**WEBSTER ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Eileen Goodson , 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:** Webster Elementary School parents will work as a team with teachers, staff, students and the community to enable children to reach their potential by providing experiences which maximize the growth of each child in a safe and challenging environment at school, at home and in the community. |

**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:**

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**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:** Parents will have the opportunity to join PTO, and participate in the SAC Committee and the Title 1 Committee. During these organizations, parents will be given the opportunity to express their ideas and concerns about the funding and how they would like to utilize the funding. Parents will be informed about the organizations at the beginning of the school year. Weekly newsletters, electronic sign and monthly calendars will provide parents with a schedule of school events. In addition, parents will receive notices prior to the event as a reminder. There is a Title 1 Parent Involvement bulletin board located in the main office that provides information for parents.  |

**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)].

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| **count** | **Program** | **Coordination** |
| 1 | VPK-Vocational Pre-K | Students age 4 may begin the VPK program and learn the fundamental elements of reading, numbers and basic life skills. A Pre-K social worker will be available for home visits as needed. |
| 2 | Anti-Tobacco Program | A County Health Department representative will instruct 4th and 5th grade students and give resources for parents concerning smoking cessation classes. |

**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)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Learning Compact signed by Parent/Student/Teacher | Title 1 Contact | Within the first month of school (August-September) | Partnership Compact will be sent to parents. The signed and returned compacts will be recorded.  |
| 2 | 1st PTO, Parent-Teacher Organization -Title 1 Information  | Parents and teachers and Title 1 Contact | First month of school (August 2012) | Parents and teachers discuss student progress and ways to help improve student academics.  |
| 3 | Orientation: Title 1 School, No Child Left Behind, | Title 1 Contact and Teachers  | First Month of school (September 2012) | Parents will be informed about WES through Title 1 brochure and Parent Invlovement Brochure |
| 4 | Monthly Newsletters concerning reminders | Assistant Principal and Title 1 Contact | Monthly basis (August-May) | Newsletters will be distributed to keep parents aware of school news.  |
| 5 | Faculty Meeting: Discuss Title 1  | Title 1 Contact | 1st Faculty Meeting of the school year August 2012 | Teachers will complete Ticket out the door activity and brainstorm ideas for parent involvement activities for the new school year. |
| 6 | PAC Meeting | District Office | Ongoing | Parents will work with district to plan and improve parent plans and ideas for parent involvement activities.  |

**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)].

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| **Response:** Teacher-parent conferences will occur at the best suitable time for both the parents and the teacher. Parents can inform teachers of the best time and conduct the conference. Parents will be given the chance to communicate with the teachers through the Homework Folders (gr. K-2) and Daily Planners (gr. 3-5) or phone contact. Most school activities are conducted in the evening to ensure working parents have time to attend school events.  |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | AR Night - Parents read with their students by checking out library books and reading in the library. Students take comprehension tests on the computer. | Media Specialist | Increase reading comprehension and fluency | At least 4 times a year (close to end of each nine weeks) | Sign-In sheets and student data of AR test completion and AR score. |
| 2 | All-Pro Dads Success Maker Math | PE Coaches Math Coach, Lab Mgr | Increase Math scores to meet AYP | November 2015 | Sign-In sheet, parent evaluation |
| 3 | Science Night | Science Coordinator; Assistant Principal; Title I Contact | Increase Science Vocabulary and knowledge of Scientific Method | January 2016 | Parents will evaluate Science projects and participate in Science activities, Parent Evalaution |
| 4 | Math through Physical Education Family Night | PE Coaches | Families will be invited to participate in PE learning stations emphasizing exercise, health, and safety. | March 2016 | Sign-in sheet, parent evaluation |
| 5 | I-Moms Build -a- Book | I-Moms Coordinator | Moms will be invited to attend a presentation on ways to build rapport with their children and help with academics. Then students will be given a Build-a-Book kit and encouraged to write and illustrate their own book with Mom's help. | May 2016 | Sign-in sheet, parent evaluation |
| 6 | Math Night | Math Coordinator | Families will be invited to attend a night of activities that involve math vocabulary and other fun activities to give knowledge of math skills. | Date not decided yet for 2013-2014 school year | Sign-in sheet, parent evaluation |
| 7 | AVID 4th/5th grade | AVID Team | Increase exposure to college ideas | August 2015 | Sign in sheet |

**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)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | School Advisory Council | Chairperson of SAC; Title I Contact | The community partner with schools to help students learn more efficiently. | 3-4 times a year | Discuss concerns of Webster Elementary, Modify By-Laws as needed, sign-in sheets. |
| 2 | PTO, Parent-Teacher Organization | Parents and Teachers | Parents work with children at home | Monthly  | Parents and teachers discuss barriers and collaborate to combat issues. Parent sign-in sheets.  |
| 3 | Parent Advisory Council Meeting | Title 1 Director; Title I Contacts | Parents and teachers brainstorm ideas to assist one another in planning creative partnerships between the school and the community. | Twice a year | Discuss and improvise requirement for Title 1 School Improvement Plan and Parent Involvement Plan. |
| 4 | Title 1 Faculty Meetings-Words of Encouragement to Parents for Parent Involvement Board | Title 1 Contact | School strives to meet adequate yearly progress through an increase of parental involvement.  | Weekly Meetings | Agendas from Grade Level meetings and Faculty meetings. |

**Review Rubric:**

 Content and type of activity including the following:Valuefollowing:

* Valuing of parental involvement,
* Communicating and working with parents,
* Implementation and coordination of parental involvement program,
* Building ties between home and school,; and
* Cultural sensitivity;

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

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

**Review Status:**

**Review Comments:**

**Other Activities**

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

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| **Response:** ~Family Day at Parent Resource Center : Three times a year 1.Invite Parents to attend the Parent Resource Center 2.Meet with Parent Resource Coordinator to check out games suitable for child academic needs. ~Afterschool Program(Assistant Principal):1. Teachers list the students that need remediation.2. Parents are given a notice to sign child up for tutoring3. Parents who are interested in allowing their child to receive additional help, parents sign up their child(ren). ~Anti-Bullying Presentations (Guidance Counselor) 1. Invite parents to learn the law against bullying. 2. Perform a skit to show examples and non-examples of bullying. 3. Present information on bullying and its effects on 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:**

**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:** Parents will be informed about school information prior to the function through the school weekly and monthly newsletters, electronic sign and on the school calendar. In addition, prior to an event, a notice will be sent out to remind parents of the school function. Teachers will be responsible for reminding students and handing out the flyers to parents. At Orientation, parents will be given an overview of the information to be expected throughout the school year. Parents will be invited to Conference Night, to review the progress of their child. Conference Night informs parents of the progress their child is making along with the Grade Level Promotion Criteria. The grade level criteria include passing scores on the FSA for 3rd-5th graders and DEA for kindergarten through 2nd grade. In addition, parents are given progress reports and report cards to verify student academic progress. Along with the report cards, students who are not progressing are given a Possibility of Retention Letter stating that the child may be retained. Parents will be required to sign the form and return to school with the report card envelope. At Webster Elementary School, parents are always welcomed to express concerns to the administrators, teachers, the SAC Committee, Title 1 Contact or PTO. Parents will be given access to Renaissance Place and Skyward Grade Book to allow home access to the Accelerated Reader and Math programs and online gradebook.  |

**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)].

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| **Response:** The population at Webster Elementary includes parents and students who are LEP, Limited English Proficiency. Several Spanish-speaking staff members will be used as translators as needed. The Parent Resource Center has a bi-lingual, Spanish and English, answering machine that helps address parent needs on the phone. Newsletters are presented in both English and Spanish. Twice a semester, Hispanic Parent Conferences are held to encourage all Spanish speakers to learn promotion criteria and educational concerns of their children.  |

**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:

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| --- | --- | --- | --- | --- | --- |
| **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)]; | Home and phone conferences for Hispanic parents | Title I School-Home Liason | Hispanic parents will have the opportunity to become aware of student expectations and speak with their children about their progress in class.  | Ongoing |
| 2 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Partners in Education | Office Personnel | Students and parents discuss important issues that are impacting the education status. Partners in education help the school with fundraisers and donate materials as much as possible. Parent concerns and financial struggles are taken into consideration. The school and community groups strive to ensure that students benefit from increased parent involvement.  | Ongoing |

**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.

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| [Uploaded Document](file:///C%3A%5CUsers%5CMancinL%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CGK5ZMG93%5CfileUploads%5C600051_2015-2016_uploadEvidenceParentInput.doc) |

**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.

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| [Uploaded Document](file:///C%3A%5CUsers%5CMancinL%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CGK5ZMG93%5CfileUploads%5C600051_2015-2016_uploadCompact.doc) |

**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.

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| [Uploaded Document](file:///C%3A%5CUsers%5CMancinL%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CGK5ZMG93%5CfileUploads%5C600051_2015-2016_uploadCompactEvidence.docx) |

**Review Rubric:**

**Review Status:**

**Review Comments:**

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

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent Open House | 1 | 297 | Parents meet child's teachers, visit and learn layout of campus  |
| 2 | Parent Orientation | 1 | 286 | Promotion criteria, classroom expectations shared with parent  |
| 3 | American Education Week | 2 | 220 | Parents invited into classrooms throughout day to interact with student and the curriculum  |
| 4 | Accelerated Reader Parent Nights | 4 | 378 | Quarterly student/parent evening reading and testing  |
| 5 | Physical Education/Math Night | 1 | 60 | Physical activities for students and parent focused on math activities |
| 6 | Science Fair/Science Activity Night | 2 | 213 | Recognition of science fair participation, and parent and student science activities |
| 7 | IMoms Reading Night | 1 | 120 | Moms and daughters interaction focused on building reading capacity |
| 8 | All Pro Dads Activity | 2 | 217 | Dad with child activity focused on parenting skills to affect school work |
| 9 | AVID 4th/5th Grade Intro | 1 | 62 | Increase in College type experiences. |

**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)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | School Faculty Meeting/trainings | 2 | 28 | Increased teacher awareness of need, district and school expectations, procedures, and documentation so parents will receive timely, meaningful information that parents can use at home to allow them to work with their child |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Working Parents | Schedule at different times to include evenings so working parents can attend |
| 2 | Transportation | Create a list that are willing to carpool |
| 3 | Language Barrier - ELL parents | Provide translators at all parent involvement events |
| 4 | Confusion and frustrations regarding new state standards expectations | Provide standards training for parents |

**Review Rubric:**
Strong responses include:

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

**Review Status:**

**Review Comments:**

**Best Practices (Optional)**

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

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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:**