## PONCE DE LEON MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Ms. Martha Chang , 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)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

|  |
| --- |
| **Response:**  |

**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:**

<hr size=2 width="100%" noshade style='color:olive' align=center>

**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:** Ponce de Leon Middle School believes in involving parents in all aspects of its Title 1 programs. The EESAC has the responsibility for developing, implementing and evaluating the SIP and PIP. More than 50 percent of the members of the EESAC are non-employee representatives. During the EESAC meeting when the PIP an/or SIP are developed, the committee will decide with the input from parents how the parental involvement funds will be used. |

**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)].

|  |  |  |
| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | IDEA (Individuals with Disabilities Education Act) | Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the students IEP. |
| 2 | Title I, Part C | Ponce de Leon Middle provides services and support to migrant students and parents. The district migrant liaison coordinates with Title 1 and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. |
| 3 | Title II | Professional development modules will be provided to schools to support the professional development needs of the staff related to parental involvement. The parent liaisons will be trained by LEA staff in methods to effectively use the modules. LEA staff will provide support and monitor the implementation to ensure that training is provided as required. |
| 4 | Title III | Poncede Leon Middle uses Title III funds to supplement and enhance the programs for English Language Learniners and immigrant students by providing funds to implement tutorial programs, parent outreach activities the Bilingual Parent Outreach Program (BPOP), and reading and supplementary instructional materials. |

**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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Title 1 Orientation | Principal | September 2015 | Parental participation in other Title 1 activities such as PAC and EESAC |
| 2 | Maintain documentation | Test Chair | September 2015 | Title 1 documentation box.  |
| 3 | Develop sign in sheets | Parent Liaison | September 2015 | Sign in Sheets for meeting |
| 4 | Advertise/publicize | Parent Liaison | August 2015 | Flyer sent home |
| 5 | Material Packet Prepared | Parent Liaison | September 2015 | Parents were given a packet |

**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)].

|  |
| --- |
| **Response:** Ponce de Leon Middle School will offer a flexible number of parental involvement meetings at times that encourage as many parents as possible to attend. Meetings will be offered in the afternoon and evening, before school in the morning and during the day. Our parent center will be open for parents to pick up materials and/or meet with parent facilitator. The parent liaison will maintain records of parent participation. The parent liaison schedule may be modified as needed based on parent's participation.  |

**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)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Assessments discussed during individual conferences | Classroom teachers | Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals for the school year. | September through November | Conference logs |
| 2 | Reading Night Activities | Language Arts/Reading Curriculum Leader | Content specific sessions will be provided for parents. Information will include grade level proficiencey, strategies parents can use at home, and assessment methods. | January | Sign-in sheets, agendas, and presentation materials |
| 3 | Individual conferences regarding technology and access to the parent portal | Parent Liaisons | Parent liaisons will provide individual help to parentsin how to log-in and access the Parent Portal. | August through June  | Sign-in sheets, handouts, agendas and presentation materials. |
| 4 | Sixth Grade Orientation | Magnet Lead Teacher | Providing incoming parents with information regarding resources and services that are offered at the school. | August | Sign-in sheets and handouts |
| 5 | Magnet Fair | Magnet Lead Teacher | Provide parents and opportunity to understand magnet programs | February | Sign in sheets and handouts |
| 6 | Home visits  | CIS | Provide parents with information regarding resources and services offered at the school. | Throughout the year | Sign in sheets |

**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)].

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Value of parental involvement: A monthly newsletter will be distributed to teachers that includes the information on the value of parental involvement; Distribution of materials | Director of Parent and Community Outreach | Improve the ability of staff to work effectively with parents tby providing examples of best practices for parental involovement. | Monthly throughout the year | Sign in sheets, handouts, agendas and presentation materials |
| 2 | Communicating and working with parents; Train the trainer | Director of Parent and Community Outreach | Parent liasions will be provided with a training module to take back to schools in an effort to improve the ability of staff  | August | Sign in sheets, handouts, agendas and presentation materials |
| 3 | Implementation and coordination of parental involvement program; Train the trainer | Director of Parent and Community Outreach | Improve the ability of staff to work effectively with parents. | September | Sign in sheets, handouts, agendas and presentation materials |
| 4 | Building ties between home and school; Train the trainer | Director of Parent and Community Outreach | Improve the ability of staff to work effectively with parents. | October | Sign in sheets, handouts, agendas and presentation materials |
| 5 | Cultural sensitivity; Train the trainer | Director of Parent and Community Outreach | Provide information to staf on the various cultures represented in the LEA or school to increase the awareness of the various cultures of the students enrolled. | November | Sign in sheets, handouts, agendas and presentation materials |
| 6 | Assessments discussed during individuals conferences | Classroom Teachers | Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the school year. | August through October | Conference Logs |

**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)].

|  |
| --- |
| **Response:** Ponce de Leon Middle School will expand and enhance the parent resource center. Ponce de Leon Middle will expand the resources available for parents, expand the hours of operation to include before school and after school hours. Informational Connect Ed messages will be sent to parents. Remind 101 will provide information to parents.  |

**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)].

|  |
| --- |
| **Response:** At the annual meeting of parents in September, Ponce de Leon Middle will hold a general meeting where inforamtion will be presented about Title I programs, the curriculum, and academic assessments. Parents will learn about the schoolwide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Parents will be shown specific details of the schools website and how to navigate through the various links, which includes more detailed information on these topics. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet staff. During the classroom visits, teachers will provide additional information on the subjects they teach, assessment plans and how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents unable to attend. Teachers will maintain sign-in sheets and provide a copy to the assistant principal who will also maintain documentation on the dissemination of information, distribution methods, and timeliness. |

**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)].

|  |
| --- |
| **Response:** Ponce de Leon Middle's PIP will be summarized into a brochure that will be printed in English, Spanish and provided to all parents in the "Beginning of School Packet." The brochure will outline the major components of the policy and will offer to provide a hard copy upon request. In addition, hard copies will be available in the office and parent resource room. Written communication will be provided for all parents in English and Spanish. Translators will be available at all parent meetings and in school offices to provide translation services to ensure parents are able to fully participate. The English Language Survey results will be used to determine the number and specific needs for translations into a language other that English. The school will disseminate information through various sources such as parent letters, flyers, Connect Ed messages, posting on the school's Webpage & Remind 101,Twitter, Face book, progress report and report cards, FCAT Science results and data interpretations provided by the State's Department of Education and last but not least, parents and teachers meet to speak to discuss their child's academic progress so that the student's strengths and weaknesses can be addressed. Teachers will conference with students who have Progress Monitoring Plans and contact parents regarding strategies either in person or over the phone. Parents will be encouraged to discuss their child's performance with the teacher any time during the school year. Resources and additional information will be found at the school's Parent Resource Center. |

**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:

X Not Applicable

**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.

|  |
| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5C216917%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CQIOZX8AZ%5CfileUploads%5C136741_2015-2016_uploadEvidenceParentInput.docx) |

**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.

|  |
| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5C216917%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CQIOZX8AZ%5CfileUploads%5C136741_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.

|  |
| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5C216917%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CQIOZX8AZ%5CfileUploads%5C136741_2015-2016_uploadCompactEvidence.docx) |

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Assessment discussed during individual conferences | 1180 | 65 | Teachers will conduct individual conferences to discuss each child's assessment results, expectations and goals for the school year |
| 2 | Reading Night Activities | 1 | 75 | Content Specific sessions will be provided for parents. Information will include grade level proficiencey, strategies parents can use at home, and assessment methods. |
| 3 | Individual conferences regarding technology and access to the paren portal | 205 | 205 | Parent liaison will provide individual help to parents in how to log in and access the parent portal |
| 4 | Sixth Grade Orientation  | 1 | 435 | Provide incoming parents with information regarding resources and servies that are offered at the school  |
| 5 | Magnet Fair  | 1 | 175 | Provide parents and opportunity to understand magnet programs |
| 6 | Home visits | 42 | 42 | Provide parents with information regarding resources and services offered at the school |
| 7 | Connect ED | 181 | 181 | Provide parents with information regarding upcoming events occuring at the school |
| 8 | PTSA Meetings | 4 | 65 | Provide parents information that is occuring and what they like to occur at the school |
| 9 | Grand Parents Day  | 1 | 60 | Provide an opportunity for the grandparents to view the school and bond with their grandchildren |
| 10 | Honor Roll Ceremony | 1 | 136 | Highlight Scholastic Achivers  |

**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)].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Faculty Meetings | 3 | 195 | Teachers were provided professional development on various activities |
| 2 | SPED Strategies | 1 | 65 | Improve the ability of the staff to work effectively with SPED parents and students |
| 3 | Staff development that enhance communication skills between school staff : Parents access to staff  | 1 | 65 | Improve the ability of staff to work effectively with parents |
| 4 | Implementation and coordination of parental involvement program | 1 | 65 | Improve the ability of staff to work effectively with parents |
| 5 | Reading Strategies | 1 | 65 | Provide information to the staff on how to improve the students reading strategies and convey these strategies to the parents. |
| 6 | IB Strategies | 1 | 65 | Professional develop on IB strategies on communication with the parents |

**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)].

|  |  |  |
| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Lack of participation of minority subgroup during monthly parent workshops | Parent workshops will be scheduled during the evening to accomodate parent/guardians work schedule. |
| 2 | Lack of participation of ELL subgroup during monthly parent workshops | Parent workshops will be scheduled during the evening to accomodate parent/guardians work schedule. Ensure that the school has sufficient staff available to provide translation services to ensure that parents can participate fully in parental involvement activities. |
| 3 | Lack of participation of economically disadvantaged subgroup during monthly parent workshops | Parent workshops will be scheduled during the evening to accomodate parent/guardians work schedule |

**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)

|  |  |  |
| --- | --- | --- |
| **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:**