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

I, Rachael O'Dea , 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:** To provide an education that enables each student to excel as a successful responsible citizen by establishing partnerships with parents. The parents, community members, faculty and staff of Lanier Elementary will work collaboratively to develop our students into lifelong, global learners. Family engagement activities and programs will be implemented throughout the school year to ensure academic success. |

**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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**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:** The SAC team will consist of faculty, staff & parents. At the beginning of the school year, faculty, staff & parents are asked to become a member of the SAC team. In our first day packet, a form was sent home for parents to complete and become members. During each school wide activity/program, we will ask for parents to join SAC. During SAC team meetings, we will ask for suggestions from parents (documented in the SAC minutes) and continue to ask for parent recommendations during activities/programs through parent surveys. Responses will be reviewed for needed improvements during the year. The SAC team will specifically examine the results of the School Climate Perception Survey for Parents. The ELL and PI team will develop parent workshops to assist parents in helping their students make academic gains in reading, writing, math and science. All documentation will be stored electronically in the TASK box moodle forum. |

**Review Rubric:**
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

**Review Status:**

**Review Comments:**

**Coordination and Integration**

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

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| **count** | **Program** | **Coordination** |
| 1 | Limited English Proficient (ELL) | ELL Resource Teacher will coordinate fall and spring parent leadership council meetings to inform ELL parents about programs and events offered through the district as well as services in the community. |
| 2 | Head Start | The Head Start Program along with HS social worker will plan monthly meetings to inform parents on curriculum expectations and any needs that may arise. |
| 3 | EELP | The EELP program will hold informational meetings as needed to help parents meet academic needs of their children. Newsletters will be sent home with ideas of activities that can be used at home. |

**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 | Deveop agenda, handouts, and powerpoint presentation that address Title 1 requirements | Principal, Assistant Principal | August-September | Copies of agenda, handouts, sign in sheets |
| 2 | Develop and disseminate invitations to parents | Principal, Assistant Principal | August-September | Invitation Flyer, Parent Link, Marquee |
| 3 | Develop sign in sheets | Principal, Assistant Principal, PI Contact | August-September | Sign in sheets for meetings and individual classrooms |
| 4 | Distribute What Parents Should Know About Title 1 brochure | PI Contact | September-October  | % of “yes” responses to SCPS Survey question: Does your child attend a Title 1 school? |
| 5 | Maintain Documentation | PI Contact | August-June | Online TASK Box Moodle Forum |

**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:** Parent survey results were reviewed to determine the best times to hold meetings and events. Collaborating teams such as SAC, PI, ELL & PTA have provided flexible meetings at various times and dates throughout the year. Meetings are also tied to school wide events and dinner, breakfast and/or snacks are provided for all family members that attend. Staff members volunteer to supervise activities for children. The ELL resource teacher is available to parents as needed and translations are provided when requested. Guidance, ELL, & the Media Center are open every day during school hours for parents to pick up or check out materials. The computer lab is available to parents upon request and during parent workshops. Our social worker is available to conduct home visits and work with parents. \*Meet the teacher - August 21st, 2:00-4:00pm\*Grandparents Breakfast - Sept. 11th, 7:00-8:00am (breakfast for all grandparents & 1 book to students)\*Title 1 Annual Meeting - Sept. 24th, 5:00pm (dinner provided)\*Open House - Sept. 24th, 5:30-7:30pm (dinner provided)\*ELL Parent Meetings -Sept. 24th, Apr. 7th, 5:30pm\*Fall Festival - Oct. 24th (PTA) \*Conference Nights - Oct. 15th, Jan. 21st, Apr. 7th, 4:00-7:00pm \*Veterans Day Program - Nov. 10th, 8:30am (breakfast provided)\*Great American Teach In - Nov. 19th, throughout the school day \*Winter/Spring Concerts - Dec. 10th, May 26th, 6:30pm\*Science Night - Dec. 17th, 5:30-7:30pm\*Literacy Night - Jan. 28th, 5:30-7:30pm \*Parent Workshop - Feb. 12th, 8:30am (breakfast provided)\*Donuts with Dads - Mar. 11th, 7:00-8:00am (donuts for all dads and children, 1 book to students)\*Leadership Day - Apr. 22nd, throughout the school day\*Muffins with Mom - May 6th, 7:00-8:00am (muffins for all moms and children, 1 book to students) \*Volunteer Breakfast - May 19th, 8:30am (breakfast provided)\*SAC meetings - as needed, 3:00pm (time voted and approved by SAC committee) \*Honors Assemblies - Nov. 13th, Feb. 2nd, Apr. 26th, June 2nd, 8:30am (K-1), 9:30am (2-3), 10:30am (4-5) |

**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 | Reading achievement literacy events to promote reading and improve parenting skills in support of student learning: Grandparents breakfast, Donuts with Dads, Muffins with Moms, RIF, Literacy Night, Science Night, Parent Workshop, Leadership Day | PI Committee, Faculty & Staff | Provide information to parents & families on how they can help their children improve reading skills and scores | September-May | Sign-in sheets, parent input forms/surveys, reading scores |
| 2 | Title I Requirements & Florida Standards along with Parental Involvement | Principal, Assistant Principal | Parents will learn about Title I and be offered tips, hints and strategies to provide at home support to help improve achievement scores | September 24th | Sign in sheets, achievement data, power point presentation |
| 3 | Conference Nights will be held to reinforce the Parent-Teacher-Student compact and increase student academic achievement | Classroom teachers, Resource teachers | Provide information to parents about their child’s current level and develop a plan to reach goals in order to make academic gains | October 15th, January 21st, April 7th | Sign in sheets, conference summary forms |
| 4 | ELL Parent Meetings | ELL Resource Teacher | Parents will be provided information to help improve proficiency level & achievement scores among ELL students | September 24th, April 7th  | Sign in sheets, parent input/surveys |

**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 | 7 Habits of Highly Effective People / The Leader in Me | Principal, Assistant Principal | Building Leadership habits within faculty and staff will directly influence student academic and behavioral achievement by fostering leadership habits in students. | August 2015 | Parent feedback on climate survey; teacher sign in sheets; activities imbedded during preplanning |
| 2 | PLC’s and trainings will be conducted to improve the ability to work effectively with parents | Grade level teams, PSLT, resource teachers and administrators | Increased parent and community relationships improve academic success | August-May | Sign in sheets, parent & teacher input/surveys, climate surveys |
| 3 | Conduct book studies and discussions on how to increase parental involvement and student achievement | Faculty & Staff | Improve the ability of staff to effectively work together with each other & parents to increase academic achievement | October-May | Participant Feedback |

**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:** Trainings will be provided to parents in the following areas: Math, Reading, and Science. These trainings will be delivered by the Parent Involvement Committee or classroom teachers, and will help parents learn strategies, hints and skills needed to provide support at home and increase student achievement in school. They will also learn how to navigate and use websites that can provide additional assistance. Computers are available for use to parents as needed at the school site. Trainings will be available throughout the school year. Sign in sheets and surveys will be collected and filed electronically in the TASK Box Moodle forum after surveys have been reviewed. |

**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:** Parents are provided a written schedule of Parent Involvement events on a yearly and monthly basis. ParentLinks and flyer reminders for specific events are sent as needed. Events are posted on the school marquee. A large banner is created and posted at dismissal reminding parents of events. We offer Title 1 informational meetings to parents tied into other school wide events where they would already be on the campus. We inform families of our state and district standards. Each grade level sends home a quarterly Dolphin Diplomat that notifies parents of the standards being taught during that nine weeks and how they can work with their child at home to reinforce the lessons. The monthly school newsletter, The Dolphin Splash, has tips for parents to assist their child and includes important updates & reminders. The Assistant Principal includes tips for parents as well. SAC meetings are held where parents can come together with school and community members to make decisions to improve the school and student achievement. All written information will be sent home in both English and Spanish no later than 7-10 days prior to a meeting or activity. Bilingual speakers will be available as needed to assist parents who speak little or no English. All information will be stored electronically in the TASK Box Moodle forum once distributed to the parents. |

**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:** We are fortunate to have staff members that assist with translation in Spanish with our wonderfully diverse student and parent population. We have access to other school or district staff members who can assist with other translation needs, such as Korean and Haitian-Creole. We do this to ensure all of our families feel a part of the school. When providing dinner to families, we ensure a vegetarian option so that all our families feel their needs have been considered. A wide variety of staff and district personnel is present during our ELL parent meetings to provide information and give our parents an opportunity to express their needs, concerns and be a part of decision making at the school. Individual meetings are scheduled for students with disabilities to address student needs through the IEP. Our school campus is accessible for parents with disabilities. Ramps lead to any building requiring stairs to enter. Doorways into buildings accommodate wheelchair entrance. |

**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 | Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Various trainings will be held on how to increase involvement and build relationships. | PI Committee, Principal, Assistant Principal  | Increased parental involvement directly & positively impacts achievement | October–May |
| 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)]; | Training will be held for both teachers and parents to familiarize themselves with the information available to help our students and their families. | PI Committee, Principal, Assistant Principal  | Improvement of student academic achievement through increased parent participation | October-June |
| 3 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Various events and activities will be held on the school site to allow parents to interact with their child/children before and after school hours. Title I funds and donations will be utilized. | PI Committee, Principal, Assistant Principal | Learn skills to support student achievement both at home and in the classroom | August-June |

**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%5Cblumej%5CAppData%5CLocal%5CTemp%5Cfcctemp%5CfileUploads%5C292361_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%5Cblumej%5CAppData%5CLocal%5CTemp%5Cfcctemp%5CfileUploads%5C292361_2015-2016_uploadCompact.docx) |

**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%5Cblumej%5CAppData%5CLocal%5CTemp%5Cfcctemp%5CfileUploads%5C292361_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 | Reading achievement literacy events to promote reading and improve parenting skills in support of st | 4 | 1180 | Provide information to parents & families on how they can help their children improve reading skills and scores. |
| 2 | Title I Requirements & Florida Standards along with Parental Involvement  | 1 | 17 | Parents will learn about Title I and be offered tips, hints & strategies to use at home so they can provide support to help Improve Achievement Scores |
| 3 | Conference Nights will be held to reinforce the Parent-Teacher-Student compact and increase student  | 2 | 454 | Provide information to parents on their child’s current level and develop a plan to reach their goals in order to make academic gains |
| 4 | Multicultural/Global Day; Hispanic Heritage Activities; Veteran’s Day program; Black History month a | 3 | 520 | To improve achievement scores & parent involvement  |
| 5 | ELL Parent Meeting, Parent Leadership Council  | 2 | 4 | Parents will be provided information to help improve proficiency level & achievement scores among ELLs |

**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 | Creating a Family Friendly School; training will be provided to build a supportive environment that  | 1 | 59 | Strong relationships with the school positively impact achievement |
| 2 | Including and Working with parents training; PLC’s and trainings will be conducted to improve the ab | 2 | 84 | Increased parent and community relationships improve academic success |
| 3 | Conduct book studies and discussions on how to increase parental involvement & student achievement | 1 | 42 | Improve the ability of staff to effectively work together with each other & parents to increase academic achievement |

**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 | Language – ELL, parents have limited English Proficiency | Provide translations verbally & in writing whenever possible, invite bilingual interpreter from the district according to parent necessities, make individualized contact with parents to ensure they know and understand information regarding their child and events. |
| 2 | Parent work schedules | Provide a variety of events and meeting times to accommodate; Survey parents for their input and suggestions. |

**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:**