**LAMARQUE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Brandon Johnson , 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:** The mission of Lamarque Elementary School is to prepare students to achieve the highest learning standards by providing a challenging curriculum that meets individual student needs and promotes active learning in a technology-rich and collaborative environment. |

**Review Rubric:**
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

 Explanation of the purpose of the parental involvement program;

 Description of what will be done; and

 Description of the beliefs or value of the LEA.

**Review Status:**

**Review Comments:**

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**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 | ESE Family Nights  | The ESE Team will invite families to participate in training regarding various disabilities and effective methods use at home to help support students with an individualized educational plan. |
| 2 | ESOL Family Nights | ESOL family nights will provide training and information in online technology, school website information, and community programs that help their children at home. |
| 3 | Family Media Nights | The Media Team will invite families to participate in family reading activities that include presenters, authors and speakers. Staff members will provide assistance and support to families with reading materials and technology programs. |
| 4 | Lamarque Explorers Club | Family nights will be focused on content area themes and provide hands-on engagement activities to assist their children at home. |
| 5 | Lamarque Families Learning Together Nights | School-wide family nights that incorporate the arts, cultures, and all academic areas where students will have the opportunity to perform or participate with and for their families. |
| 6 | Family Trainings | The school will provide families trainings on parent portal, iReady, and literacy strategies. |

**Review Rubric:**
Strong responses include:

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

**Review Status:**

**Review Comments:**

**Annual Parent Meeting**

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

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| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts and presentation materials that addresses the required components | Administration | September-October 2015 | Copies of Agenda, Powerpoint presentation, handouts |
| 2 | Develop and send out invitations – follow-up with Connect-Ed message  | Administration | September-October 2015 | Flyer with date and Connect-Ed message  |
| 3 | Advertise in Newsletter, Marquee and Website  | Administration | September-October 2015 | Picture of Marquee for 5 Star book  |
| 4 | Develop sign-in sheets | Administration | September-October 2015 | Parent Participation as documented by sign-in sheets |
| 5 | Fall Open House | Administration | September 16 and September 17, 2015 | Post meeting Survey |
| 6 | Maintain documentation | Administrative Assistant in charge of Audit Box | January 2016 | Title I documentation housed in Administrative Assistant’s office shared with LEA Title I office  |
| 7 | SIP & PIP review and update | Administration | April 2016 | Parent Survey Feedback |
| 8 | Parent Conference Night | Administration | November 2016 | Parent conference forms for each student |

**Review Rubric:**
Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**Flexible Parent Meetings**

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

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| **Response:** Lamarque Elementary School believes in giving our parents a voice in their child's education programs. We regularly share strategies and techniques that will help parents practice student learning at home. Each grade level will conduct family engagement events to collaborate with and train parents on topics such as: instructional technology, ELA, math, science/science fair, ESOL and ESE activities. A critical component of our parent events is to provide current instructional information and training to enable families to support student achievement at home. To ensure equal access for all families, we provide foreign language interpreters, paraprofessionals, ESE and other support staff at family events. We also provide childcare for non-school age siblings. The parent nights often include practice of skillsets and usually a "takeaway" that helps remind the families of the methods used. Snacks or light meals are provided. Regular use of phone meetings, conference calls, home visits, and flexible meeting times (morning, mid-day, after school) ensures that parents with challenges attending on-campus meetings are served. |

**Review Rubric:**
Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**Review Status:**

**Review Comments:**

**Building Capacity**

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Lamarque Explorers Family Nights | Mindy Long and Michelle Delp Tutoring Team | Mathematics and Reading SIP Goals | Between October 2015 and March 2016 | Parent Survey and Sign In Sheet |
| 2 | North Port Library Nights | Nina Bailey and ESOL team | Reading SIP Goals | October 2015 and May 2016 | Parent Survey and Sign In Sheet |
| 3 | Fourth and Fifth Grade Science Fair Night - Student Displays | Fourth and Fifth Grade Team | Science SIP Goals | November 2015 to January 2016 | Parent Survey and Sign In Sheet |
| 4 | ESOL Nights - Parent Training | ESOL Liaison and Administration | Parent Involvement SIP Goals | Between September 2015-May 2016 | Parent Survey and Sign In Sheet |
| 5 | Family Math Night at Publix | Team Leaders | Math SIP Goals | Between January 2016 - March 2016 | Parent Survey and Sign In Sheet |
| 6 | Family Media Nights | Media Team | Parent Involvement SIP Goals | Between October 2015-May 2016 | Parent Survey and Sign In Sheet |
| 7 | Parent Conference Opportunities | All Grade Levels | Parent Involvement SIP Goals | Between September 2015 - May 2016 | Parent Survey and Sign In Sheet |
| 8 | Instructional Technology Nights: I Ready, Parent Portal | All Grade Levels | Parent Involvement SIP Goals | Between September 2015-January 2016 | Parent Survey and Sign In Sheet |
| 9 | ESE Nights - Parent Training | ESE Liaison and Administration | Parent Involvement SIP Goals | November 2015- April2016 | Parent Survey and Sign In Sheet |
| 10 | Partners in Print | Mary Pedro | Parent Involvement and ELA SIP Goals | November 2015-May 2016 | Parent Survey and Sign In Sheet |

**Review Rubric:**
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:**

**Review Comments:**

**Staff Training**

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Module 1 Training to work with parents as equal partners presented at Staff Meeting | Administration | Increased effective communication among staff and between home and school | September 2015 through May 2016 | Positive responses on Parent Surveys |
| 2 | Module 2 Training in recognizing the value and utility of parent contributions presented at Staff Meeting | Administration | Increased effective communication among staff and between home and school | September 2015 through May 2016 | Positive responses on Parent Surveys |
| 3 | Module 3 Training on how to implement and coordinate parent programs presented at Staff Meeting | Administration | Increased effective communication among staff and between home and school | September 2015 through May 2016 | Positive responses on Parent Surveys |
| 4 | Module 4 Training on building ties between parents and schools presented at Staff Meeting | Administration | Increased effective communication among staff and between home and school | September 2015 through May 2016 | Positive responses on Parent Surveys |

**Review Rubric:**

 Content and type of activity including the following:Valuefollowing:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school,; and
* Cultural sensitivity;

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

 Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**Other Activities**

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

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| **Response:** Lamarque Elementary School is proud of its well-stocked library and we will continue to purchase more books and audio-visual aids that compliment any changes in curriculum. We will continue to develop our Parent Resource Center that was developed in 2011 and implemented annually. We will also continue to offer Family Media Nights that will coincide with school-wide, themed book fairs. Evaluation will be evidenced by attendance logs and quantity of media transactions.Additionally, the Lamarque Explorers Tutoring Club will provide parent nights at the end of each six-week theme-based tutoring cycle that will involve community guests and parent engagement trainings by tutoring staff. Attendance logs will be provided after each tutoring session has been completed. |

**Review Rubric:**
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**

**Review Comments:**

**Communication**

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

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

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| **Response:** At Lamarque Elementary's Open House in September 2015, staff will share information on the school's instructional programs, and provide updates to district and state curriculum (Florida Standards) and various assessments, such as FCAT Science, iReady Diagnostics, and Florida Standards Assessment. We will hold a meeting in September 2015 where administrators will present the school's Title 1 program and provide parent hands-on experience with a newly purchased school-wide instructional technology program for raising student achievement. Parents will learn how to utilize the parent portal system to gain additional information about: student progress, school happenings, and setting up conferences with teachers. At these meetings, parents will be given an opportunity to discuss and provide feedback regarding the decisions related to the education of their children. Copies of the Title I brochure will be given out to parents who have not received one or who have misplaced their copy. This booklet details the school expectations, such as, "The Parent's Right to Know." Teachers will maintain a sign in sheet which will be copied and sent to the Principal who will maintain documentation related to the dissemination of information, distribution methods, and timelines. Updates and explanations are also disseminated through fliers, digital newsletters, Connect Ed, Remind text messaging, and our own school website. On-site computer access is provided for those families without home computers. Student academic progress is continuously shared through teacher conferences and progress reports. |

**Review Rubric:**
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Review Status:**

**Review Comments:**

**Accessibility**

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

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| **Response:** Lamarque Elementary School understands the various needs that our ESOL and ESE parents have in order to understand and make best use of the information shared from school. We have interpreters who provide direct translation services for parent conferences, events and written materials for our parents with limited English proficiency. Our ESOL Liaison coordinates specific ESOL Parent Nights so that we can convey important information in the parents' native language. Teachers also have access to TeleParent, a phone messaging system that allows them to send out announcements or classroom updates in the appropriate language used in the home. Parents who need assistance with information are paired with a PALS approved "partner parent" who is available at school or by phone. The ESE Liaison coordinates meetings and training sessions with parents of students with disabilities throughout the year. These sessions include, but are not limited to, academic assistance, speech and language support, and behavioral strategies to use at home. Lamarque also shares community resources that provide local support to our families via guidance counselors and other support staff.  |

**Review Rubric:**
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:**

**Review Comments:**

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Math and Reading Nights  | Grade Level Teams | Classroom instruction directly impacts student achievement | On-going |
| 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)]; | Parent Training Nights | Administration, Parent Involvement Coordinator | Increased parent involvment increases student achievement. | On-going |
| 3 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Food Pantry and BackPack Program | Guidance Counselors | Low-income children are provided with a backpack filled with healthy, kid-friendly groceries every Friday. The nutritional support enhances student achievement. | On-going |

**Review Rubric:**
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:**

**Review Comments:**

**Upload Evidence of Input from Parents**

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

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| [Uploaded Document](file:///C%3A%5CUsers%5CA050800%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CBPK6D3YL%5CfileUploads%5C581341_2015-2016_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

**Review Status:**

**Review Comments:**

**Upload Parent-School Compact**

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

Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C%3A%5CUsers%5CA050800%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CBPK6D3YL%5CfileUploads%5C581341_2015-2016_uploadCompact.pdf) |

**Review Rubric:**
School-Parent Compact must include the following components:

* Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
* Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:**

**Review Comments:**

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

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

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

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| [Uploaded Document](file:///C%3A%5CUsers%5CA050800%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CBPK6D3YL%5CfileUploads%5C581341_2015-2016_uploadCompactEvidence.pdf) |

**Review Rubric:**

**Review Status:**

**Review Comments:**

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

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Fifth Grade Science Fair Night | 1 | 80 | The focus of this evening is to highlight the individual projects of students and inform parents on the process of scientific investigation. Parental support of the sciences and related STEM programs is known to increas student achievement. The goal would be a 4% increase in the number of students in 5th grade who are meeting proficiency levels 3-5 on the Science FCAT assessments. |
| 2 | ESOL Nights | 4 | 59 | The goal of ESOL Nights is to provide specific information and activities geared towards students and families receiving ESOL support in our school. We expect a 4% increase in the number of students in this sub-group achieving a Level 3-5 on the Reading, Mathematics, Science and Writing FCAT assessments.We also plan to measure the impact of this program by the improvements on the CELLA assessment and the number of students being disissed from ESOL services in our school. |
| 3 | Family Media Nights | 6 | 364 | These nights offer the opportunity for students and their families to engage in literacy activities, select books, and receive information from the school all focusing on building better readers. The goal of Media Nights is to increase the number and complexity of text/ books students read that directly correlates with performing at proficiency levels 3-5 on the Reading FCAT or comparable measures. A 4% increase in the number of students reaching this level will increase due these events. |
| 4 | Parent Conference Opportunities | 1 | 785 | These conferences improve the communication between parent and teacher. Teachers share where students are performing in Reading, Mathematics, Science, Written Communication, etc. and outline a plan of instruction to increase achievement. The goal is to have a 4% increase in students meeting proficiency levels 3-5 or comparable measures on Reading, Mathematics, Science, and Written Communication. |
| 5 | Partners in Print. | 8 | 132 | Partners in Print this year enjoyed 8 nights of literacy fun for K and 1st grade families. The goal of the program is to increase parent participation in reading and home and offer strategies known to improve student achievement. We expect 4% increase in the number of students performing at or above 85% Probability of Reading Success as determined by the FAIR assessments.  |
| 6 | Explorer Family Nights | 3 | 193 | These nights offer the opportunity for students and their families to engage in STEM type activities and to inform parents on problem solving and investigations. Parent support of the sciences and related STEM programs is known to increase student achievement. The goal would be a 4% increase in the number of students in 5th grade who are meeting proficient levels of 3-5 on the Science FCAT assessment due to the exposure and learning in 3-5. |

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**

**Review Comments:**

**Staff Training Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Modules 1-4 Training to work with parents as equal partners presented at staff meeting. | 4 | 100 | Increased effective communication staff, home and school. |
| 2 | Gradebook, Parent Portal, and iReady Training | 3 | 29 | Improve teachers use of the Parent Portal as a tool for communicating with a parents on their child's academic performance and other related indicators. |

**Review Rubric:**
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**

**Review Comments:**

**Barriers**

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

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Communicating events | Connect Ed messages, newsletter, website, fliers, Remind Texting, notes in agenda books |
| 2 | Transportation and childcare | Increase childcare supervision and vary training times |
| 3 | Speakers of other Languages | Provide translators in Spanish and Ukrainian (Prodiminant second languages) |

**Review Rubric:**
Strong responses include:

* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

**Review Status:**

**Review Comments:**

**Best Practices (Optional)**

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

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| **count** | **Content/Purpose** | **Description of the Activity** |

**Review Rubric:**
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:**

**Review Comments:**