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**

Innovations 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 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**

At Apopka Elementary, we will lead our students to success with support and involvement of families and the community by providing various opportunities for parents to be educated and involved in their child’s education.

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)].

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| **Apopka Elementary School will utilize multiple avenues to get information out to parents regarding SAC meetings and all parental involvement events. The different ways we will inform parents are: weekly newsletters, marquee messages, letters home, messages in students’ planners, Connect Orange phone message blasts out, and putting dates/events on our school internet calendar. These events will illicit parental involvement and participation in all School Advisory Concil (SAC) meetings, Parent Teacher Association (PTA) meetings, curriculum nights, Title I Annual Meeting, Multilingual Parent and Leadership Committee (MPLC) meetings, parent conference nights, and other school hosted events. Administration will consult with the SAC and PTA regarding Title I programs and how to best utilize the subsequent funding that comes from Title I.** |

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** |
| Title I (ATS Tutoring) | The school After School Tutoring (ATS) Tutoring coordinator will coordinate and monitor the tutoring program offered on specific days to support our retained 3rd graders and lowest 25% 4th and 5th graders with reading and math. |
| Pre-Kindergarten | The school provides full day Pre-K at Apopka Elementary School to promote early childhood education to increase school readiness skills.  |
| Title III (Imagine Learning) | Compliance Teacher (CT) will coordinate and monitor the use of the Imagine Learning Computer Program that is offered by the District Multilingual Student Education Services to support the language acquisition and literacy skills of the English Language Learners (ELL) students. |
| McKinney-Vento | The social worker and dean coordinates resources for families identified as homeless, such as food, clothing, school supplies, transportation, and referrals to outside agencies to assist in limiting a high mobility rate among schools.  |
| IDEA |  |

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/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness**  |
| Create and place flyers in office  | Title I Contact | By Sept 2016 | Sign-in sheet/ number of participants |
| Send invitations out for annual meeting | Title I Contact | By Sept 2016 | Sign-in sheet/ number of participants |
| Connect Orange - phone call | Principal  | By Sept 2016 | Sign-in sheet/ number of participants |
| Meeting will be posted on school marquee | Asst. Principal | By Sept 2016 | Sign-in sheet/ number of participants |
| Post on school website | Tech | By Sept 2014 |  |
| Agenda and presentation material developed | Principal/ Title I Contact | September 13, 2016 | Sign-in sheet/ number of participants |
| Prepare and print sign in sheets | Title I Contact | September 13, 2016 | Sign-in sheet/ number of participants |
| Copies made for meeting | Title I Contact | September 13, 2016 | Sign-in sheet/ number of participants |
| Set up projector for presentation | Media Specialist/AP | September 14, 2016 | Sign-in sheet/ number of participants |
| Send home copies of handouts to all parents that did not attend | Teachers | September 13, 2016 | response to parent survey |
| Post presentation on school website under Title 1 | Tech | Week after meeting | response to parent survey of the Title 1 plan |

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)].

 Apopka Elementary school has completed our own action research project on how well meetings are attended during certain days and times. It has been determined, based upon survey results and demonstrated event attendance, that the best days and times to have SAC and Parental Involvement activities are Tuesday and Thursday evenings. The best day and time to hold fun, campus-wide events are Friday evenings. Also, these days and times take into account the majority of local community worship days and times.

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** |
| SAC meetings | Principal / Asst. Principal | * Increase the school’s understanding of parental point of view.
* By giving parents a voice in the operations and structure of the school, we will achieve their buy-in and further develop the parent/school relationship.
* The parents are our customers and they should have a say in some decision making that effects them and their children.
 | Monthly | Sign-in sheets and attendance |
| Pre-K/ Kindergarten Orientation | Principal/AP/Pre-K / K Team | Provide information about the school, Pre-K/ Kinder Curriculum, how to help your child at home and about school procedures | August | Sign in sheet/ attendance |
| Open House | All Teachers | Parents learn the grade level expectations, an overview of grade level curriculum, and are informed on how to support their child at home increases student achievement. | September | Sign in sheet/ attendance |
| Multilingual Parent Leadership Council | CCT | Encourage parental involvement and participation in the ELL education by giving parents a voice regarding ELL programs. Information regarding ELL students’ education is presented to parents in their native language when feasible to overcome language barriers. | 4 x a year | Sign in sheet/ attendance |
| Parent Conference Week | Classroom Teachers | Teachers will provide feedback on students’ progress, explain / discuss student data to increase parents understanding of the curriculum expectations, and will provide resources for parents to support their child at home. | November&January | Sign in sheet/ attendance |
| STEM Fall Festival | The Math/Science Coach and the math/science Committee will coordinate the activities. | The committee will coordinate a day where parents and students will participate in STEM related activities that support students’ skills in those content areas. Parents and students will have hands-on experience with activities they can use at home to help their child. | October | Sign in sheet/ attendance |
| Learning Through the Arts | Music Teacher | Provide information for parents on how music instruction supports their student’s reading skills. Musical activities that families can do at home. | December | Sign in sheet/ attendance |
| Literacy Night | Reading Coach and the Literacy Committee will coordinate this night. | The committee will coordinate a night where parents and students will participate in literacy related activities that support students’ literacy skills. Parents and students will have hands-on experience with activities they can use at home to help their child. | January | Sign in sheet/ attendance |
| Florida State Assessments Night | Admin Team / Teachers | Provide information for parents about the design and components of the Florida state assessment to better prepare their students. | February | Sign in sheet/ attendance |
| Moving on Up | All Teachers | Provide parents with information of the curriculum expectations and Florida Standards for their students’ following year and how to help prepare their students to be successful in the next grade level. | May | Sign in sheet/ attendance |
| Extended Media Nights | Media Specialist | Parents and students will have the opportunity to learn how to use all the available resources provided by the school’s Media Center and Parent Resource Center. The Media Specialist will focus on interactive activities parents and students can do at home to encourage a literacy rich environment. | Weekly | Sign in sheet / attendance |

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** |
| District Parental Involvement Modules | Admin Team | Teachers will learn that parental involvement increases student performance. | All year | Sign-in sheet / attendance, student data |
| Title I Annual Meeting | Title I Contact, Principal, Assistant Principal | Parents and teachers are informed of the assistance that is provided to the school by Title I to support students in meeting state performance standards. | September | Sign-In Sheet |

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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| Our guidance counselor helps provide parents with resources as needed. Computers are available for parents to sign up as ADDitions Volunteers. We also have a food pantry for our students. Backpacks with supplies are handed out at Meet the Teacher for students that apply for free and reduced lunch. We will also provide a Parent Resource Center that will be open during the hours of Extended Media time where parents will have access to computers, manipulative, and other resources.  |

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)];
* 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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| **All Title I programs will be announced first with a flyer, at least 1 week in advance. Written communication will be sent out in English and Spanish. Reminders will be written in the students’ agendas. Events will be posted on the school website and the marquee in front of the school. Connect Orange will be used the week of the event to send out phone messages. On conference nights, curriculum is discussed as well as the assessments used at the school. Students’ progress and grades are noted on progress reports and report cards, as well as Progress Book. Parents may request conferences at any time. Teachers will go over the importance of using the students’ planners for written communication at Open House.**  |

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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| **Translators will be available during school meetings, as feasible. Parents with other disabilities must notify the school prior to the meeting requesting assistance, resources, and accommodations that will be made available. A bilingual staff member will translate information to be sent to parents in Spanish, as feasible.**  |

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)].
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** |
| 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)] | Varying times for meetings | Meeting Facilitator | Parent involvement increases students performance | All year |
| The school will provide child care during certain parental involvement activities to facilitate the meeting time.  | Varying times | Person(s) in charge of meeting/event | Parent involvement increases students performance | All year |
| The school will provide food, snacks, beverages for families during some event nights to help parents with restricted schedules. | Varying times | Person(s) in charge of meeting/event | Parent involvement increases students performance | All year |
| Incentives for students and parents who participate in school activites/ events in order to increase attendance. | Varying times | Person(s) in charge of meeting/event | Parent involvement increases students performance | All year |

**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 SAC Minutes from Wednesday, May 13, 2015.

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This policy/plan was adopted by the schoolon 05/13/2015 and will be in effect for the period of the 2015-2016 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/30/2015.

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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 2014-2015 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** |
| Open House | 1 | 302 | Parent involvement increases student achievement |
| Title I Annual Meeting | 1 | 120 | Parent involvement increases student achievement |
| STEM Fall Festival | 1 | 200 | Parent involvement increases student achievement |
| FSA Night | 1 | 30 | Parent involvement increases student achievement |
| Literacy Night | 1 | 72 | Parent involvement increases student achievement |
| SAC | 7 | 9 (average/meeting) | Parent involvement increases student achievement |
| MPLC | 4 | 10 (average/meeting) | Parent involvement increases 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** |
| OCPS Parental Involvement Modules | 4 | 37 | Effective communication between teachers and parents increases student achievement |

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 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)].

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Parents do not become aware of school events, due to incorrect phone numbers, parents don’t check planners, students don’t give parents flyers, etc. | The school will continue to make every effort to communicate events using multiple forms of media, such as, Connect Orange, flyers, posters, planners, marquee, school website, and electronic newsletter. |
| Parents show less interest in participating in educational activities that build capacity. More parents participate if their child is performing or in “fun” activities.  | The school will provide food and rewards for students, if they participate with their parents in educational activities. School has combined performances and building capacity activities. In addition, the school will encourage parents and students to facilitate activities to build parental engagement.  |
| Parents have conflicting schedules with the school’s event nights due to outside activities, such as sports, religious worship days, work schedule, children in middle/high school, etc.  | The school will make every effort to set specific days of the week for after school events, and notifiy parents well in advance so parents can plan accordingly.  |
| Some parents can’t attend events due to a lack of transportation. | The school would like to offer Lynx bus passes and/or form a partnership with a local church that can provide transportation. The school will ask parents to contact the school if they are in need of transportation in order to make arrangements as feasible.  |

1. Describe the parental involvement activity/strategy implemented during the 2014-2015 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** |
| In an effort to increase parent participation in after school events, media specialist hosted extended media events.  | One of the best attended events was media night. The media specialist partnered with the extended day coordinator, the Hispanic Heritage Committee, and the Black History Committee to host montl, themed extended media nights. The event provided opportunities for parents and students to participate in interactive activies, offered prize drawings and promoted literacy. The event was advertised via Connect Orange and electronic newsletters.  |

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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? | X |  |
| Is the PIP written in an understandable format and provided in a language parents can understand? | X |  |
| 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? | X |  |
| **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.
 | X |  |
| 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)].
 | X |  |
| 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.

  | X |  |
| 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.
 | X |  |
| 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.
 | X |  |
| 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.
 | X |  |
| 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.
 | X |  |
| 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.
 | X |  |
| 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.
 | X |  |
| 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.
 | X |  |
| **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.
 | X |  |
| **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].
 | X |  |
| **Review of the 2015-2016 Policy/Plan** |
| Did the school include a copy of the review of the 2015-2016 policy/plan? | X |  |
| 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.
 | X |  |

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

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