

## **2016-2017 School Parental Involvement Policy/Plan**

**School:** Durrance Elementary School

**LEA:** Orange County

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

### **Assurances**

Durrance Elementary School agrees to:

- ☐ Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- ☐ Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- ☐ Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- ☐ Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- ☐ Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(2)(E)];
- ☐ Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- ☐ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- ☐ Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- ☐ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly

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qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

- ☐ Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

### Parental Involvement Mission Statement

The mission of Durrance Elementary School is to lead our students to success with the support and involvement of families and the community. Durrance Elementary feels strongly that parent involvement is a driving force in a child's education. Durrance Elementary is committed to working in tandem with parents to provide quality education for all students. Durrance's goals for the 2016-2017 school year are to increase parental involvement by providing extra-curricular activities and academic awareness nights that are designed to build positive relationships. Durrance will involve parents through SAC, PTA, and PLC Meetings. Parent input will be documented through surveys, question and answer sections, evaluation forms, and meeting minutes. The school will also offer family nights where parents will receive training on student activities related to Reading, Math, Science, and Writing. Also, parents will be invited to Student Success Celebrations, and Parent Resource Nights where they will learn educational strategies to use with their children. Parents will learn about hands-on Math and Science activities that can be done at home and at school. One barrier that prevents parents from participating in events is time constraints. To overcome this barrier, day time and/or evening meetings will be offered for teacher-parent connection meetings. Teachers are also open to conducting meetings with parents at times that are convenient for them.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Durrance Elementary will utilize members of our School Advisory Council (SAC) on our Title 1 Program Committee. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan and the Parent Involvement Plan. SAC is composed of school employees and parent volunteers, which must comprise over 50% of the voting members. During the SAC meeting when the PIP is developed, the committee will decide how the Title 1 parent involvement funds will be used. Invitations for SAC meetings are sent to all parents. A draft copy of the 2016-2017 plan, can be found in the front office for parent review. The draft copy of the Parent Involvement Plan will be reviewed, modified, and adopted at the first SAC meeting of the 2016-2017 school year.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs

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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)].

Program	Coordination
VPK	The VPK instructor will work together with the Title 1 office to coordinate programs for the students to prepare them for public school. Activities may include meetings with parents and Kindergarten teachers to discuss educational support for the children.
ESE	Supplemental instructional support provided by Title 1 will be discussed with parents during the development of each student's IEP.
Title I	After school tutoring provided for specifically identified students to assist with academic needs and provide parents with additional resources.
Title II	The school will engage in staff development to assist personnel in working effectively with parents in teaching them strategies to help their children in school.
Title III	Services are provided through the district for educational materials and ELL district support to improve the education of Immigrant and English Language Learners
MVP	Services are provided to students identified as homeless through the school, county, and federal funding.

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

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Advertise the event, flyers/stickers	Principal, Title 1 Coordinator	August-September 2016	Marquee, Connect Orange phone messages in both English and Spanish, Flyers in both languages, Dolphin Electronic Newsletter, Verbal invites
Develop agenda and presentation materials developed	School Administrator	September 2016	Copies of Agenda, powerpoint presentation, projector/screen
Develop sign-In sheets	Parent Liaison	September 2016	Sign In sheets for classrooms and individual classrooms
Conduct Title 1 Annual Meeting	Administrator and Parent Liaison	September 2016	Copies of Agenda and handouts
Notices sent home in Parent English and Spanish	Parent Liaison	September 2016	Copy of notice with date of dissemination.

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Maintain Documents	Parent Liaison	Ongoing 2016-17	Copies of all documents
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4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Durrance Elementary will conduct parent meetings and parent involvement activities at varying times during the day. Meetings for PTA Board, SAC, and PLC are held right after school ends, making these meetings convenient to parents who walk and drive their students to and from school. Most family nights are held after 6:00 pm to encourage working parents to attend. Grade level parent conference nights for the first marking period will be held from 7:00 am to 7:30 pm by all of the grade levels. In addition, parents can request meetings with teachers and faculty before school, during teacher planning and after the school day as needed. Telephone conferences also provide flexible options. Bus passes may be obtained from the MVP liaison for parents who need transportation to meetings.

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

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Open House	Support Team and all teachers	Parents are given information on teacher expectations and learning goals for the year, and resources such as websites to track student progress, help with homework, interventions, and provide additional practice.	September 2016	Copy of Agenda, Sign In Sheets
Annual Title I meeting	Title I Coordinator	To advise parents of our Title I status and describe how funds will be used to increase academic success across the curriculum.	September 2016	Sign-in sheet, copy of agenda

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SAC/PTA Meetings	PTA President, Compliance Teacher	By providing parents with leadership opportunities, we will increase the level of involvement of parents to become active in the decision making process at the school.	Ongoing 2016-2017	Agendas, minutes, handouts, sign in sheets
Grade Level Report Card Conference Nights	Support Team and Teachers	Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the year. Parents will be given information on websites to track student progress. They are also given websites connected to reading and math curriculum that provides help with homework, interventions, and additional practice.	November 2016, April 2017	Conference logs, classroom sign-in sheets
Extended Media Center Hours	Assistant Principal, Media Specialist	Media Center will be open for 1 additional hour after school is out two days a week and before school two days per week. This will provide families access to check out books, take AR tests, access computers for research, etc.	October 2016 through May 2017	Sign in sheets, handouts, logs of help provided
Honor Roll—Student Success Celebrations	Support Team and teacher	Teacher will present awards on stage in cafeteria, where parents and families are invited to attend and celebrate their child's achievements	November 2016, & May 2017	Attendance, Sign-in sheets
Halloween Dance	PTA and supporting staff	Parent involvement in school events increases student achievement.	October 2016	Attendance, pictures, Sign-In Sheets
Magnet Fair/Family Science Night	Magnet Coordinator, Science Teacher & Support Team	Student Achievement scores and SIP science/magnet goal. Parents will be given resources to help students explore magnet topics further.	November 2016	Parent Participation/Sign In Sheets, Science Benchmark Comparisons, Feedback forms

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Fall Concert (grades 3-5)	Music teacher and teacher support	Students celebrate their success by showing what they have learned on stage with families/parents invited to attend.	December 2016	Attendance, Sign-in sheets
Rocket Day	Science teacher, other Special area teachers, and grade level teachers with staff support	Students design, create and launch rockets, in support of our magnet program.	December 2016 (Grades 3-5) Spring 2017 (Grades K-2)	Attendance, parent volunteer hours, Sign-in sheets, feedback forms
Spring Concert (grades K-2)	Music teacher and classroom teacher support	Students celebrate their success by showing what they have learned on stage with families/parents invited to attend.	March 2017	Attendance, Sign-in sheets
Field Day	P.E. and Special area teachers and staff support	Parent involvement in school events increases student achievement.	March 2017	Attendance, Sign-in sheets
Art & Music Expo	Art and Music teachers with staff support	Parent involvement increases student achievement.	May 2017	Attendance, Sign In Sheets
PTA Carnival	Parents, Support Team and Teachers	Parent involvement in school events increases student achievement and celebrate student success.	May 2017	Attendance, pictures, Sign-in sheets,

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

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Title 1 Standards and Guidelines Meeting, Review of Parent Involvement Plan and Compact with Faculty	Parent Liaison/ Administration	Set clear goals for parent involvement with faculty.	September 2016	Sign in sheets, Parent/Teacher conference logs
Staff	Parent Liaison	Inform, educate, and train	October	Exit slips, Parent

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Development on The Importance of Parent Involvement		teachers and staff on how to build relationships with parents.	2016	conference logs and Compacts
Staff Development on Building Ties Between Home and School	Parent Liaison	Improve the ability of staff to work effectively with parents	November 2016	Exit slips, Parent conference logs and Compacts
Staff Development on Implementation and Coordination of Parental Involvement Programs	Parent Liaison	Parent liaisons will be provided with a training module to take back to schools in an effort to improve the ability of staff to work effectively with parents	January 2017	Exit Slips, Parent conference logs and Compacts
Staff Development on Communicating and Working with Parents	Parent Liaison	Parent liaisons will be provided with a training module to take back to schools in an effort to improve the ability of staff to work effectively with parents	February 2017	Exit Slips, Parent conference logs and Compacts

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

Durrance has a guidance counselor and social worker to assist with parent needs. They maintain a list of resources for parents. The ESE and Guidance office has a resource center that includes information on Homeless Education, Retention, Counseling services, Exceptional Education Services, Behavioral Support Services, and other resources available within and outside of the school. The media center is also has a parent resource center that includes books on parenting, language acquisition for parents, GED resources, and other resources. The media center also has computers set up for parent and student use before and after normal school hours. The media center will have extended hours on Tuesdays and Thursdays.

The Parent Academy is also a district resource for parents. Information on Parent Academy dates is sent home to parents and also available on the school website. This information is also given out weekly through our electronic newsletter.

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

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

At the Title 1 Annual Meeting in September, parents will be informed of Title 1 programs. The school will also provide a variety of "family nights" that will help parents understand curriculum and provide training so that they may help their child at home. Teachers will maintain sign-in sheets from parent conference nights and Open House. All school activities are advertised on the school marquee, the school calendar, flyers home, weekly and monthly electronic newsletters, and Connect Orange. Durrance also has a website where parents can access school information and the school calendar. This website also has links to the OCPS website and the FLDOE website. Parents can access information on county programs as well as standards on the county and state websites.

Progress reports and report cards are sent home to inform parents of their child's academic progress. The parents also have access to Progress Book where they can get information about their students' academics, attendance, and homework daily. All students have planners or Take-Home binders that are sent home daily as a means of communication between home and school. Parents may schedule meetings with teachers and administration as needed. Translation is provided for any parents that request it.

Surveys are sent home to the parents on the SIP and the PIP. All parents are invited to SAC meetings where plans are developed and reviewed. The opportunity for suggestions and comments is given in these meetings and through the surveys that are sent out or done electronically at school events.

The parent liaison will maintain sign-in forms for the Annual Meeting as well as documentation of the dissemination of information, distribution methods, and timelines. Copies of the school calendar, monthly newsletters sent home by grade levels, agendas, parent sign in and feedback information are all collected and maintained by the Title 1 staff.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to 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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A variety of parent involvement activities will be planned to ensure that each parent has ample opportunity to participate. Multiple sources will be used to communicate opportunities for involvement to parents. Durrance will send home information pertaining to meetings and "family nights" in both English and Spanish. Other languages will be available at the parents' request. Information will be disseminated to parents using electronic newsletters, student planners, school website, school marquee, and/or Connect Orange phone calls in English and Spanish. Translators will be available at parent nights and meetings as requested by parents. The school is fully wheelchair accessible. Sign language interpreters can be obtained from the county for events when requested by the parent.

### Discretionary School Level Parental Involvement Policy Components

☐ Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)];
- ☐ Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

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

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
SAC and PTA Board meetings	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	Principal	Student Achievement is increased with more parental support.	Monthly

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Literacy Night	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	Support Team	Student Achievement is increased with more parental support.	October 2016
Evening Conferences during the 1 <sup>st</sup> & 3 <sup>rd</sup> marking periods. Before, during, and after school conferences as well as telephone conferences at all times during the year.	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)];	Teachers, Support Team	Student Achievement is increased with more parental support.	November 2016 & April 2017 (and whenever needed by request)
Durrance will partner with community organizations to provide information about available resources.	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	ELL CT, Guidance Counselor, Support Team	Student Achievement is increased with more parental support.	Year Round

### **School-Parent Compact:**

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

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

### **Adoption**

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

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This policy/plan was adopted by the school on MM/DD/16 and will be in effect for the period of 05/31/2017. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/30/2016.

\_\_\_\_\_  
(Signature of Authorized Representative)

\_\_\_\_\_  
(Date)

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

## Review of 2015-2016 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2015-2016 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
Meet the Teacher	1	275	Parents were provided with information regarding how to help their student succeed in school.
<i>Title I Annual Meeting</i>	1	45	Parents were provided information about school goals and assessments so they can better support their student.
Open House	1	315	Parents were provided with information regarding what activities are happening in their children's classrooms & how they can support from home.
Parent/Teacher Conference Night	2	182/ 238	Reviewed student report cards and discussed how parents can be involved in their child's academic success.
Science Family Night	1	178	Workshops and activities to provide parents with tools to help students with science.
Student Success Celebrations	3	304	Parents were invited to celebrate their child's accomplishments.

2. Provide a summary of the professional development activities provided by the school during the 2015-2016 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)].

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Correlation to Student Achievement</b>
Reading, Math, Science, Magnet Meeting	1	37	Training to provide teachers with methods to incorporate magnet themes into curriculum.
ELL Strategies	1	37	Training to instruct teachers how to differentiate instruction to include ELL strategies
Parent Involvement Title I training with PPT and exit slip	3	37	Training to provide teachers with strategies that will encourage parent participation and positive relationships with parents
Small Group PDs with Holly Christian	5	2-10	Training (as requested by teachers) on various topics including developing ELA centers, assessments, & etc

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SIP Review & Reflection Model	1	37	Training to inform teachers about our SIP goals and progress with instruction in mind.
Deliberate Practice mtg. & presentations (2 sessions)	3	37	Focus on Marzano Super 7 Elements with research and presentations developed by teams to benefit student instruction
Creating Evidence Based Scales with Sozio	1	37	Training to provide teachers with strategies to help in planning for instruction.

3. Describe the barriers that hindered participation by parents during the 2015-2016 school year in parental involvement activities. Include the steps the school will take to during the 2016-2017 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Limited English Language (ELL)	Provide translations in Spanish to parents who need it. Communications will be sent home in English and Spanish.
Limited Parent Volunteers (ELL, Economically Disadvantaged subgroups)	Parent Resource will work with parents to encourage more participation and involvement
Lack of current phone numbers (Economically Disadvantaged subgroup)	Request updated information from parents as needed
Parents that work in the evenings (ELL, Hispanic)	Provide a variety of times and dates for parents to meet with teachers to discuss their child's academic progress.

4. Describe the parental involvement activity/strategy implemented during the 2015-2016 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity
Parent school communication	Parent conferences were set up each semester to discuss academic progress of students with parents. Communications sent home in two languages.
Parent activities where students are participants and fun for whole family	Science Night, Art & Music Expo, where Parents come to see students' work & participate with the students.

# Review Rubric for 2015-2016 School Parental Involvement Policy/Plan

School Name: Durrance Elementary

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

Policy/Plan Components	YES	NO
<b>2015-2016 Plan Review</b>		
Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs?		
Is the PIP written in an understandable format and provided in a language parents can understand?		
Were revisions/updates to the plan made based upon the review of the 2015-2016 plan? Did the school address the barriers identified in the review?		
<b>LEA Policy Mission Statement</b>		
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: <ul style="list-style-type: none"> <li>• Explanation of the purpose of the parental involvement program;</li> <li>• Description of what will be done; and</li> <li>• Description of the beliefs or values of the LEA.</li> </ul>		
<b>1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the group responsible for the planning, review, and improvement of the Title I program;</li> <li>• Description of the procedures selecting members of the group;</li> <li>• Explanation of how input from parents will be documented; and</li> <li>• Description of the process for schools to involve parents in the development of the required plans; and</li> <li>• Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].</li> </ul>		
<b>2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, 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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of the specific federal program; and</li> <li>• Description of how the programs were coordinated.</li> </ul>		

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<b>3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Identification of specific activities or tasks;</li> <li>• Identification of the person(s) responsible for completing the task;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<b>4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and</li> <li>• Specific examples of the flexible schedule offered to parents.</li> </ul>		
<b>5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)]. 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)].</b>		
Strong responses include: <ul style="list-style-type: none"> <li>• Content and type of activity including the following:               <ul style="list-style-type: none"> <li>• The state's academic content standards and State student academic achievement standards,</li> <li>• State and local academic assessments including alternative assessments,</li> <li>• Parental involvement requirements of Section 1118, and</li> <li>• How to monitor their child's progress and work with educators to improve the achievement of their child.</li> </ul> </li> <li>• Identification of person(s) responsible;</li> <li>• Reasonable and realistic proposed timelines;</li> <li>• Correlation to student academic achievement; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		

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<b>6. Describe the training for staff the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].</b>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>○ Value of parental involvement,</li> <li>○ Communicating and working with parents,</li> <li>○ Implementation and coordination of parental involvement program,</li> <li>○ Building ties between home and school, and</li> <li>○ Cultural sensitivity;</li> </ul> </li> <li>• Specific correlation to student achievement;</li> <li>• Reasonable and realistic timelines; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<b>7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].</b>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Identification of the type of activity;</li> <li>• Specific steps necessary to implement this activity;</li> <li>• Person(s) responsible;</li> <li>• Timeline; and</li> <li>• Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.</li> </ul>		
<b>8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</b> <ul style="list-style-type: none"> <li>• <b>Timely information about the Title I programs [Section 1118(c)(4)(A)];</b></li> <li>• <b>Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and</b></li> <li>• <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)].</b></li> </ul> <p><b>Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for providing information to parents;</li> <li>• Dissemination methods;</li> <li>• Reasonable and realistic timelines for specific parent notifications; and</li> <li>• Description of how the school will monitor that the information was provided.</li> </ul>		



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<p><b>9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].</b></p>		
<p>Strong responses include:</p> <ul style="list-style-type: none"> <li>• Process for translating information into a parent's native language;</li> <li>• Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;</li> <li>• Description of how the school will ensure that information is available to parents considering the fluctuating student populations;</li> <li>• Specific languages that information will be routinely provided; and</li> <li>• Process the school will use to monitor the dissemination of information to parents.</li> </ul>		
<p><b>10. Describe how each discretionary activity checked will be implemented.</b></p>		
<p><b>Strong Responses Include:</b></p> <ul style="list-style-type: none"> <li>• Content and type of activity including the following: <ul style="list-style-type: none"> <li>○ Involve parents in the development of staff training,</li> <li>○ Provide literacy training,</li> <li>○ Pay reasonable and necessary expenses to conduct parental involvement activities,</li> <li>○ Train parents to help other parents,</li> <li>○ Maximizing parent participation,</li> <li>○ Adopt and implement model parental involvement programs, or</li> <li>○ Develop roles for community organizations and/or businesses in parental involvement activities;</li> </ul> </li> <li>• Description of the implementation strategy;</li> <li>• Identification of person(s) responsible;</li> <li>• Correlation to student academic achievement; and</li> <li>• Reasonable and realistic timelines.</li> </ul>		
<p align="center"><b>School-Parent Compact</b></p>		
<p><b>School-Parent Compact must include the following components:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> <li>• Highlight the importance of communication between teachers and</li> </ul>		

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<p>parents on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> <li>○ 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;</li> <li>○ Frequent reports to parents on their child's progress; and</li> <li>○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and</li> </ul> <ul style="list-style-type: none"> <li>● Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].</li> </ul>		
<b>Review of the 2015-2016 Policy/Plan</b>		
Did the school include a copy of the review of the 2015-2016 policy/plan?		
<p>Did the review include all required components?</p> <ul style="list-style-type: none"> <li>● A summary of the results of the activities conducted for parents;</li> <li>● A summary of the staff training activities;</li> <li>● 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</li> <li>● Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.</li> </ul>		

**Additional Comments or Concerns:**

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