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 policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy 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 schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

**Assurances**

Innovations 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 policy 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 policy 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 policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(2)(E)];
* Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
* 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)].

**Parental Involvement Mission Statement**

To create partnerships between the school families and our community to help students reach their highest level of academic and social achievement. Pinar Elementary is committed to work in conjunction with the district mission and vision statement.

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 [Sections1118(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)].

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| We firmly believe that the SIP and Title 1 PIP are the key to the success of Pinar Elementary School’s Title 1 program. Our School Advisory Council (SAC) serves as the primary forum for parents to become involved with the decision making process that includes the development of the School Improvement Plan, the Parent Involvement Plan, the general budget and the Title I budget. Agendas, minutes, and notes for each SAC meeting include Title 1 parent comments and help us keep track of topics discussed. All meetings are advertised. Flyers are sent home via backpack. Reminder calls are recorded in English and Spanish to ensure we reach out to our community. Parents, extended family and community members are encouraged to serve on our board.  The school's AdvancED survey is completed annually by parents, teachers, and students. The results are shared and school based decisions are made accordingly. This tool helps us identify the areas of need and the level of parent satisfaction with our school. The information is shared with the committee to brainstorm ideas on how we can problem solve and incorporate new activities that would potentially increase parental involvement, maintain teacher morale, and increase student achievement. After events and trainings, participants are asked to complete an exit slip to provide feedback for future presentations. Our school SAC/PTA/PLC/Title 1 work together toward achieving our school goals. |

1. 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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| **Program** | **Coordination** |
| VPK | Our staff and the VPK team will work together to ensure appropriate transition to Kindergarten through regular parent conferencing and informational events. |
| Part A | Additional funding received by Title 1 is used to raise academic achievement of all students and instructional support, math, reading, and parent resources, to work with at risk students and provide instructional support on a daily basis. |
| Title 2 | Funds are used to pay consultants /additional staff needed to plan effective interventions and lessons for our low performing students. |
| Title 3 | Services such as materials, resources, and support are provided through the district office for our ELL population to provide equal opportunities to all. |
| Supplemental Academic Instruction | SAI funds (ATS) provide school tutoring services for our lowest twenty percent of students in 4th and 5th grade. Previously retained students in 3rd grade are also invited to tutoring to provide intervention instruction focused on individual student academic needs. |

1. 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)].

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| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Schedule the Meeting on Master Calendar | Principal | By August 1, 2016 | Master Calendar |
| Connect Ed\Marquee | Title 1 | September 2016 | Flyer |
| Meeting Agenda/Translation | Title 1 | September 2016 | Agenda |
| Meeting Power Point/Translation | Title 1 | September 2016 | Power Point |
| Host Meeting | Title 1 | September 2016 | Sign-In Sheet |
| PIP/Maintain Documents | Principal w/SAC | September 2016 | PI Plan & Parent Survey |
| PIP/Maintain Documents | Principal w/SAC | November 2016 | PI Plan Final Draft |

1. 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)].

During our first SAC meeting we confirm with attendees that the days and times selected fit the needs of new parents who have registered students at our school. If need be, the meeting calendar can be adjusted. Most of our meetings are held in the evening to allow the majority of our parents an opportunity to attend after work. When feasible, SAC/PTA provide an opportunity for parents to purchase dinner on campus prior to an event for a minimal fee to facilitate attendance. On occasion, a play area is available for students. Most activities are student friendly and pupils are encouraged to attend. In addition, Parent Conference Week is offered twice a year. Teachers are available before school and after school to accommodate our parents' schedules. The teachers’ flexibility and commitment provide many opportunities for parents to attend meetings. The school Social Worker, Staffing Specialist and other members of Leadership are available to assist with home visits when necessary.

1. 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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| **Content and**  **Type of Activity** | | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
|  |  |  |  |  |  |
| 1 | Student data discussed during individual conferences | Classroom Teacher | Teachers will conduct individual conferences to discuss each child's, data, assessment results, expectations, and goals for the year. | Ongoing | Sign-in Sheets, Conference Notes |
| 2 | Curriculum Nights | Classroom Teacher/Staff | Students who have involved parents have increased achievement. | November-May | Sign-in Sheets |
| 3 | Meet the Teacher | School Teachers/Staff | Students who have involved parents have increased achievement. | August | Sign-in Sheets |
| 4 | Open House | School Teachers/Staff | Students who have involved parents have increased achievement. | September | Sign-in Sheets |
| 5 | Conference Week | School Teachers/Staff | Students who have involved parents have increased achievement. | 2x's a year | Sign-in Sheets |
| 6 | Cultural Events | Students/Clubs/Champions | Sign-in sheets | Oct-May | Sign-in sheets |
| 7 | Parent Leadership Council | Title 1 Coordinator | Increase parent and community involvement | Sep-May | Agenda, Sign in, Photos, and Notes |
| 8 | Annual Title 1 Meeting | Title 1 Coordinator | Inform parents that Pinar’s is a Title 1 school. Explain how funds are used to increase academic. | Aug-Sep | Agenda, Sign-in Sheets and Flyers. |
| 9 | School Tour | Guidance Counselor and or registrar | Welcome students, parents and community members to our school. | Aug-Jun | Sign –in Sheets |
| 10 | Grade level special events | Classroom teachers | Increase parent and community involvement | Aug-May | Agenda, Sign-in Sheets and Flyers. |

1. Describe the training 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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| **Content and Type of Activity** | **Person Responsible** | | **Correlation to Student Achievement** | **Timeline** | | **Evidence of Effectiveness** | |
| Module 1- The Importance of Parental Involvement | Title 1 Coordinator | Teachers and school personnel will be able to define parental involvement. They will be able to provide reasons why parental involvement matters and how it impacts student achievement and school improvement. The staff will be able to describe the six types of involvement as discussed in the presentation and list examples of how they can be integrated in their classrooms. | | | September | | Exit slips |
| Module 2- Building Ties Between Home and School | Title 1 Coordinator | Teachers and school personnel will be able to identify how attitudes impact behaviors at school and how students and parents can be motivated to stay engaged. The staff will identify possible barriers for the lack of parental participation and possible solutions. In addition, they will name the components of a welcoming and family friendly schools and use them effectively when they hold parent/teacher conferences and or interact with parents informally. They will create a list of classroom activities that could potentially ensure a positive parent rapport to be implemented in the near future. | | | December | | Exit slips |
| Module 3- Implementation and Coordination of Parental Involvement Programs | Title 1 Coordinator | Teachers and school staff will be able to describe the parental involvement plans and policies for the LEA and school. They will be able to identify how PIP’s are developed and list ways in which classroom activities can support the implementation of the PIP as well as describe examples of parental involvement beyond participation in school activities. | | | February | | Exit slips |
| Module 4- Communicating and Working with Parents. | Title 1 Coordinator | Teachers and school staff will be able to identify the components of an effective parent/teacher conference. List the requirements for parent notification letters and create parent-friendly notices for students to take home. Hold teacher/parent conferences in a variety of ways that best fits the needs of our families. | | | April | | Exit slips |

1. 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)].

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| Extended media hours are now available for parents and students to conduct research, read and complete AR assessments, checkout Sunshine State books, and to seek help in completing homework assignments.  A local church and food bank have partnered with us to support, mentor, and provide resources to our families. These resources may include but are not limited to counseling, food, clothing and emergency monetary funds.  The multilingual department has granted licenses for the use of Rosetta Stone to assist families in communicating more effectively with the school.  In addition, suggested reading lists and educational community events are advertised as recommended by the district.  Tutoring is also available for eligible students. |

1. 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 also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

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| The student planner is used to keep parents informed of daily events including homework, activities and meetings. In addition, newsletters are sent home with Progress Reports and/ or Report Cards informing parents of upcoming events. This letter provides important information about our school events including, Title 1 meetings and programs. Our school website and the Connect Orange telephone messaging system are methods used to communicate events (Title 1 meetings), policies, and procedures with our parents.  Progress Reports and Report Cards are sent home four times a year each for a total of eight reports. Our parents can access ProgressBook online to view their child's grades.  Families are invited to attend meetings and workshops to discuss student data. A copy of the Matrix is available as a tool to share specific information regarding test results (core assessments, MAP, STAR, FSA, and Benchmark), grade level performance and interventions.  The Student/Parent/Teacher/Principal Compact reflects the commitment of each stakeholder in the educational process.  Opportunities to generate Academic Needs Improvement plans and/or specific learning plans are developed as needed. The plan defines specific areas of need and possible suggestions/strategies as they relate to the child’s academic needs.  Spanish translation for meeting (other languages can be provided with advance notice) is available as needed both during and after school. |

1. 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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| Most of our meetings and events are held in the evenings to allow the majority of our parents the opportunity to attend. When feasible, PTA sponsors meals on campus prior to an event for a minimal fee. Students enrolled in the CHAMPIONS after-school program receive dinner. Parent Conference Week is scheduled twice a year. Teachers are available before and after school to accommodate our parents' schedules. Teachers and staff meet with parents and conduct telephone conferences (home visits are available by appointment) allowing flexibility in scheduling for all parents. By providing flexible time and settings, parents are informed of the valuable information/resources they need to support their child at home. Parents of ELL students are invited to participate and become involved in the PLC as advocates for their children and the community. Translation is provided as needed. We also consider parents and their families with special needs (accommodations for equipment and or space are available). Teachers have access to student data through the Data Matrix, SharePoint, and Performance Matters; where all information is stored and reports can easily be provided to parents upon request. |

**Discretionary School Level Parental Involvement Policy Components**

* Check here if the school does not plan to implement the discretionary 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 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)]; and
* Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

1. 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** |
| Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; | Train the PTA board on how to reach out to the community in order to support our school events. | Title I Contact/ Parental Involvement Coordinator | Students who have involved parents have increased academic achievement. | August |
| 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)]; | Provide alternate parent meeting times (hosting a meeting in the morning and again at night) or different days of the week. | Title I Contact/ Parental Involvement Coordinator | Students who have involved parents have increased academic achievement. | September/October |
| Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Involve organizations in after school events. | Title I Contact/ Parental Involvement Coordinator | Students who have involved parents have increased academic achievement. | August, November, March |

**School-Parent Compact:**

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 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.

**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, and the principal.

This policy/plan was adopted by the schoolon 6/30/2016 and will be in effect for the period of 2016-2017. The school will distribute this policy to all parents of participating Title I, Part A children on or before December, 2016.

\_\_Joscelyn Harold Gladden\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_June 30, 2016 \_\_\_\_\_\_\_

(Signature of Authorized Representative) (Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2015-16 PIP.

1. Provide a summary of activities provided during the 2015-2016 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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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Meet the Teacher | 1 | 286 | Familiarized parents Pinar Elementary, the classrooms, their child’s teacher, programs and community resources available. |
| ESOL Orientation/Rosetta Stone | 1 | 6 | Informed parents about resources and strategies being used in the classroom. Connected parents with Rosetta Stone to strengthen communications with home and school. |
| SAC Meeting | 4 | 51 | Parents and community members have had the opportunity to be involved with school-based decisions to help build stronger home/school relationships. |
| Open House | 1 | 180 | Parents were informed about classroom procedures, what their child is learning, instructional resources used in the classroom and online resources that can be accessed at home. |
| Title 1 Meeting | 1 | 145 | Informed parents about the Title I program, reviewed the School Compact/SIP and PIP drafts and parents were given the opportunity to provide input which was incorporated. |
| FSA Parent Night | 1 | 9 | Parents learned about FSA tests, the type of questions asked, and how students are being prepared to answer the questions on the FSA test. Additionally, parents were given strategies to use in working with their children at home. |
| Curriculum Night | 1 | 6 | Parents participated in academic activities to learn about what their child is learning in the classroom. |
| Award Ceremony | 4 | 94 | Provided parents opportunities to celebrate their child’s accomplishments. |

1. Provide a summary of the professional development activities provided by the school during the 2016-2017 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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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Title I – Module 1 | 1 | 41 | Staff participated in a training module to define parental involvement and provided reasons why parental involvement matters and how it impacts student achievement and school improvement. |
| Title I – Module 2 | 1 | 41 | Staff participated in a training module to identify how attitudes impact behaviors at school and how student and parents can be motivated to stay engaged. |
| Title I – Module 3 | 1 | 41 | Staff participated in a training module to describe the parental involvement plans and policies for the LEA and school. |
| Title I – Module 4 | 1 | 41 | Staff participated in a training module to identify the components of an effective parent/teacher conferences. |

1. Describe the barriers that hindered participation by parents during the 2015-2016 school year in parental involvement activities. Include the steps the school will take to during the 2016-2017 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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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Communication with ELL parents | Home language communications, e.g. flyers, newsletters, notes, and Connect Ed. |
| Transportation/work | Provide opportunities for involvement in school activities before and after school. |

1. Describe the parental involvement activity/strategy implemented during the 2015-2016 school 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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| **Content/Purpose** | **Description of the Activity** |
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**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Policy/Plan Components** | **YES** | **NO** |
| **2015-2016 Plan Review** | | |
| Was evidence adequate to demonstrate that the PIP was 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 2014-2015 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Policy Mission Statement** | | |
| 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 values of the LEA. |  |  |
| 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 [Sections1118(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:   * 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)]. |  |  |
| 1. **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)].** | | |
| Strong responses include:   * Identification of the specific federal program; and * Description of how the programs were coordinated. |  |  |
| 1. **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:   * 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. |  |  |
| 1. **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:   * 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. |  |  |
| 1. **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)]. 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:   * Content and type of activity including the following: * 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. * Identification of person(s) responsible; * Reasonable and realistic proposed timelines; * Correlation to student academic achievement; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 1. **Describe the training for staff 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)].** | | |
| Strong responses include:   * Content and type of activity including the following:   + 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; * Specific correlation to student achievement; * Reasonable and realistic timelines; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 1. **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:   * 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. |  |  |
| 1. **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)]; and** * **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)].**   **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)].** | | |
| 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. |  |  |
| 1. **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 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:   * 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 each discretionary activity checked will be implemented.** |  |  |
| **Strong Responses Include**:   * Content and type of activity including the following:   + Involve parents in the development of staff training,   + Provide literacy training,   + Pay reasonable and necessary expenses to conduct parental involvement activities,   + Train parents to help other parents,   + Maximizing parent participation,   + Adopt and implement model parental involvement programs, or   + Develop roles for community organizations and/or businesses in parental involvement activities; * Description of the implementation strategy; * Identification of person(s) responsible; * Correlation to student academic achievement; and * Reasonable and realistic timelines. |  |  |
| **School-Parent Compact** | | |
| **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 of the 2015-2016 Policy/Plan** | | |
| Did the school include a copy of the review of the 2010-2011 policy/plan? |  |  |
| Did the review include all required components?   * 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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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