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 plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The plan 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**

**Oak Hammock Middle 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 plan 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 plan 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 plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement plan [Section 1118(a)(2)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

**Parental Involvement Mission Statement (Optional)**

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)].

Our SAC members are made up of administrators, parents, business members and community citizens, who represent the ethnic, racial, and economic community served by Oak Hammock Middle School. Members of SAC are selected using the process outlined by the School District of Lee County. During SAC meetings, members are given the opportunity to hold an open discussion with school representatives and students. These discussions lead to the planning, review and improvement on all parent involvement efforts with the goal of achieving academic gains. In addition, the members make decisions regarding the use of Title I funds reserved for parent involvement at the school level and develop, review and revise the Parent Involvement Plan All Ideas, inputs and decisions are documented in the SAC meeting minutes and condensed in the quarterly newsletters. All documentation, such as agendas, sign-in sheets, and meeting minutes will be maintained in the electronic Title I Tool Kit.



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, Reading First, 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** |
| N/A | N/A |

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** |
| Held during the first family night: All parents will be informed about the Title I program, the nature of the Title I program, AYP, school choice, supplemental education services, and the rights of parents.   * PIP brochure is given to parents and discussed in detail * Compact is discussed * Review of the barriers established during the SY16. | Principal | September | Sign in Sheets  Meeting Minutes  Handouts |
| Develop and present agenda, handouts, and presentation materials | Principal  SAC Chairperson | September | Copies of agenda, PowerPoint presentation and handouts |
| All advertisement efforts, which include posting an ad on the website, ParentLink, newsletters and flyers | Parent Involvement Specialist | September | Copies of flyers and postings |
| Translate | Parent Involvement Specialist | September | Presentation, agenda, flyers and handouts |

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)].

Administration and staff at Oak Hammock Middle School believe that parental involvement is critical to student success, and have put into place many opportunities for parents to be involved by providing a flexible schedule of parent involvement events. OHMS offers parent meetings and events before and/or after school to involve parents in curriculum issues, academic achievement, review programs, and provide information about after school activities such as tutoring. For example, SAC meetings are held six times a year, alternating day and evening hours, workshops are held during evening hours and trainings are held in the morning. The Open House is held on a Saturday and parent-teacher conferences are scheduled before school, multiple times a week. In addition, parents who are unable to attend the conference in person, have the opportunity to participate in a phone conference held at the same time as traditional conferences are held and the Parent Involvement Specialist can act as liaison in lieu of the parent and meet with the parent during a more convenient time. Transportation and translators may be available for many of the various events, workshops and meetings. Families will be invited via ParentLink calls, newsletters, website, flyers and personal calls.

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** |
| Annual Title I Meeting | Principal  SAC Chairperson  Parent Involvement Specialist | Provide information about the Title I program, the nature of the Title I program, AYP, school choice, supplemental education services, and the rights of parents which includes information on SIP, PIP and the school compact. | September | Notification through newsletter, district website, school website, ParentLink call out, personal contact calls, flyers, sign in sheet, and parent feedback, agenda, handouts |
| Open House | Principal | Presentation of curriculum and class selection based on FSA/FCAT achievement levels.  Teachers can begin the communication process with parents, communicating expectations, goals and routines. | September | Notification through mail out, district website, school website, agenda, handouts and ParentLink |
| Family Nights   * Chrome book Night * Science Fair Extravaganza * Parent Appreciation & Yearly Review | Family Night Coordinator, | Parents will participate in several activities showing the parents what standards their child is currently working toward mastering and how they can assist with their academic achievement. | September  November  May | Sign in sheets, handouts, agendas, presentation materials. Notification through ParentLink call outs, flyers, newsletter, personal contact calls |
| Coffee with the Principal hosted by SAC | The Parent Involvement Specialist | * The Principal and Parent Involvement Specialist will have an open discussion with parents in regards to the schools planned goals, vision and mission for the SY2016-17. A needs assessment survey will be conducted in order to create a comprehensive plan on parent involvement workshops and parent trainings throughout the year. | October | Sign in sheets, handouts, presentation materials and notification through flyers, Parentlink call out and newsletter. |
| Showcase Technology and Arts Programs   * Band & Orchestra Demonstrations * Drama & Dance show * Concerts and Drama’s * Video, Film & Digital Design Productions | The Arts and Technology Departments | Showcasing students’ academic and artistic talents while providing parents with information so they can support their child’s achievement | Throughout the year | Flyers, handouts, presentation materials, head count |
| Parent Workshops   * English as a Second Language * Chrome book training for Parents * Love & Logic behavior management training * Open: based on needs assessment | The Parent Involvement Specialist. | Parents are presented with information on various subjects, depending on their needs, that will assist them support their students’ academic success. | Throughout the year | Sign in sheets, handouts, agendas, presentation materials. Notification through ParentLink call outs, flyers, newsletter, personal contact calls |
| Parent Volunteer Training  . | Volunteer Coordinator | Increased parent involvement correlates to increased student achievement | October  January | Flyers, handout, sign-in sheets |
| School Advisory Council Meetings | SAC Chairperson | Parents are given the opportunity to provide input into improving school programs that lead to academic success | September  October  November  January  March  May | Sign in sheets, handouts, agendas, presentation materials. Notification through ParentLink call outs, flyers, newsletter, personal contact calls |
| Parent Notification and continuous connection to their students’ academic success | Newsletter Advisor | Parents are provided with information that will give them strategies and tips to help their students be successful. In addition they will also maintain a connection with the school by staying current with its events and news | Quarterly | Newsletter, Parent Link |
| Parent Teacher Conference | Parent Involvement Specialist, Facilitator and teachers or administrators. | Parents are involved in the process of finding solutions to help the student improve their behavior and set academic goals. | Throughout the year | Parent Conference form completed by all who attend the meeting, log maintained of initial contact |
| * Student Led Conference | The Parent Involvement Specialist | Parent are given the opportunity to speak with teachers and supportive staff in order to gain information on their students’ progress in a location that is more convenient for parents. | October  December | Sign In sheets, grade reports provided to parents, survey at the end of night. |

1. Describe the training the school will provide to educate its 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** |
| Technology training   * Chromebook * ParentLink * Focus | Assistant Principal & teacher trainers | Increase communication with parents through proper use of applications ParentLink communication tools and Focus for grading and attendance. | August | Presentation notes, in-service records, agenda |
| Customer Service Training | Assistant Principal & teacher trainer | Improve the ability of staff members to conference effectively with parents. | August, ongoing | Presentation notes, in-service records, agenda |
| Volunteer training | Volunteer Coordinator | Improve the ability of the teachers to work with volunteers to increase student achievement. | October  January | Presentation notes, sign in, |

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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| --- | --- | --- | --- |
| **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
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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)].

As new students enroll throughout the school year, they will receive a “Beginning of School” student welcome packet that includes school information, as well as, the Title I information brochure and the Right to Know letter.

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)].

The PIP will be summarized into a brochure that will be printed in English, Spanish, and Haitian Creole and provided to all parents in the “Beginning of School” student welcome packets.” A hard copy will be available in the front office and the Parent Resource Center. The complete PIP will be linked to the school’s website.

Dates of all parent programs, meetings and other activities will be published in the school newsletter that is attached to a Parent Link message and sent to parents monthly. It is also posted on the school website. Every effort will be made to ensure that written communication is provided for parents in English and Spanish. Translators may be available at parent meetings and in the school office during school hours and special events. American Sign Language translation services will be available if there are parents who would benefit from this service.

We will make every effort to provide full opportunities for parents with disabilities and those with special needs.

Discretionary School Level Parental Involvement Plan Components

* Check if the school does not plan to implement any discretionary parental involvement 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 LEA 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)];
* Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; 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** |
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**School-Parent Compact:**

As a component of the school-­level parental involvement 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)].

A copy of the School-Parent Compact and evidence of parent input in the development of the compact is evidenced by SAC minutes.

Adoption

This plan was adopted by the school at the first SAC meeting of the school year and will be in effect for the period of one academic year. The school will distribute this plan to all parents of participating Title I, Part A children during the first month of school via the website.

Ms. Jennifer Sneddon May 11, 2016

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(Signature of Authorized Representative) (Date)

Provide evidence that the plan has been developed with the input from parents.

1. Provide a summary of activities provided 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** |
| Annual Title I Meeting | One (1) | 9 | Provide information about the Title I program, the nature of the Title I program, AYP, school choice, supplemental education services, and the rights of parents which includes information on SIP, PIP and the school compact. |
| * Family Night: Chromebook Night | 8 | 228 | Provide parents with information on the implementation of Chromebooks for all students. |
| SAC  Quarterly Meetings held:   1. September 3, 2015 2. September 25, 2015 3. October 22, 2015 4. November 19, 2015 5. December 17, 2015 6. January 14, 2016 7. February 25, 2016 8. May 12, 2016 | One (1) | * 1. 9   2. 27   3. 16   4. 10   5. 15   6. 10   7. 6   8. 10 | Present Title I information to parents for their review. Assist parents understand their role in decision making. Encourage parents to participate in the process and its effect on their child’s progress. |
| Family Night:   * Science Extravaganza | Eight (8) | 390 | Provided academic information and activities on Common Core Mathematics Practices. |
| Guitar Concert (1/20 & 3/22) | One (1) | 50 | Showcase students’ academic and artistic talents while providing activities parents can do to improve their child’s achievement. |
| Band Solo Ensemble | One(1) | 50 | Showcase students’ academic and artistic progress |
| Winter Concert | One (1) | 450 | Showcase student’s academic and artistic talents while providing activities parents can do to improve their child’s achievement |
| Parent Workshops:   * English Classes as a second language | One (1) | * 8 | Helping parents with their questions in various topics they believe will assist them better support their child’s educational goals at home. In addition they are informed and trained in technology that can assist them and their children succeed in their various classes. |
| Open House | One (1) | 600 | Familiarize parents with the facility, communicate with teachers and to begin the communication process between parents, teachers, administration and supportive staff. |
| Parent Volunteer Orientation | One(1) | 5 | Present essential information to parents on the rules & regulations of OHMS as well as school expectations |

1. Provide a summary of the professional development activities provided by the school 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** |
| Expectation that teachers read the research-based PI Newsletter articles | 18 | 65 | Research-based articles on parent involvement |
| Technology Training on OnCourse | 1 | 65 | Increase communication with parents |

1. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified 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** |
| Transportation | * Offer transportation with the Title I van. * Off-campus events * Home visits, parent link and phone calls to keep parents informed and involved |
| Parent-Teacher Communication- | * Flexibility with Parent-Teacher conferences to include telephone conference, a liaison, emailed grade reports and ParentLink * Creating a communication plan * Training for teachers |
| Technology | * Training and directions given out during Open House and Family Nights on Focus and Chromebooks. * Training given during SAC meetings on how to access Focus and utilize Focus to have data chats with students and encourage students to track their own grades * Directions on how to access Focus will be provided in first day of school backpack. |
| Language | * Workshops & activities presented in multiple languages * Translators available for important meetings, events and workshops * Literature translated in multiple languages |
| Not Knowing How to Contribute | * Create “Wanted Ads” which specify the qualities and contributions that are needed from parents * Invite more parents to help with specific projects, events and programs * Improving Parent board in front office and advertising on website and at the parent pick up line. |
| Not Feeling Valued or welcomed | * Extend personal invitations to parents who appear to be withdrawn or uncomfortable * Establish and maintain regular communication with parents to build mutually respectful and trusting relationships * Learn about the interests and abilities of parents through communication and surveying * Announcement made at the end of day f specific Parent events so parents in parent pick up line can hear. |

1. Describe the parental involvement activity/strategy 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** |
| Family Nights | Parents are welcomed into the school and receive specific information regarding their child’s academic program. They are educated about new technologies, programs, academic supports offered by our school, how to improve achievement for their child, as well as join the school in celebrating academic successes. |

**School Name: Oak Hammock Middle Plan Year: 2014-2015**

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

|  |  |  |
| --- | --- | --- |
| **Plan Components** | **YES**  **(Page #)** | **NO** |
| **2015-2016 Plan Review** | | |
| Was evidence adequate to demonstrate that the PIP as 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 2009-2010 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Plan Mission Statement (optional)** | | |
| The mission statement should meet the following criteria:   * Explains the purpose of the parental involvement program; * Tells what will be done; * Includes beliefs or values; * Is concise, free of jargon, and parent-friendly; and * Inspires stakeholders to be involved and supportive of the program. |  |  |
| 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, Reading First, 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; * 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 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)].** | | |
| **Strong Responses Include**:   * Content of the session including each of 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. * Type of activities; * Correlation to student achievement; and * Reasonable and realistic proposed timelines. |  |  |
| 1. **Describe the training for staff the school will provide to educate its 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 of the session;   + 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; * Type of Activities; * Specific correlation to student achievement; * Reasonable and realistic timelines; and * Method to determine the success and document completion. |  |  |
| 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 * Method to determine the success and document completion. |  |  |
| 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)]:**   **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 LEA 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 the discretionary activities will be implemented.** |  |  |
| **Strong Responses Include**:   * Content of the session including the following:   + Involve parents in the development of staff training,   + Offer literacy training,   + Pay reasonable and necessary expenses to conduct parental involvement activities,   + Train parents to help other parents,   + Adopt and implement model parental involvement programs, or   + Develop roles for community organizations and/or businesses in parental involvement activities; * Type of activity; * Specific correlation to student achievement; and * Reasonable and realistic timelines. | NA |  |
| **School-Parent Compact** | | |
| **Does the School-Parent Compact include all required 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 [Section 1118(d), ESEA]. |  |  |
| **Review of the 2015-2016 Plan** | | |
| Did the school include a copy of the review of the 2014-2015 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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