## LEESBURG ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Heather Gelb , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** Our school mission is to empower students to become tomorrow's leaders. Within such an environment, each student, K-5, will be empowered and inspired to reach his or her full academic, emotional, and physical potential through the teaching of the Florida State Standards with a high level of rigor to be college and career ready. |

**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:** Needs more information or clarification

**Review Comments:**

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| **createDate** | **modifyDate** | **comment** |
| 8/1/2016 3:15:12 PM |   | 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.  |

**Involvement of Parents**

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

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| **Response:** Leesburg Elementary School will seek parent input through our School Advisory Council which is comprised of over 50% parents. Parents are voted on by other parents to comprise a group representative of the school demographics. The responsibilities of the SAC include evaluating and approving the School Improvement Plan and the Parent Involvement Plan/Budget. The parents will be involved in reviewing data that is gathered at the end of the year with regards to the District Climate Survey.The Academic Nights Out inform the parents of the Title 1 Plan and input is solicited from them for any ideas that would improve our plan. Our ESOL Para Pro is in constant communication with our non-English speaking parents informing them of school activities and ensuring that their voice is heard and the understanding of their children's academic development. Our Family/School Liaison operates the school parent resource center and solicits input from parents regarding resources that would serve them more effectively. Most school activity and functions are posted on community bulletin boards, the school Marquee, student newsletters and the school website. The PIP is visible to all parents in the main office and the School website. |

**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:** Adequate

**Review Comments:**

**Coordination and Integration**

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

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| --- | --- | --- |
| **count** | **Program** | **Coordination** |
| 1 | VPK | The Title I office and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific |
| 2 | Individuals with Disabilities Education Act (IDEA) | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. |
| 3 | Migrant/Homeless | Students are identified and the school Migrant/Homeless coordinator assist by providing needed available resources. |

**Review Rubric:**
Strong responses include:

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

**Review Status:** Adequate

**Review Comments:**

**Annual Parent Meeting**

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

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| --- | --- | --- | --- | --- |
| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Develop agenda, handouts, and/or | Family School Liaison | September | Copies of agendas, PowerPoint presentation and handouts |
| 2 | Develop and disseminate invitations | Family/School Liaison  | September | Flyer with date of dissemination |
| 3 | Advertise/publicize event | Family/School Liaison | September | Posting on school Web site |
| 4 | Develop sign-in sheets | Family/School Liaison | September | Sign-in sheets for meeting and |
| 5 | Maintain documentation | Administration and Family/School Liaison | September | Title I documentation box housed in principal’s office.. |

**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:** Adequate

**Review Comments:**

**Flexible Parent Meetings**

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

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| **Response:** Meetings are scheduled before, during and after school. The Family/School Liaison works flexible hours in the Parent Resource Center to offer options for parents. Transportation, childcare, food and a translator is provided through Title 1 funds. Home visits will be made to accommodate parents with disabilities or special needs about school related meetings and training sessions. |

**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:** Adequate

**Review Comments:**

**Building Capacity**

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Planned sessions with parents involving literacy, technology, and building academic skills. I-pad trainings for parents are typically 1:1 to accommodate parent schedules. | Family/School Liaison | Parents will become better informed and be able to assist their children in achieving their academic goals. | On-Going | Increased Parent Involvement; sign-in sheets, agendas |
| 2 | Academic Nights | Coaches/ Family/School Liaison/CRT | Modeling reading and math strategies for parents; parents then practiced what was modeled. | Monthly | Increase of students participating in the read at home program; sign-in sheets, agendas |
| 3 | Meet the Teacher Night | Administration, Faculty and Staff. | Parents can meet the teachers and see their child's progress. | 1st nine weeks | Sign in sheets and handouts |
| 4 | Report Card Night Out | Administration, Faculty and Staff | Parents can discuss their child's progress with teachers in a one-on-one meeting and go over the Parent/School Compact. | 1st nine weeks/3rd nine weeks | Sign in sheets and handouts |
| 5 | Scholastic Book Fair | Media Specialist | Strategies parents can use at home. | Annually | Increase of students participating in the read at home program. Reading logs |
| 6 | Title 1 Annual Parent Meeting | Administration | Parents will become better informed and be able to assist their children in achieving their academic goals. | September  | Agenda, Sign in sheets |
| 7 | Open House | Family/School Liaison | Parents will tour classrooms and learn about what is happening in their child's classroom. | September | 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:** Adequate

**Review Comments:**

**Staff Training**

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

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| --- | --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Training about resources available in the Parent Resource Center and how to reach out to and communicate with parents. | FSL | Florida Standards Knowledge | On-going | Agenda, Sign in sheets |

**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:** Adequate

**Review Comments:**

**Other Activities**

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

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| **Response:** Parent Center is located in the Media Center and is the Family/School Liaison office. The hours are very flexible and the center is open to all of our parents. Parent visitation sign-in sheets will assist in tracking parent utilization of this resource. Materials are available for check out and instructions in the use of materials are given. This school utilizes a district call out system, School Messenger, to inform parents of activities. Additionally, a school-wide newsletter is created and sent home monthly to communicate information about each grade level, and various school-wide activities. Teachers utilize grade level newsletters to inform parents of weekly skills being taught, homework assignments, test criteria, and other pertinent homeroom information serving as an effective two-way communication between home and school. The school will post announcements on a Parent Marquee and billboards in the community.A Science Fair will be held annually with a goal of bringing students, parents, and teachers together to create projects. The on-going Volunteer Mentoring Program focuses on addressing the individual academic needs of students.  |

**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:** Adequate

**Review Comments:**

**Communication**

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

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

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| **Response:** At the Annual Title 1 meeting of parents, Leesburg Elementary School will present information about the Title 1 programs, curriculum, and assessment. Parents will learn about the school-wide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Invitations will be sent out through classroom newsletters, tele-parent, marquee, email and community bulletin boards. A copy of the Flyer, Agenda and sign-in sheets will be documented electronically and placed in the Title 1 electronic filing system.All School Advisory Council meetings are open to visits by parents. These are held every month and are advertised in the weekly newsletters. Parents will be notified as to the dates and times of our parent and family events in a timely manner through a variety of mediums such as monthly school newsletters, flyers, website, telephone calls, newspaper notices, parent-teacher conferences, and home visits. |

**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:** Adequate

**Review Comments:**

**Accessibility**

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

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| **Response:** All invitations are sent in English, Spanish as deemed necessary. A database will assist in the indicated language that a parent needs for understanding. Our ESOL para pro has on-going contact with our ESOL parents and keeps all of them informed. All parents with disabilities and migratory children are given full opportunities for participation in all parent involvement activities.The parents of Leesburg Elementary School have input regardless of any accommodations needed. A translator will be provided to Migrant families when needed, as well as written communication provided in the native language.  |

**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:** Adequate

**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:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | 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)]; | Meeting times are varied to provide opportunities for parents to be involved in their child's education. | Teachers, and FSL  | Parent Involvement assist in making a connection between school and home. | August-May |

**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:** Adequate

**Review Comments:**

**Upload Evidence of Input from Parents**

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

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| --- |
| [Uploaded Document](file:///C%3A%5CUsers%5Cwilliamss%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CJRDKGR7E%5CfileUploads%5C350291_2016-2017_uploadEvidenceParentInput.docx) |

**Review Rubric:**

**Review Status:** Needs more information or clarification

**Review Comments:**

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| **createDate** | **modifyDate** | **comment** |
| 8/1/2016 3:26:59 PM |   | Include the Minutes of the May meeting, SIGN IN SHEETs, and AGENDAS to show parent input. |

**Upload Parent-School Compact**

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

Upload an electronic version of the Parent-School Compact.

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| [Uploaded Document](file:///C%3A%5CUsers%5Cwilliamss%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CJRDKGR7E%5CfileUploads%5C350291_2016-2017_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:** Needs more information or clarification

**Review Comments:**

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| **createDate** | **modifyDate** | **comment** |
| 8/1/2016 3:27:59 PM |   | Please include a copy of the 2016-2017 Compact in English and Spanish. Add the year to the Compact. |

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

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

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

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| [Uploaded Document](file:///C%3A%5CUsers%5Cwilliamss%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CJRDKGR7E%5CfileUploads%5C350291_2016-2017_uploadCompactEvidence.pdf) |

**Review Rubric:**

**Review Status:** Needs more information or clarification

**Review Comments:**

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| **createDate** | **modifyDate** | **comment** |
| 8/1/2016 3:28:41 PM |   | Please include the minutes, agenda and sign in sheets to show parent input. |

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

**Building Capacity Summary**

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

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Grade Level Nights Out provide specific FSA grade level information. | 8 | 273 | All information is correlated to FSA achievement goals. |
| 2 | Planned sessions with parents involving literacy, technology, and building academic skills. | 1 | 44 | Parents will become better informed and be able to assist their children in achieving their academic goals. |
| 3 | Reading Night activities | 1 | 44 | Modeling reading strategies for parents; parents then practiced what was modeled. |
| 4 | Meet the Teacher Night | 1 | 556 | Parents can meet the teachers and see their child's progress. |
| 5 | Report Card Night Out | 1 | 800 | Parents can discuss their child's progress with teachers in a one-on-one meeting and go over the Parent/School Compact. |
| 6 | Scholastic Book Fair  | 2 | 2 | Increase of students participating in the read at home program. |
| 7 | Science Fair | 1 | 112 | Parent Involvement- Youth, parents, and teacher become involved together to create projects. |
| 8 | Title 1 Annual Parent Meeting  | 1 | 8 | Parents will become better informed and be able to assist their children in achieving their academic goals. |

**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:** Adequate

**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 | Common Core Information  | 1 | 47 | Common Core Standards Knowledge and resources available to staff |

**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:** Adequate

**Review Comments:**

**Barriers**

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

|  |  |  |
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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Language Barriers | Translator provided |
| 2 | School Awareness | Community Outreach posting |
| 3 | Meeting Times | Flexible times offered |
| 4 | Supervising children | Childcare provided during meetings |
| 5 | Lack of transportation | Flexible times offered |

**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:** Adequate

**Review Comments:**

**Best Practices (Optional)**

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

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

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

**Review Status:**

**Review Comments:**