

CROOKSHANK ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

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

Assurances

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

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Crookshank Elementary strives to provide students with an exemplary education, which will meet the diverse needs of individual students in a positive and safe

environment while preparing them for academic success, productive citizenship, and lifelong learning. Meaningful, supportive and collaborative partnership between school, parents, and community will serve as a vehicle to assuring an exemplary education for all students.

Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

Review Status:**Review Comments:**

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

Response: A majority of Crookshank School Advisory Council (SAC) members are parents. SAC meetings are held monthly and all parents are encouraged to attend meetings. Parents are active participants in the School Improvement Plan. Crookshank will provide an array of opportunities to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the Title 1 program. The Parent Teacher Organization is a group whose main focus is on increasing parent involvement and overseeing parent and school relations. The PTO meets as a body every other month and the Executive board meets monthly. The PTO membership consists of parents, teachers and school staff members. The executive board (officers) are elected at the Title 1 annual meeting held at the end of each school year. In addition, Crookshank has a parent/community involvement staff person who represents the school at meetings and events. A variety of survey instruments, parent meetings, monthly newsletters and other activities will be used to solicit input from parents regarding the implementation of the Title 1 Program and how Title 1 funds are spent. The results of these surveys will be used to plan ways to increase parental involvement. Additionally, parents will be given opportunities to provide input at our Title 1 Open House Annual meeting, parent data meetings, parent conferences, and parent teacher organization meetings. Our Parent Survey will aid in the PIP development and revision.

Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Coordination and Integration

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

count	Program	Coordination
1	Back to School Night/Open House	Teachers converse with parents to let them know what they can expect at the grade level and ways they can assist their child at home. i.e. writing in planner, checking & signing the planner, checking for completed homework and accuracy.
2	Title I Annual Meeting-September	Introduction of Title I services and staff, classroom visitations and parent conference sign up. Parents are encouraged to attend to learn more about the curriculum their child will be covering and ways to help reinforce skills students are learning at home.
3	Pre-K and VPK Meetings	Monthly early childhood education meetings with parents that include an instructional component to help parents teach readiness skills to their child.
4	Pre-K and VPK	Families will be invited to Kindergarten Round-Up in Spring 2017 where parents will be provided ways to help prepare their child for kindergarten. All children will be screened for kindergarten readiness at a time arranged at the parents' convenience, on a specified summer date and as need throughout the summer.
5	Head Start Parent Meetings	Through the coordination of Head Start services in conjunction with SJCSD PreK guidelines, monthly education meetings will provide activities that parents and caregivers can do to help motivate young children to learn. These activities will offer tips on getting children involved in reading and learning: Parent's Guide to Reading With Your Child; choosing books for infants and toddlers; math in the home activities; developmental milestones.
6	Math and Literacy Nights	Held once per semester these nights will help teach parents how to help their child with reading and math at home.
7	FSA Parent Night	Third grade teachers and SJCSD staff will present information regarding FSA as it relates to mandatory retention in 3rd grade. Teachers will model strategies parents can use to assist their child and make games they can help reinforce skills with at home.
8	Family Nights Dinners	Each quarter K-2 and 3-5 students will present a program to encourage parents to come out. Family activities for specific grade levels will be completed to allow parents to receive tips on how to help their child at home with homework, study habits, and to become familiar with the new Florida State Standards.
9	Reading Connection Newsletter	Parents receive a newsletter giving parents tips and activities to help their child with reading.
10	AVID Parent Meeting	Teachers will hold parent meetings on topics such as AVID College Readiness, Curriculum, Foundations of Success, Note-Taking, Keys to Success, Celebrating Student Successes.

11	Title III Meetings	Parents are encouraged to attend district parent meetings which focus on how parents can help their children acquire the English Language.
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Review Rubric:

Strong responses include:

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

Review Status:

Review Comments:

Annual Parent Meeting

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

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Notification of Event--- Welcome back letter to parents; school marquee	Principal, Secretary, Building Manager, Teachers, Title I staff	August and September	Parent Letter; Newsletters; School Marque
2	Develop agenda and handouts	Principal and Title I Staff	September	Agenda
3	Prepare Sign-In Sheets	Title I Staff	September	Attendance is document on classroom sign-in sheets: name, phone number, email address and number of attendees
4	Meeting Reminder: Blackboard Connect Communication Tool	Principal	September	Blackboard Connect phone log
5	Conduct Meeting: Purpose of meeting and Title I resources offered through school	Principal	September	Agenda and meeting notes held in Title I Documentation Book
6	Collect and maintain Sign-In Sheets	Title I Staff	September	Title I Documentation Book
7	Document Evidence of meeting	Title I Staff	September	Agenda and meeting notes

Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and

- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Flexible Parent Meetings

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

Response: Title I Parent Meetings are scheduled by the Crookshank SAC team. Meetings are held the first Thursday of every month. To increase parent involvement, monthly SAC meetings are held at 4:30 pm. Crookshank will provide free childcare during the meeting for children of SAC members who attend the school. Agendas and meeting minutes will be emailed to all SAC team members to ensure that assigned tasks are completed prior to the next meeting. At the end of each quarter classroom teachers will invite parents to attend student-led data chats to keep parents informed of their student's goals and academic progress. Meeting times will be flexible during the day to allow working parents to attend.

Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status:

Review Comments:

Building Capacity

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

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Parent Literacy Events and Activities	Teachers; Students	Students will analyze achievement data looking for strengths and weaknesses: academic learning goals & gains, attendance/tardies, behavior. Parents receive newsletters and monthly reading and math strategies to help students at home.	Quarterly	Student Performance, parent involvement and student attendance
2	Title I Open House Meeting	Principal; Staff; PTO	School personnel will create a community of support for parents. Students will be more successful when parents are aware of grade level and classroom expectations.	August 2017	Sign-in Sheets and Parent Compacts
3	AVID Parent Meetings	Principal; Staff, PTO	Increased student organization and added rigor to grade level curriculum will occur.	Each quarter 2016-2017	Sign-In Sheets; student performance
4	Student Planners	Classroom Teachers	Students will take responsibility for their homework and projects by writing assignments in their planners.	August 2016 - May 2017	Use of planners/agendas for communication and information/ AVID Rubrics
5	Quarterly Data Chats	Teachers and Staff	Provide parents with knowledge, expectations and strategies to help prepare their child for success on Florida State Assessments.	September 2016 - April 2017	Sign-in Sheets; Student reading
6	Title I Parent Handbook/Calendar of Events	Principal; Title I Staff, PTO	Parents and students will be aware of events that can help them with academic performance.	September 2016-April 2017	Sign-in Sheets; Increased parent participation at meetings and events.
7	MTSS/Rtl	MTSS/Rtl Team	Reading/Math/Behavior Interventions. Parents are provided with meeting notes of intervention strategies. Parent conferences are held to discuss student progress and to provide additional strategies that parents can use at home to aid in student academic growth.	Weekly and Monthly meetings	Rtl Meeting Notes and Plans; student performance
8	SAC Plan and AVID School Goals	Principal; Staff; SAC Team	Plan and goals will help school focus on targeted students so they can make academic gains in identified areas.	September 2016- May 2017	Agendas and Minutes; student performance
9	Blessings in a Backpack Program	Guidance Counselor	Provide food on the weekends for students who might otherwise go hungry.	August 2016 - May 2017	Increase in student attendance; ability to concentrate; increased academic

					performance; decrease in headaches and stomach aches.
10	Parent, Teacher & Student Conferences	ESE Staff and Classroom Teachers	Communicate to parents the areas their child are excelling in and provide them specific ideas of how to improve upon their child's performance in school.	September 2016 - May 2017	Bond between parents and teachers; increase in student achievement
11	FSA Night	ILC and Third Grade Teachers	Increase achievement in reading, math, and science.	January 2017	Sign in sheets, increased parent participation
12	Reading and Math Family Nights	ILC, Title I Teacher; Classroom Teachers	Parents will receive tips on how to help their child at home with homework, study habits, and to become familiar with FSA Standards.	October 2016 - February 2017	Parents' attitudes about education improve; the value they perceive in education increases, and math knowledge increases. Children's social skills, self-esteem, and attitudes toward school improve.

Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status:

Review Comments:

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with

parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	AVID Training	AVID District Director	Teachers will effectively design and communicate clear defined instructional learning goals. Teachers will integrate the WICOR strategies into their lessons and focus on note taking in the classroom.	October 2016 & April 2017	Agenda and WICOR strategies recorded in lesson plans. Building ties between home and school: students will understand what to learn, how deeply to learn it, and exactly how to demonstrate their new learning.
2	Balanced Literacy Cadre	ILC	Reading strategies and writing skills will strengthen on all grade levels to help teachers communicate and work effectively with parents.	August 2016 - March 2017	Improvement in K-5 reading scores and 4th & 5th grade writing scores
3	Being a Reader and Being a Writer	ILC; Administrators; SJCS	An increase in early reading skills and strategies and writing skills.	August 2016 - May 2017	A reading and writing classroom community that shows an Increase in student achievement.
4	Math Staff Development	Assistant Principal	Reading and Math activities that parents can do at home with their children	September 2016 - April 2017	Improved student critical thinking skills
5	Positive Student Behavior	Assistant Principal	Provide proactive ways in which to improve student behavior; cultural sensitivity to help work with parents as equal partners in student learning.	August 2016 - May 2017	A decrease in student office referrals and an increase in student awareness of positive behavior.
6	High Yield Strategies	Cadre Teachers	Instructional practices that establish a direction for learning and provide students with information on their progress towards their individual goals. Teachers will send home weekly folder of student academic progress.	September 2016-April 2017	Increase in student academic achievement

7	PLC Meetings	Administrators/ILC/Teachers	Teachers will evaluate student data, develop common assessments, and target interventions to increase student achievement.	September 2016 - April 2017	Common assessments; intervention schedule; individual student performance shared with parents
8	Digital Instruction: 4th & 5th grade	Administrators/ Cadre Teachers	Digital programs will help give feedback much more regularly to help teachers quickly identify academic strengths and weaknesses and provide assignments customized for the student's level of understanding.	August 2016 - May 2017	Small group and individualized plans showing how teachers employ technology to create a differentiated learning environment that supports the varied learning needs of students; increase in student achievement

Review Rubric:

- Content and type of activity including the following: Value following:
 - Valuing of parental involvement,
 - Communicating and working with parents,
 - Implementation and coordination of parental involvement program,
 - Building ties between home and school,; and
 - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:

Review Comments:

Other Activities

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

Response: Student Planners are used for daily communication with parents. Information is shared with parents daily regarding student progress and achievement. Interim reports are sent home every four weeks, with report cards issued every nine weeks. Conferences are held as necessary throughout the year. Parents also have access to their students' data through eSchool Plus HAC (Home Access Center). In addition,

parents in grades 3-5 will experience additional communication through the AVID organizational tools that students will use as part of their college and career readiness programming. The Crookshank Webpage includes school and Title I/Parent Center information, important dates to remember, student links for extra practice, Rosetta Stone, World Book Online and other helpful parent resources. Parents are actively recruited as volunteers throughout the school year and contacted by the School Volunteer Coordinator as needed. Parent resource centers will continue to provide an outstanding resource for parents as they enter the front office, as well as the Media Center. Parental involvement workshops beginning in October 2016 will help increase parents' participation in working with their child. Parent resource material is provided in the Media Center during school hours.

Review Rubric:

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status:**Review Comments:**

Communication

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

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

Response: Timely information about Title I programs will be delivered to students and parents through 24 hour access to the School Improvement Plan (SIP) located on our school web site, paper copies of SIP plans in the library and the front office, and through Blackboard Connect Mass Communication Tool, monthly newsletters and school marquee sign. Our School Advisory Council (SAC) team is composed of over 51% of parents. Title I information is presented and discussed monthly. Parents may formulate suggestions and participate as appropriate in the decisions relating to the education of

their children. The SAC team also serves as a description and explanation of the curriculum at the school. For further information parents may contact their students' teachers directly. An important part of the SAC is to survey parents regarding the

effectiveness of services provided to both parents and students. These surveys are

completed bi-annually and the results are used for the improvement of all school programs. These results are also forwarded to the local education agency. As of the date of this report, parental survey information shows a high satisfaction with the Title I services and decisions at Crookshank.

Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status:**Review Comments:**

Accessibility

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

Response: In the Fall, A Parent's Needs Assessment Survey is provided to all parents. Surveys are reviewed to determine parent training needs and activities. The survey requests information that identifies any language, disability, or other health impairments that we may need to address so a parent can participate in all school activities. Full opportunities for participation in parental involvement activities are provided through flexible scheduling of events, Blackboard Connect, and the availability of child care and interpreter services that are all free of charge for parents. Information regarding Title I programs is issued through a variety of formats (i.e. phone alerts, e-mail, web site, language translations, newsletters, and evening events with direct information) throughout the year. A formalized process for sharing information between the school and parents pertaining to parent programs, meetings, school reports, and various activities beneficial to parents will be presented during the first Title I meeting and school newsletters. All information pertaining to parent involvement will be presented or stated in a format and language which will be easily understood by parents. In addition, these communications will be provided for families of students with limited English proficiency. Upon request, services of an interpreter for language or sign language is provided to translate information.

Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status:**Review Comments:**

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	Parent involvement sought through the SAC and PTO.	Principal, SAC and PTO teams	Through their involvement in both SAC and PTO, parents will become more supportive, informed, and receptive to school programs.	Summer 2016-ongoing
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parent surveys will convey additional training that parents would like to see.	Title I Staff & SAC Team	Improved literacy achievement as measured by quarterly reading assessments. An increase in home-school connections.	2016-17 school year
3	Training parents to enhance the involvement of other	Recruitment of parents and guardians to participate in our	PTO, Principal & Volunteer Coordinator	Additional support for teachers and students will	2016-2017 school year

	parents [Section 1118(e)(9)];	Volunteer Orientation		increase student learning.	
4	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)];	SAC meetings; teacher availability for parent meeting times and dates, and Head Start home parent visits	Principal, Teachers, Title I Staff	Parental involvement regarding academic and social needs for students; more informed and supportive parents	2016-2017 school year
5	Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and	Survey feedback will help determine programs of interest to improve parent involvement	Principal, PTO, Teachers, SAC, Title I Staff	Increased parent involvement in school programming	2016-2017 school year
6	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Recruit and retain community and faith-based organizations and business partners to support and encourage parental involvement	Principal/PTO/SAC/Teachers and Staff	Increased parent involvement in school programming and strong home, school and community connections.	2016-2017 school year

Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status:

Review Comments:

Upload Evidence of Input from Parents

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

[Uploaded Document](#)

Review Rubric:

Review Status:

Review Comments:

Upload Parent-School Compact

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

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Review Rubric:

School-Parent Compact must include the following components:

- Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; Frequent reports to parents on their child's progress; and Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status:

Review Comments:

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

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

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

Review Rubric:

Review Status:

Review Comments:

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

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

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Meet the Teacher	1	1338	Meet the teacher and school requirements
2	Title I Annual Meeting	1	1192	Sharing of Reading and Math Strategies that can be used at home.
3	Dr. Seuss Night	1	336	Emphasis on literacy activities
4	Holiday Program	1	651	Celebrating literacy through music, art, and drama
5	Cookies for Parents/FSA Chats 3rd grade	1	81	District Personnel overview of FSA requirements for 3rd grade
6	Thanksgiving Student Presentations -1st grade	1	341	Presentations on the First Thanksgiving; Living Museum; Science Fair
7	Summer Reading Olympics	1	142	Reducing summer reading loss and encouraging independent reading
8	Veterans Day Assembly	2	61	Effective Involvement of parents to support a partnership between school, parents and community.
9	Character Counts Assembly	8	132	Student recognition for outstanding character traits.
10	Living Museum	1	72	Emphasis on African American biography genre
11	End of Year Awards Assembly	3	699	Student recognition for academic improvement, achievement and character traits.
12	Pre-K / Head Start Parent Meeting	1	20	Meet the teacher and school requirements
13	Honor Roll Awards Assemblies grades 2-5	8	699	Student recognition for academic achievement
14	Parent Night--Social Media with Deputy Butler	1	24	Student Cyber Safety
15	Good Nutrition Parent Night	1	8	Healthy lifestyle
16	Spring Parent Survey	1	17	Parent survey of quality education
17	Fall Needs Assessment Survey	1	269	Input on student/parent activities or workshops
18	Kindergarten Polar Express Day	1	91	Celebrating literacy through activities
19	Drama Performance - Jungle Book	1	215	Celebrating literacy through art, music and drama

20	Kindergarten Graduation	1	120	Celebrating student success
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Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Advancement Via Individualized Determination (AVID) Summer Institute	4	65	Parent/Student/Instructional/Non-Instructional Academic and Leadership Support
2	Balanced Literacy PD	4	65	Teachers learn ways to teach and differentiate instruction to meet student learning needs
3	Math Literacy PD	4	65	Teachers learn ways to teach and differentiate math curriculum
4	High-Yield Instructional Strategies PD	4	65	Teachers learn ways to differentiate instruction to help students reach their full potential
5	Digital Instruction PD	4	65	Digital Citizenship and Instructional Components
6	Environmental Communication Teaching	1	1	Increasing student achievement through MTSS
7	Data Driven Instruction	1	4	District Modified PLC Lesson Study
8	Classroom Management	2	10	Effective classroom management

Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status:

Review Comments:

Barriers

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

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Language/ELL	As feasible, the ESOL teacher will work with ELL students individually and/or in small groups and as needed, an interpreter will be provided for parent meetings in order to overcome the language barrier.
2	Meeting Times/Dates for working parents and ELL parents.	Established varied times and dates with childcare and interpreters if needed. Also have student-led data chats to motivate parents to come to the school.
3	Tier I Classroom Management	Classroom Management PD

Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status:

Review Comments:

Best Practices (Optional)

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

count	Content/Purpose	Description of the Activity
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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: