I, Patty Harrelson , 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**

Innovations agrees to:

* 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

**Parental Involvement Mission Statement**

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| **Response:**  Rosemont Elementary’s parental involvement program is committed to promoting a stronger Rosemont community through parental engagement initiatives including afterschool activities, parent resource center with support staff, and workshops geared towards empowering our parents. Rosemont Elementary is committed to involving parents in decision making through participation in PTO and SAC meetings held monthly at the school site. This results in increased awareness and involvement in all aspects of their students’ education and the school community. |

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

Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 118(e)(14)].

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| **Response:** A team comprised of school administrators, Title I coordinator, parents, and teachers will be responsible for the implementation of the Title I program**.**  Rosemont will involve parents by sending out monthly notices for parents to attend meetings and events. These timely notices will be via phone message, marquee and/or flyers.  Rosemont will solicit parent involvement through the School Advisory Committee. The SAC will retain input from parents to include in the school improvement plan and the parent involvement plan. The SAC will also review, plan and obtain input from the parents in the decisions regarding school improvement and how funds will be used.  Additionally, we will involve parents through our monthly Rosemont Parent University events. At the first meeting, we will solicit feedback from our parents and clarify questions regarding programs and Title 1. |

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

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| Program | Coordination |
| |  | | --- | | Pre-Kindergarten (VPK) | |  | | Include PreK in all communication and Title I events including Rosemont Parent University workshops, PTA, and SAC. This will occur on a monthly basis. |
| |  |  | | --- | --- | | Title I |  | |  |  | | Opportunities for parents to participate in workshops focused and receive resources on increasing knowledge of support for students’ academic skills will be provided through Rosemont Parent University coordinated by the parent involvement coordinator. This will occur on a monthly basis and will be communicated through the Rosemont monthly newsletter. |
| Title II | Opportunities for parents to participate in workshops focused on increasing knowledge of support for students’ academic skills will be provided through Rosemont Parent University coordinated by the parent involvement coordinator. This will occur on a monthly basis and will be communicated through the Rosemont monthly newsletter. |
| Title III | Rosemont Elementary works to ensure all parents feel they can access the programs and supports provided on campus. Documentation, resources such as books, support during school events such as Open House and conference night. In addition, communication is provided in students home language to support parents involvement in the school community. Opportunities for parents to participate in workshops are provided through Rosemont Parent University where parents are given learning opportunities. |
| Title X | Resources are provided for parents such as clothing, school supplies, and food through the Love pantry. Scholarships are provided to students and parents wishing to participate in field trips. Opportunities for parents to participate in workshops focused on increasing knowledge of support for students’ academic skills will be provided through Rosemont Parent Unirveity coordinated by the parent involvement coordinator. The parent learning opportunities are extended to meet this populations specific needs to include support with housing (homeless liason), social work referrals, and counseling support (Aspire). This will occur on a monthly basis and will be communicated through the Rosemont monthly newsletter. |

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

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| **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Telephone Messages | Principal | September 9, 2016 | Connect Ed Report |
| Marquis | Assistance Principal | September 9, 2016 | Marquis |
| Create sign In Sheets | Parent Resource Teacher | September 13, 2016 | Parent Sign-In logs |
| Annual Parent Meetings | Parent Resource Teacher | October 25, 2016 | Parent Sign-In logs |
| Parent teacher Conferences | Instructional Teachers | October 12, 2016 | Parent Sign-In logs |
| Conduct Title 1 Annual Meeting | Title 1 Coordinator | October 25, 2016 | Maintain documentation is ongoing |
| Maintain Documentation | Title 1 Coordinator | September 2016- June 2017 | Maintain documentation is ongoing |

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

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| **Response:** Rosemont holds monthly parent meetings at 5:30 pm. Parent conferences are also held with flexible scheduleing ti support parent schedules. For example, meet the teacher was held from 3-6 pm while Open House was held from 5-7 pm. Another example of flexible scheduling of meetings is SAC. The September SAC meeting was held at 3 pm, but the November meeting will be at 6 pm. All meetings have childcare services for parents if needed. Also, the media center is open late every Tuesday from 3-6 pm to provide parents an opportunity to read with their children, or check out books, and take AR tests. |

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

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| **Content and**  **Type of Activity** | | | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
|  | |  |  |  |  |  |
| Parent Conferences | | Classroom Teachers | Teachers will conduct individual conferences to discuss each child's assessment results (state and district), grade level standard and behavioral expectations, and goals. | Aug.2016 - May 2017 | Parent Contact Logs |
| Media Nights | | Media Specialists | Media Specialist will work with students and parents to increase their understanding of literacy and reading proficiency. | Aug.2016 - May 2017 | Parent Sign-In Logs |
| Spirit Nights | | Parent Resource Teacher | Families and teachers are invited to area restaurants on specific nights to build community partnerships with our partner businesses. | September 2016 – May 2017 | Parent Sign-In Logs/Parent Surveys |
| Rosemont Parent University | | Parent Resource Teacher | Parents are provided with learning activities designed for families to interact collaboratively and help students succeed academically and behaviorally at school and home. | October 2016 – May 2017 | Parent Sign-In Logs |
| Family Literacy Night | | Parent Resource Teacher | Parents will be provided the opportunity to create and take home resources aligned to ELA standards being taught in the classroom and will be provided with information and strategies to support growth towards state math and science standards and assessments. | January 24, 2017 | Parent Sign-In Logs |
| Student Performances | | Special Area Teachers | Parents will be provided an opportunity to see students present showcase of musical, art, and dance performances from standards they have been learning in music, art, and PE. | October 2016- May 2017 | Parent Sign-In Logs |

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

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| **Content and Type of Activity** | **Person Responsible** | | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Staff Development | Administration | | Staff development will be provided focusing on building positive parent and community ties throughout the school year. This year the book study focus is Poor Students Richer Thinking. It will support Rosemont stakeholders in understanding student perceptions and how to effectively create positive parent partnerships leading to increased student success | August 2016 - May 2017  Periodically | Parent Survey |
| Rosemont Parent University | | Parent Resource Teacher | Monthly learning opportunities will be provided by teachers to parents. This will help to build and maintain positive parent involvement which will increase student’s success. | September 2016- May 2017  Monthly | Teacher Survey |
| Rosemont Newsletter | | Parent Reso*u*rce Teacher | This will increase communication between home and school including opportunities for parents to volunteer, attend functions, or participate in RPU. This will help to build and maintain positive parent involvement to increase students success | September 2016- May 2017  **Monthly** | Teacher Survey  Parent Survey |
| Data Meetings | | Administration | Teachers and administration will meet monthly to review student performance data and discuss ways to increase student performance. This will increase teacher effectiveness and they will learn how to better collaborate with parents and increase student achievement. | September 2016- May 2017  Monthly | Teacher Survey  Parent Survey |

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

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| **Response**: Rosemont will provide differentiated opportunities for parents to become engaged in their student’s education and the school community. Teacher’s will identify possible parents to contact to volunteer, parents will be encouraged to participate in SAC and PTA during open house and conference nights, parental involvement incentive programs are being utilized to encourage involvement of parents that typically are not participating. Some of the opportunities include:  Rosemont Parent Resource Center – there is a classroom with books, games and other resources for checkout. There is also a food pantry and confidential communication for parents to community resources for job assistance and home assistance. This is coordinated by the school parent involvement coordinator. These services are provided throughout the school year beginning in August. Parent surveys are utilized to determine effectiveness of services and resources.  Rosemont Parent University – Opportunities for parents to participate in workshops focused on increasing knowledge of support for students’ academic skills will be provided through Rosemont Parent University coordinated by the parent involvement coordinator. This will occur on a monthly basis beginning in September and continuing throughout the school year. .Parent interest inventories from previous year were used to see what topics may be of interest to parents as the workshops. Parents are provided with tangible resources at workshops to encourage participation. Parent surveys are also utilized to determine effectiveness of services and resources.  Family Media Night – The media center is open once a week until 6:30 pm. The media specialist coordinates this program to ensure parents are able to identify appropriate books for their students reading level and provide support for parents and activities for them to read and support comprehension.  Report Card Conferences – These conferences will be held quarterly. Parents are able to sign up for a time between 7am and 7pm with that works for their schedule. The conferences focus on progress of the school’s instructional and curriculum goals with recommendations/accommodations for parents. Parents survey results indicated that the conferences are effective and help them understand their students’ performance. |

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)].

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| **Response:** The Title 1 Annual Meeting will be held in October 2016 in conjunction with MPLC. Rosemont will provide timely information with flyers, monthly newsletter, and telephone messages.  Administration will hold monthly parent meetings (Rosemont Parent University) to share information about the school’s curriculum and programs, assessments for student growth. Notification for these meetings will be via flyers, newsletters, Facebook Page/school website and telephone messages.  Parents are encouraged to participate in quarterly conference nights and are invited to schedule any additional conferences as needed throughout the year. |

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

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| **Response:**  Rosemont provides opportunities for all parents to participate in parent programs, meetings, and other activities. Information can be provided in different languages via interpreters and through fliers sent home in Creole and Spanish. Meetings are announced through a variety of mediums including monthly newsletters, ConnectED, and announcements on the marquee. If interpretations are needed, we have bilingual staff (Spanish and Creole) available to assist families.  Accommodations will be made for disabled parents on an as needed basis. Rosemont Elementary is a handicap accessible school with an elevator and handicap bathrooms in the 900 building. In addition, audio and visual aids are provided. |

1. 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)];

X 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)] ;

X 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

X Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

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

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| **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** |
| Family Literacy “Media” Nights | Provide literacy support for families from Title I fund | Media Specialist and Parent Resource Coordinator | The media center is open once a week until 6:30 pm. The media specialist coordinates this program to ensure parents are able to identify appropriate books for their students reading level and provide support for parents and activities for them to read and support comprehension. | Weekly on Tuesdays |
| Quarterly Conferences & Teacher/Parents Requested Conferences | School meetings are offered during daytime and evening hours. Home visits are made on an as needed basis.  Conferences are conducted in various ways to accommodate parent’s needs. For example, by emails, phone, and early morning or late evening hours | Principal | Keeping all parents informed about their children's education, and providing them with opportunities to participate will have a positive impact on student achievement | October 2016; January, 2017; March 2017 |
| Love Panty | Our community partners provide non-perishable foods items that are given to the students once a weekly. | Partners in Education  Parent Coordinator | By decreasing some of the family socio-economic needs more time can be spent on increasing the child academics while at home. | September 2016; to May 2017 |

**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.

This policy/plan was adopted by the schoolon mm/dd/yy and will be in effect for the period of mm/dd/yy. The school will distribute this policy to all parents of participating Title I, Part A children on or before mm/dd/yy.

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(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 2014-15 PIP.

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

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Family Literacy Night: Parents were provided with strategies to help support their children at home. | 1 | 30 | Student achievement will be measured through common assessments, state assessments, and an increase in Accelerated Reader points is expected. |
| Make and Take Events | 1 | 50 | Student achievement will be measured through benchmark and state assessments |
| Parent Conferences | 3 | 300 | Teachers will conduct individual conferences to discuss each child’s assessment results, expectations and goals. |
| Family Media Night | 25 | 150 | Media specialist will work with students/parents to learn about and assist with reading programs |
| Rosemont Parent University | 5 | 125 | Administration/community leaders will conduct monthly parent meetings on vision, academics, behavior. |
| Annual Parent Meeting | 1 | 40 | Discuss Title 1 and how to effectively use funds for student achievement. |

1. 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)].

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| **Content and Type of Activity** | | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| PI Module 1 The Importance of Parental Involvement. | | 1 | 75 | Principal will conduct staff meetings providing the staff with parental relation workshops and ideas |
| PI Module 2 Building Ties Between Home and Home | | 1 | 75 | Principal will conduct staff meetings providing the staff with parental relation workshops and ideas |
| PI Module 3 Implementation and Coordination of Parental Involvement Programs. | | 1 | 75 | Principal will conduct staff meetings providing the staff with parental relation workshops and ideas |
| PI Module 4 Communication and Working with Parents | | 1 | 75 | Principal will conduct staff meetings providing the staff with parental relation workshops and ideas |

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

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Parents Working Hours (Economically disadvantaged and ELL population) | Offers various meeting/event times as well as childcare when needed |
| Lack of motivation, Economically disadvantage, ELL | Engaging events will be planned with monthly parent events to entice families to participate such as school carnival, health fair, and student performances. |
| Lack of parent participation, Economically disadvantage, ELL population | We will provide family nights so that parents will have the chance to experience their child’s education. We will tie a incentive to attendance at parent events. |
| Lack of communication, Economically disadvantage, ELL population | We will reach out to parents via Connect Ed and monthly newsletter as well as Facebook page. |

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

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| **Content/Purpose** | **Description of the Activity** |
| Positive students behavior recognition/Character Ed. | First Mate Weekly recognition, Quarterly Captain’s Awards, Honor Society, Student Patrols. |

**School Name: Rosemont Elementary School**

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

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| **Policy/Plan Components** | **YES** | **NO** |
| **2015-2016 Plan Review** | | |
| Was evidence adequate to demonstrate that the PIP was developed jointly with and agreed upon by parents of children participating in Title I programs? |  |  |
| Is the PIP written in an understandable format and provided in a language parents can understand? |  |  |
| Were revisions/updates to the plan made based upon the review of the 2015-2016 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Policy Mission Statement** | | |
| Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:   * Explanation of the purpose of the parental involvement program; * Description of what will be done; and * Description of the beliefs or values of the LEA. |  |  |
| 1. **Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e) (14)].** | | |
| Strong responses include:   * Identification of the group responsible for the planning, review, and improvement of the Title I program; * Description of the procedures selecting members of the group; * Explanation of how input from parents will be documented; and * Description of the process for schools to involve parents in the development of the required plans; and * Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]. |  |  |
| 1. **Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].** | | |
| Strong responses include:   * Identification of the specific federal program; and * Description of how the programs were coordinated. |  |  |
| 1. **Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)] .** | | |
| Strong responses include:   * Identification of specific activities or tasks; * Identification of the person(s) responsible for completing the task; * Reasonable and realistic timelines; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 1. **Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].** | | |
| Strong responses include:   * Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and * Specific examples of the flexible schedule offered to parents. |  |  |
| 1. **Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].** | | |
| Strong responses include:   * Content and type of activity including the following: * The state’s academic content standards and State student academic achievement standards, * State and local academic assessments including alternative assessments, * Parental involvement requirements of Section 1118, and * How to monitor their child’s progress and work with educators to improve the achievement of their child. * Identification of person(s) responsible; * Reasonable and realistic proposed timelines; * Correlation to student academic achievement; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 1. **Describe the training for staff the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].** | | |
| Strong responses include:   * Content and type of activity including the following:   + Value of parental involvement,   + Communicating and working with parents,   + Implementation and coordination of parental involvement program,   + Building ties between home and school, and   + Cultural sensitivity; * Specific correlation to student achievement; * Reasonable and realistic timelines; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 1. **Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].** | | |
| Strong responses include:   * Identification of the type of activity; * Specific steps necessary to implement this activity; * Person(s) responsible; * Timeline; and * Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. |  |  |
| 1. **Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:**  * **Timely information about the Title I programs [Section 1118(c)(4)(A)];** * **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; and** * **If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)].**   **Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].** | | |
| Strong responses include:   * Process for providing information to parents; * Dissemination methods; * Reasonable and realistic timelines for specific parent notifications; and * Description of how the school will monitor that the information was provided. |  |  |
| 1. **Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].** | | |
| Strong responses include:   * Process for translating information into a parent’s native language; * Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; * Description of how the school will ensure that information is available to parents considering the fluctuating student populations; * Specific languages that information will be routinely provided; and * Process the school will use to monitor the dissemination of information to parents. |  |  |
| **10. Describe how each discretionary activity checked will be implemented.** |  |  |
| **Strong Responses Include**:   * Content and type of activity including the following:   + Involve parents in the development of staff training,   + Provide literacy training,   + Pay reasonable and necessary expenses to conduct parental involvement activities,   + Train parents to help other parents,   + Maximizing parent participation,   + Adopt and implement model parental involvement programs, or   + Develop roles for community organizations and/or businesses in parental involvement activities; * Description of the implementation strategy; * Identification of person(s) responsible; * Correlation to student academic achievement; and * Reasonable and realistic timelines. |  |  |
| **School-Parent Compact** | | |
| **School-Parent Compact must include the following components:**   * Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards; * Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and * Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum—   + Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement;   + Frequent reports to parents on their child’s progress; and   + Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and * Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA]. |  |  |
| **Review of the 2015-2016 Policy/Plan** | | |
| Did the school include a copy of the review of the **2015-2016** e policy/plan? |  |  |
| Did the review include all required components?   * A summary of the results of the activities conducted for parents; * A summary of the staff training activities; * Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and * Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. |  |  |

**Additional Comments or Concerns:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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