
| 9 | Breakfast with Dads: Invite dads and their children to have breakfast together, get to know some of the staff and faculty and have an opportunity to discuss various educational topics. Parents and students will also participate in a curriculum based activity together | Administration and the Title 1 Parent Liaison | Statistics show that the more parents are involved in school, the higher their academics will be. | September 2015-May 2016 | Parent sign-in sheets |
| 10 | Writing Night -Parents and students will participate in a writing workshop. | Teachers and Reading Coach | Statistics show that the more parents are involved in school, the higher their academics will be. | Spring 2016 | Parent sign-in sheets |
| 11 | Student Led Conference Night-students will lead a data driven conference to share with parents their progress as assessed on Discovery Education Assessment | Teachers and Administration | Statistics show that the more parents are involved in school, the higher their academics will be. | October 2015 | Conference Forms |
| 12 | Data Celebration Day -Parents will have the opportunity to observe the growth of their children academically. | Teachers -Kindergarten | Statistics show that the more parents are involved in school, the higher their academics will be. | May 2016 | Conference Forms |
| 13 | Reindeer Curriculum Rotation Center Day | Teachers-Kindergarten | Statistics show that the more parents are involved in school, the higher their academics will be. | December 2015 | Parent sign in sheets |
| 14 | Science Rotation Day-Parents and students will participate in science activities to develop better understanding of science curriculum. | Teachers-Kindergarten | Statistics show that the more parents are involved in school, the higher their academics will be. | Spring 2016 | Parent sign-in sheets |
| 15 | Forest City will host District wide Family Engagement events | Title I Contact | Provide information for parents to enhance student learning | January 2016-April 2016 | Parent sign-in sheets |

**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 | Importance of communication between parents and teachers | Administration and Title 1 Parent Liaison and PBS team. | Provide teachers tips to be better equipped to communicate with parents. | First semester 2015-16 | Agenda, professional development sign in sheets and school compacts. |
| 2 | District Family Engagement Meetings | Title 1 Family Engagement Liaison | Provide teacher and school tips to be better equipped to communicate with parents. | 2015-2016 school year | Materials from workshops. |
| 3 | Building ties between schools and parents | Administration, Title 1 Family Engagement Liaison, and Technology Teacher | Parents will receive ongoing information through Family Engagement activities | 2015-2016 school year | Newsletters, websites, hard copies of upcoming events, Parent surveys |
| 4 | Volunteer Opportunities (Meetings, sign-ups, breakfasts and trainings) | Administration, District Coordinator and Family Engagement Title I Liaison | Provide teachers with ways to utilize volunteers to improve academic achievement. | 2015-2016 school year | Computer sign in, data. Meeting sign in sheets and agendas. Teacher survey results when utilizing volunteers. |

**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 Family Engagement Program Brochure and Parent Resource Guide for Families in Transition will be sent home with students. Parents will be informed that we have a Parent Information Station in the front office advertising the District Family Engagement workshops that are available to them. The Parent Advisory Team will help to encourage parents to be involved in school curriculum activities. The Family Engagement Liaison and Guidance Counselor regularly inform parents about resources and trainings available to them. Forest City will offer a kindergarten a curriculum information session for parents while the children acclimate to the classroom setting before school beginnings. |

**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 school wide 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 are provided information about Title 1 during the first month of school at the Annual Title I meeting, Curriculum Night, PTA meetings, SAC meetings and Family Engagement activities. Updated information is provided by administration and the family engagement contact for grade level team leaders, and they are responsible for sharing with their teams. The information is then shared with parents during individual parent conferences, as well as during every evening event and through bi-monthly newsletters. ELL teachers make certain non-English speaking parents receive the information in their home language. The above mentioned methods are also used to provide parents information about curriculum, academic assessments, progress monitoring assessments and Florida State Standards.     Specific and individual student assessment information is shared during parent teacher conferences. Teachers invite parents personally, or over the phone, to conferences and ask if they would like the school counselor, behavior support teacher, reading coach, math coach and/or administrator present to address particular issues, or to offer additional insight into a child's progress. Teachers also utilize email or other electronic communication devices to maintain the lines of communication with parents.    Through newsletters, surveys, and phone calls to targeted parents, families are invited to attend meetings or give written suggestions to administration or guidance regarding the education of their children. Parents receive flyers about events at least one month in advance. Reminders are placed in every child's take home planner or folder. Parents will read and sign these daily/weekly, as it is the most important communication tool used between parents and teacher. Teachers also communicate through a variety of technology (ex: Class dojo). Rewards are provided for certain events for classes whose attendance is exemplary. Copies of the flyers and newsletters are kept in the communication folder as documentation. Information is also being listed on the school/County website, Facebook page, twitter and the marquee for immediate parent access. |

**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:** Every event is intended for all families, and translation is available for flyers and letters into Spanish. When another language is spoken, an interpreter can be requested from the district office for such events, and especially for conferences when individual data is shared with a parent. Several other language translators are available on our campus.     Parents with disabilities are welcome and every accommodation is made to ensure full involvement with activities, as it is for disabled students. Accommodations are determined with support from our guidance counselor who has access to district and outside resources. Teachers who specialize in disabilities attend events and provide support to parents and students. Disabled students are expected/encouraged to participate in all performances and activities, modified to meet their needs.     Some events are designed for specific populations such as "Families in Transition". Such an event was offered district wide to provide medical, housing and financial information and assistance. Each school is responsible for contacting those involved to encourage attendance and to arrange transportation or babysitting when needed. |

**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 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | School based volunteer meetings | Administration | Community awareness and support | 2015-2016 school year |
| 2 | 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)]; | SAC/PIT meetings | SAC/PIT committee members | Teacher/Parent collaboration to support students | 2015-2016 school year |
| 3 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Evening book fair, Curriculum Night, FSA Night, Math Nights, Dad's Breakfast and Mom's Breakfast. | Administration, Grade Level Teams, Reading Coach, and Math Coach | Parent support and participation | 2015-2016 school year |
| 4 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Teach-In and guest speakers and participation in evening family events | Administration | Community support will enhance parental support and participation | 2015-2016 school year |

**Upload Evidence of Input from Parents**

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

|  |
| --- |
| [Uploaded Document](file:///C:\Users\schoubaf\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\PMZFVT2R\fileUploads\590502_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.

|  |
| --- |
| [Uploaded Document](file:///C:\Users\schoubaf\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\PMZFVT2R\fileUploads\590502_2015-2016_uploadCompact.doc) |

**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:\Users\schoubaf\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\PMZFVT2R\fileUploads\590502_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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Title I Information Meeting to make aware of resources available to them. | 2 | 200 | Assist the parents with curriculum requirements, and grading practices. |
| 2 | Curriculum Night: State academic standards/Common Core Standards. | 1 | 200 | Increased student achievement on state assessment. |
| 3 | Science Family Night (STEM): Invite parents and students to come to an evening of hands on science a | 1 | 50 | Parents and students participate in an evening of hands on science activities to build better understand of science topics. |
| 4 | FSA Information Night- Inform parents about Florida Standards Assessment Review and offer strategies | 1 | 50 | Improve student achievement on FSA due to parental understanding |
| 5 | Parent Involvement Days: Invite parents to the classrooms to celebrate student artifacts and present | 7 | 140 | Parent, student and teacher involvement in curriculum |
| 6 | Dad's Breakfast and Mom's Breakfast | 6 | 800 | Statistics show that the more parents are involved in school, the higher their academics will be. |
| 7 | Student Led Conference Night | 1 | 400 | Provide feedback to parent on student achievement using the data collected |
| 8 | Honor Roll Breakfast | 1 | 50 | Encourage students and parents to increase student achievement |
| 9 | Backpack Reading Night | 1 | 40 | provide materials for parents to work with students at home with reading-increase reading levels |

**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 | Importance of communication between parents and teachers | 1 | 45 | Provide teachers tips to be better equipped to communicate with parents. |
| 2 | District Parent Involvement Meetings | 6 | 1 | Provide teacher and school tips to be better equipped to |

**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 | Language and not knowing who to ask what opportunities there are at FCE for parents, is a barrier. | 1. ESOL teachers help organize informational meetings and are also present when an ESOL parents are invited to an activity. 2. ESOL teachers personally call or write notes to invite their parents to activities. 3. ESOL teachers speak directly to the Parent Liaison to let them know when a parent is interested in volunteering. 4. Bi-lingual parents and staff members help to interpret during school activities. |
| 2 | The parents of disabled students are not always sure how to help their students at home, which can be a barrier. | ESE staff members attend most parent/teacher conferences in order to suggest strategies that can be used at home. 2. The ESE classroom teachers suggest the Tutorial program to their families so that the ESE students have more opportunities to get help at school. 3. ESE staff members work closely with the general ed. teachers to help them work effectively with their ESE students' families.4. Family workshops at both the District level and the school site are planned with their ESE family needs in mind. |
| 3 | Parent who are not able to attend day time meetings due to the need to work, can be a barrier. | 1. Parents are invited to early morning activities, such as the book fair or parent breakfasts. 2. Evening conferences are offered by faculty members if needed. 3. Parents are able to have phone conferences. |
| 4 | Some parents do not feel equipped to help their children at home academically. | Parents are encouraged to use the Parent Resource Center through Title I Parent Engagement Department. |
| 5 | Some parents don't get the information from their children, or they weren't able to make it to any of the beginning of the year informational nights, or they might have come in to school later in the year, so they don't know what is happening. | There are more forms of communication such as, skyward e-mails, school and district website, Facebook pages, Twitter, the school marquee, flyers in the backpacks, monthly newsletters and phone calls to inform parents of opportunities are being made. |

**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** |
| 1 | Increasing Parent Participation | Parent information breakfasts each with a different academic focus |
| 2 | Evaluation/Review | Parent survey |
| 3 | Effective Communication | Student Led conferences where the students shared their academic data with parents individually |
| 4 | Professional Development | Cultural Awareness Training |