

2015-2016 Cape Coral Charter School Parental Involvement Plan

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The plan establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the school wide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

ASSURANCES

Cape Coral Charter School agrees to:

- ✓ 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(a)(3)(B)];
- ✓ 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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- ✓ Jointly develop/revise with parents the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- ✓ Use the findings of the parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement plan [Section 1118(a)(2)(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, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

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Parental Involvement Mission Statement (Optional)

1. 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

All parents are invited to participate in the development of the PIP. Cape Coral Charter School will have monthly Title I meetings along with the PTC/SAC meetings. The PIP will be presented to the SAC parents for approval. The parents in SAC will oversee the Title I parent involvement. All parents will be part of making decisions regarding parental involvement. They will be part of sub-committees that assist in the development of evening events, SAC budget, and various Title I activities. Parents will also assist in expenditures of the Title I parent fund. Cape Coral Charter School will communicate by Power Schools, Parent Link and in our newsletter of upcoming meetings. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, and sign-in sheets will be maintained in the Title I Toolkit.

2. 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, Reading First, 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)].

Program	Coordination
Title III(ESOL)	The school and the district will provide literature to parents about the resources and events that become available
Title II(Staff Development)	Professional Development activities are facilitated and monitored by District, teachers, CRT team and Professional Development department in relation to parent involvement
Title X(Homeless)	The Families in can be provided transportation, tutoring, supplies and snacks
IDEA(ESE)	Providing support from our aides to all teachers on campus for all students with a need. As well as discussing parent activities and the instructional support during IEP meetings with parents.

3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and

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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)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Created a letter/flyer and a power point agenda	Title I Parent Liaison	September	Sign in sheet, agenda and copy of power point will be given out and a sample of the PIP will be discussed.
Meeting advertised on Power Schools (information website), newsletter, and Parent Link (parent phone contact system)	Administrative Assistant, Title I Parent Liaison	September	Emails and newsletters
Sign in sheets for meeting	Principal, Title I Parent Liaison	September	Sign in sheet and agenda. During the meeting, the Principal will report information about the choice that parents have made in regards to choosing to send their child to a charter school. Collecting the sign in sheets.
Documentation compiled	Title I Parent Liaison, Principal	September	The Title I box is located in the Principal's office. All information will then be shared with the LEA Title I office for monitoring purposes.

4. 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)].

Throughout the school year, Cape Coral Charter School will offer morning and evening Parent/Teacher conferences to accommodate parents' schedule. Our teachers are also available for meetings upon an appointment which is convenient for all parties. We also offer telephone meetings if needed. Our school office is open from 8:00am - 4:30P.M. Monday – Friday. Every 2nd

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Thursday of the month the SAC/PTC will meet to discuss PTC updates and plans for improvements of the school.

5. 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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Technology Night	Administration/Teachers	Parent Communication	November	Saved in Power school system Flyers, agenda, sign-in sheets, handouts, evaluations
Benchmark Testing and FSA night	Administration	Prepare for FSA testing - Information and literature shared with parents so they are better able to improve their child's academic achievements.	Throughout school year	Flyers, agenda, sign-in sheets, handouts, evaluations
Parent/Teacher Conferences	Teachers	Teachers will provide information from Benchmarks for review. Teachers will recommend how to best help their child with core subjects.	Oct. and Feb.	Flyers, agenda, sign-in sheets, handouts, evaluations
Math Night	Teachers	Teachers will facilitate interactive math activities to assist parents and students to have a better understanding	October	Flyers, agenda, sign-in sheets, handouts, evaluations

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Science Night	Teachers	Teachers will facilitate interactive science activities to assist parents and students to have a better understanding of specific science standards	February	Flyers, agenda, sign-in sheets, handouts, evaluations
Writing Night	Administration	Administration will facilitate a Writing Workshop to prepare students and parents for the writing part of FSA.	February 2015	Flyers, agenda, sign-in sheets, handouts, evaluations
Reading Night	Teachers/Administration	Teachers/ Administration will speak to parents and students regarding reading books for their level. Showing parents websites that can assist them with helping their student also with reading comprehension.	March	Flyers, agenda, sign-in sheets, handouts, evaluations
Multicultural Family Craft Night	Administration	Administration will facilitate a craft night featuring crafts from different cultures and countries.	May	Flyers, agenda, sign-in sheets, handouts, evaluations

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Family Summer Institute	Administration	Administration will facilitate a workshop featuring workbooks to assist parents and students to have a better transition from summer to the upcoming school year.	May	Flyers, agenda, sign-in sheets, handouts, evaluations
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6. Describe the training the school will provide to educate its 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)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Professional Development on the use of Reading Plus and Mathletics	Network Staff and school	Teachers will have the opportunity to utilize different resources to work with parents and watch each student grow to their fullest potential	Selected early release Wednesday afternoon	Sign-in-sheets
Teacher/Parent Involvement Workshops	CRT, Title I Parent Liaison	Parent and staff awareness of academics progress will allow more insight of the needs of the students	Throughout the year	Meeting notes, Agenda and school newsletter
Cultural sensitivity Training	CRT, Title I Parent Liaison	Provide staff information on cultural diversity, link to instruction and Marzano materials	Throughout the year	Grade level meetings, agenda and notes
Different Levels of Parent Involvement	Title I Parent Liaison	Provide information about the 5 levels of parent involvement and parent's rights	September-December 2014	Sign in sheets, agendas and Power Point presentation.
Building ties between home and school	District Title I Resource, ELL staff	Link home and school strategies with parent involvement.	Throughout the year	Agenda and meeting notes

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7. 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 child [Section 1118 (e)(4)].

Cape Coral Charter School will enhance information to our parents by using Power Schools during the school year. We will also have several events like Parent Technology Night, FSA night, Math and Science night. These events are set up to allow parents to get their questions answered by the teachers and the students to have fun while mastering these core subjects. These events also provide information on what websites the parent can use at home with the student. We will announce these events by flyers, Parent Link calls, newsletters. We will provide sign-in-sheets to collect so they can be kept for attendance documentation

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

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

<p>Cape Coral Charter School will invite all parents to the Title I Annual Meeting in September. At this time parents will be able to provide feedback and will receive the Parent Involvement Plan/Title I Compact. We will review a presentation and speak about the parental funds, specific information on the subjects that are taught and how student progress is measured; information on how all parents can help their children at home. If any parents have any questions throughout the school year, they can set up appointments with their child's teacher. Teachers will collect sign-in-sheets, so they can be kept for attendance documentation. An agenda will be discussed as well as the rights of the parents and their children have while attending a Title I school. During this meeting we will have a sign in sheet and minutes will be recorded. The meeting will be held at night to accommodate parent schedules. During the meeting, parents will be informed of the Title I program. Parents will also receive information on opportunities to participate and volunteer in activities within the school. Title I booklets and the District PIP will be sent home that night. Every new student that is registered receives a copy. If parents have concerns about the PIP these will be forwarded to the District Title I office.</p>
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9. 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

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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)].

Communication to all of our parents is provided in English and in Spanish. We also have a translator at all of our SAC/PTC and Title I meetings. Any meetings scheduled are posted on the office door, cafeteria door, media room window, and notices are sent home on Wednesday and Friday's only. These notices are written in English and Spanish. All parents and community are welcomed to attend. Cape Coral Charter School also has a newsletter used to communicate events that will be taking place at the school. Newsletters are in English and Spanish. We also use Parent Link as a means of communicating to our community and our parents. For those parents or students who are hearing impaired, we have sign language to accommodate those needs. When new students enter school throughout the year, parents and students are provided with a packet of information explaining all school policies and procedures which includes the Right to Know Letter as well as information stating that we are a Title I school. If there are any parental concerns regarding the parent involvement plan they will be submitted to the District Title 1 Office

Discretionary School Level Parental Involvement Plan Components

- ☐ Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
- ☐ 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)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
- ☐ Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

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Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline

School-Parent Compact:

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

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Cape Coral Charter School Student – Parent – Teacher – School Title 1 COMPACT

Student Responsibilities: Responsabilidades del Estudiante

- Attend school regularly, prepared with my completed homework and supplies
- Asistir a la escuela regularmente, preparado con mi tarea y utiles escolares
- Always wear appropriate uniform
- Use siempre uniforme apropiado
- Be courteous, show respect to others and work cooperatively with adults and classmates
- Sea cortés, mostrar respeto a los demás y trabajar en cooperación con los adultos y compañeros de clase
- Obey the school and bus rules to help keep my school safe
- Obedecer las reglas de la escuela y el autobús para ayudar a mantener mi escuela segura
- Take pride in my school and always try to be on my best behavior
- Estar orgulloso de mi escuela y siempre trato de estar en mi mejor comportamiento
- Take home notices and information received from school
- Llevar las notificaciones e informacion recibida de la escuela a la casa
- Read 30 minutes daily outside of school
- Leer de 30 minutos todos los días fuera de la escuela
- Believe that I can learn, will learn and will welcome future challenges
- Creer que puedo aprender, que aprendere y tomare futuros retos
- Ask for assistance when I do not understand
- Pedir ayuda cuando no entiendo

Student Signature: _____ Date _____

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Parent/Guardian Responsibilities: Responsabilidades del Padre / Tutor

- See that my child attends school regularly and on time
- Ver que mi hijo asista a la escuela regularmente y a tiempo
- Provide a home environment that encourages my child to learn and accept new challenges
- Proporcionar un ambiente familiar que anime a mi hijo a aprender y a aceptar nuevos desafíos
- See that all homework assignments are completed and turned in on time
- Ver que todas las tareas estén terminadas y entregadas a tiempo
- Provide appropriate uniform attire
- Proporcionar un uniforme apropiado
- Support the school in developing positive behaviors and Communicate regularly with my child's teachers
- Apoyar a la escuela en el desarrollo de conductas positivas y comunicarme regularmente con los maestros de mi hijo
- Talk with my child everyday about school activities
- Hablar con mi hijo todos los días sobre las actividades escolares
- See that my child reads at home and makes positive use of extracurricular time
- Ver que mi hijo lea en casa y hacer uso positivo del tiempo extracurricular
- Monitor all forms of media usage (i.e. TV, DVD's, CDs, internet, video games etc...)
- Monitorear todas las formas de uso de los medios de comunicación (es decir, TV, DVD, CD, internet, videojuegos, etc ...)
- Volunteer time at my child's school
- Hacer horas Voluntarias en la escuela de mi hijo
- Show respect and support for my child, the teacher and the school
- Mostrar respeto y apoyo a mi hijo, el maestro y la escuela
- Read notices and information my child brings home from school
- Leer los avisos y la información que mi hijo trae a casa de la escuela

Parent Signature: _____ Date: _____

Teacher Responsibilities: Responsabilidades del Maestro

- Believe that each student can learn
- Creer que cada estudiante puede aprender
- Show respect for each student and the student's family
- Mostrar respeto por cada estudiante y su familia
- Provide an environment conducive to learning and risk-taking
- Proporcionar un ambiente propicio para el aprendizaje y la toma de riesgos
- Help each student grow to his or her fullest potential
- Ayudar a cada estudiante a crecer a su máximo potencial
- Provide meaningful and appropriate homework activities
- Proporcionar actividades de tarea significativa y apropiada
- Enforce school and classroom rules fairly and consistently

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- Aplicar las reglas de la escuela y del salón de manera justa y consistente
- Maintain open lines of communication with the student's family
- Mantener abiertas las líneas de comunicación con la familia del estudiante
- Seek ways to involve parents in the school program
- Buscar la forma de involucrar a los padres en el programa escolar
- Demonstrate professional behavior and a positive attitude
- Demostrar un comportamiento profesional y una actitud positiva

Teacher Signature: _____ Date: _____

School Staff responsibilities: Responsabilidades del personal de escuelas

- Provide a safe school environment that encourages positive student behavior
- Proporcionar un ambiente seguro que promueva
 - el comportamiento positivo de los estudiantes
- Show respect for students, parents and all school personnel
- Mostrar respeto por los estudiantes, padres de familia y todo el personal de la escuela
- Provide an environment that allows for positive and professional communication
- Proporcionar un ambiente que permita la comunicación positiva y profesional
 - Between the teacher, parent and student
 - Entre los maestros, padres y estudiantes
- Provide opportunities for all school staff to participate with parents and students at school functions
- Proporcionar oportunidades para que todo el personal de la escuela pueda participar con los padres y los estudiantes en las actividades escolares
- Provide a challenging learning environment that encourages risk taking
- Proporcionar un ambiente de aprendizaje estimulante que fomenta la toma de riesgos

*By signing above, I confirm that I participated in a (face to face or a (telephone conference. (Please indicate by checking the appropriate box.)

Al firmar arriba, confirmo que he participado en una reunion cara ☐ a cara o una conferencia telefónica ☐. (Por favor, indique marcando la casilla correspondiente.)

Adoption

This plan was adopted by the school at the first SAC meeting of the school year and will be in effect for the period of one academic year. The school will distribute this plan to all parents of participating Title I, Part A children during the first month of school.

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(Signature of Authorized Representative)

(Date)

Provide evidence that the plan has been developed with the input from parents.

Review of 2014-2015 School Parental Involvement Plan

1. Provide a summary of activities provided 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.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Open House: Parents rotate through classes to meet their child's teacher as well as drop off supplies, sign up for different committees, and receive all emergency paperwork.	Held one time a year prior to school starting	Total of 625 students enrolled	Provide information to parents on expectations and how parents can help their children
Curriculum Night: Teachers demonstrate the specific skills and strategies to be taught, provide information to parents on the how and when students will be assessed and how parents can help.	Held within the first 2 weeks of school	391	Provide information to parents on expectations and how parents can help their children
Annual Title I Meeting: Parents are provided with information about what is Title I and what it means to have a child enrolled in a Title I school.	Held the first week of school	172	Provide information to parents on expectations and how parents can help their children
Science Night: Teachers demonstrate the specific skills and strategies to be taught, provide information to parents on the how and when students will be assessed and how parents can help.	Held once a year	193	Provide information to parents on expectations and how parents can help their children
SAC: Allows for parents to give feedback and vote upon how school can use certain funds.	Held every other month (opposite of PTC)	Average of 20	Increase the level of involvement of parents to become active in the decisions made at the school.
PTC: Provide parent leadership training	Held every other month (opposite of SAC)	Average of 20	Increase the level of involvement of parents to become active in the decisions made at the school.
Parent Teacher Conferences: Conduct student led conferences where students explain their own test results to their parents with the teachers help.	Held twice a year or as needed by teacher or parent request	Average of 25 per teacher (40 teachers)	Provide information on their child's current level and develop a plan to reach their goals.
Writing Night: Teachers demonstrate the specific skills and strategies to be taught, provide information to parents on the how and when students will be assessed and how parents can help.	Held once a year	60	Provide information to parents on expectations and how parents can help their children

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FSA Night: Teachers demonstrate the specific skills and strategies to be taught, provide information to parents on the how and when students will be assessed and how parents can help.	Held once a year prior to testing	25	Provide information to parents on expectations and how parents can help their children
Reading Night: Teachers demonstrate the specific skills and strategies to be taught, provide information to parents on the how and when students will be assessed and how parents can help.	Held once a year	90	Provide information to parents on expectations and how parents can help their children
Contact parents via automated phone system: Notify parents about school functions, when students are absent or tardy.	On a continuous basis or as needed	Total of 625 students enrolled	Increase communication with parents; provide updates on school functions in multiple languages
Publish monthly newsletters: Provide specific strategies for parents to use to help their children with the skills being taught in the current month as well as to inform of important dates and activities at the school.	Provided monthly	Total of 625 students enrolled	Provide information to parents on expectations and how parents can help their children
Compact signing conferences: Teachers demonstrate the specific skills and strategies to be taught, provide information to parents on the how and when students will be assessed and how parents can help.	Held once a year within first month of school	Total of 625 students enrolled	Provide information to parents on how parents can help their children be successful in a Title I school.

2. Provide a summary of the professional development activities provided by the school 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)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Professional Development – Use of new software (Reading Plus/Reading Eggs and Mathletics)	Three times a year – July, September, January	50	Teachers will have the opportunity to utilize different resources to work with parents and watch each student grow to their fullest potential
Different Levels of Parent Involvement	Every month	50	Provide information about the 5 levels of

Review of 2014-2015 School Parental Involvement Plan

			parent involvement and parent's rights
Cultural sensitivity Training	Throughout the year	50	Provide staff information on cultural diversity, link to instruction and Marzano materials

3. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified 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)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Limited English proficiency	Implement an Adult ESOL Literacy Program with a Rosetta Stone program. Parents will be able to communicate effectively with the teachers and assist their children and their schoolwork.
Access to computers	We have computers in the front office that parents can access information regarding their child achievements or opportunities.

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

Content/Purpose	Description of the Activity

Review Rubric for 2014-2015 School Parental Involvement Plan

School Name:

Plan Year: 2014-2015

Reviewer: _____

Review Date:

Plan Components	YES (Page #)	NO
2013-2014 Plan Review		
Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the PIP written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the FY14 plan? Did the school address the barriers identified in the review?		
LEA Plan Mission Statement (optional)		
The mission statement should meet the following criteria: <ul style="list-style-type: none"> Explains the purpose of the parental involvement program; Tells what will be done; Includes beliefs or values; Is concise, free of jargon, and parent-friendly; and Inspires stakeholders to be involved and supportive of the program. 		
1. 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 [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. 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)].		
Strong Responses Include: <ul style="list-style-type: none"> Identification of the group responsible for the planning, review, and improvement of the Title I program; Description of the procedures selecting members of the group; Explanation of how input from parents will be documented; and Description of the process for schools to involve parents in the development of the required plans; and Includes 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)]. 		
2. 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, Reading First, 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)].		
Strong Responses Include: <ul style="list-style-type: none"> Identification of the specific federal program; and Description of how the programs were coordinated. 		
3. 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 education 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)].		
Strong Responses Include: <ul style="list-style-type: none"> Identification of specific activities or tasks; Identification of the person(s) responsible for completing the task; Timeline; and Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 		

Review Rubric for 2014-2015 School Parental Involvement Plan

4. 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)].		
Strong Responses Include: <ul style="list-style-type: none"> • 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. 		
5. Describe how the school will implement activities which 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 children to improve their children's academic achievement [Section 1118(e)(2)].		
Strong Responses Include: <ul style="list-style-type: none"> • Content of the session including each of the following: <ul style="list-style-type: none"> • The state's academic content standards and State student academic achievement standards, • State and local academic 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. • Type of activities; • Correlation to student achievement; and • Reasonable and realistic proposed timelines. 		
6. Describe the training for staff the school will provide to educate its 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)].		
Strong Responses Include: <ul style="list-style-type: none"> • Content of the session; <ul style="list-style-type: none"> ○ Value of parental involvement, ○ Communicating and working with parents, ○ Implementation and coordination of parental involvement program, ○ Building ties between home and school, and ○ Cultural sensitivity; • Type of Activities; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Method to determine the success and document completion. 		
7. 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)].		
Strong Responses Include: <ul style="list-style-type: none"> • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Method to determine the success and document completion. 		
8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:		
<ul style="list-style-type: none"> • 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)]: 		

Review Rubric for 2014-2015 School Parental Involvement Plan

<ul style="list-style-type: none"> 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)]: <p>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</p>		
Strong Responses Include: <ul style="list-style-type: none"> 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. 		
9. Describe how the LEA 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 LEA 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)].		
Strong Responses Include: <ul style="list-style-type: none"> Process for translating information into a parent's native language; Description of how the school will ensure that parents with disabilities 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 that information will be routinely provided; and Process the school will use to monitor the dissemination of information to parents. 		
10. Describe how the discretionary activities will be implemented.		
Strong Responses Include: <ul style="list-style-type: none"> Content of the session including the following: <ul style="list-style-type: none"> Involve parents in the development of staff training, Offer literacy training, Pay reasonable and necessary expenses to conduct parental involvement activities, Train parents to help other parents, Adopt and implement model parental involvement programs, or Develop roles for community organizations and/or businesses in parental involvement activities; Type of activity; Specific correlation to student achievement; and Reasonable and realistic timelines. 		
School-Parent Compact		
Does the School-Parent Compact include all required components: <ul style="list-style-type: none"> 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— <ul style="list-style-type: none"> 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 		

Review Rubric for 2014-2015 School Parental Involvement Plan

<ul style="list-style-type: none"> ○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [Section 1118(d), ESEA]. 		
Review of the 2013-2014 Plan		
Did the school include a copy of the review of the FY14 plan?		
Did the review include all required components? <ul style="list-style-type: none"> ● A summary of the results of the activities conducted for parents; ● A summary of the staff training activities; ● 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 school will use the information gathered from the review to design strategies for more effective parental involvement policies. 		

Additional Comments or Concerns:
