## MIKE DAVIS ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Melanie Fike , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | Date Signed |

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:** To provide school activities that will promote parents coming to school and becoming actively involved with their child's education. |

**Review Rubric:**  
Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

 Explanation of the purpose of the parental involvement program;

 Description of what will be done; and

 Description of the beliefs or value of the LEA.

**Review Status:**   
  
**Review Comments:**

**Involvement of Parents**

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

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| **Response:** All parents will be invited to our School Advisory Council Meetings where the planning, review, and improvement of Title I programs will be discussed. These meetings will be held in the morning and early evenings to accommodate parent schedules. Parents will be notified via a flyer and also by individual contact preferences selected in the CCPS Parent Portal (phone dialer, text message, email). |

**Review Rubric:**  
Strong responses include:

* Identification of the group responsible for the development, implementation and evaluation of the plans;
* Description of the procedures for selecting members of the group;
* Explanation of how the input from parents will be documented; and
* Description of the process and involvement of parents in the development of required plans; and
* Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

**Review Status:**   
  
**Review Comments:**

**Coordination and Integration**

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

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| **count** | **Program** | **Coordination** |
| 1 | Student Led Conferencing | Teachers will hold Student Led Conferencing twice a year. One will be in the evening and one will be a Student & Teacher Prepared Take Home Conference. During these meetings students will inform parents of their progress, sharing work samples, assessments and portfolios. Teachers will answer any questions or concerns from parents. |
| 2 | Math Night | Math Coach along with Math teacher leaders will coordinate a "Math Night" where parents will be taught how to play math investigation games. Games will be reproduced for parents to take home. |
| 3 | Literacy Night | Reading Coach will coordinate a Literacy Night where parents will have an opportunity to sit with their child and work on literacy related activities with the direction of a teacher. Parents will have the opportunity to do a Make and Take that they will be able to use to support their child at home. |
| 4 | STEAM Night | Science Coach/ Science Lead Teacher/Instructional Technology teacher will coordinate a STEAM night where parents will have an opportunity to engage in STEM stations with their child with the direction of a teacher. Parents will have the opportunity to do a Make and Take that they will be able to use to support their child at home. |
| 5 | Title 1 Monthly Parent Academy | Monthly meetings coordinated by the District Title I office that cover topics relevant to our student population and their families. |

**Review Rubric:**  
Strong responses include:

* Identification of the specific federal programs; and
* Description of how the programs will be coordinated.

**Review Status:**   
  
**Review Comments:**

**Annual Parent Meeting**

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

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title I Meeting/handouts/ large screen display/ translation provided as needed | Melanie Fike | 08/12/16 | Parent Sign-in Sheets |
| 2 | Student Conferencing/handouts/ large screen display/ translation provided as needed | Melanie Fike | 09/27/16 & 05/05/16 | Parent Sign-in Sheets/Teacher records/Students Conferencing Logs |
| 3 | Parent Meetings/handouts/ large screen display/ translation provided as needed | Melanie Fike | Ongoing | Sign-in Sheets |
| 4 | Other General Meetings/handouts/ large screen display/ translation provided as needed | Melanie Fike | Ongoing | Sign-in Sheets |

**Review Rubric:**  
Strong responses include:

* Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Reasonable and realistic timelines; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**   
  
**Review Comments:**

**Flexible Parent Meetings**

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

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| **Response:** Monthly meetings will be held in the evenings where parents will be invited in for a variety of activities.(Literacy classes, Parenting Classes, etc.)  Additionally, there will be one literacy evening and one math evening and one STEAM evening where parents, with their students, will be invited to participate in activities designed to enhance the student's learning abilities at home.   Student-Led Conferences will occur 2 times during the year, one conference at school and one prepared Take Home Activity for conferencing at home. Transportation to the student-led conferences is provided to our families.    Through the coordination of the district Title 1 office. Monthly parent meetings will be held in the evenings addressing topics of relevance to our families. |

**Review Rubric:**  
Strong responses include:

* Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.

**Review Status:**   
  
**Review Comments:**

**Building Capacity**

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

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Meetings held in three languages | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Parent sign-in logs, flyers |
| 2 | Notices in three languages | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Notices, Flyers |
| 3 | Social Events | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Parent sign-in logs, flyers |
| 4 | Student Led Conferences | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Sign-in Sheets |
| 5 | Literacy night | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Sign-in Sheets |
| 6 | Parenting Classes | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Sign-in Sheets |
| 7 | SAC meetings | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Sign-in Sheets |
| 8 | Math Night | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Sign-in Sheets |
| 9 | STEAM Night | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Sign-in Sheets |
| 10 | Math & Muffins Morning Meetings | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Sign-in Sheets |
| 11 | Author's Tea | Melanie Fike | Increase in parental involvement typically correlated to an increase in student achievement. | 2016-2017 school year | Sign-in Sheets |

**Review Rubric:**  
Strong responses include:

* Description of the content and type of activity including the following: o The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
* Identification of the person(s) responsible;
* Correlation to student academic achievement;
* Reasonable and realistic timelines; and
* Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Review Status:**   
  
**Review Comments:**

**Staff Training**

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

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Faculty meetings to inform staff on how to reach out to parents. Book studies during Professional Learning Communities | Melanie Fike | If staff can reach parents to increase parental involvement, then this will correlate directly to an increase in student achievement | quarterly | Parental Involvement as evidenced by volunteer, Student Led conference attendance, and ongoing communication |
| 2 | Positive Behavior Support | School Counselor | Increase staff awareness of the issues our student population deals with outside of school. | Ongoing | Check-in/Check-out slips |
| 3 | Love and Logic Training | Melanie Fike | If staff can reach parents to increase parental involvement, then this will correlate directly to an increase in student achievement | monthly | Parental Involvement as evidenced by volunteer, Student Led conference attendance, and ongoing communication |

**Review Rubric:**

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

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

 Identification of person(s) responsible;

 Correlation to student academic achievement;

 Reasonable and realistic timelines; and

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

**Review Status:**   
  
**Review Comments:**

**Other Activities**

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

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| **Response:** Media Resource Room- We have a collection of literature that can be checked out to parents to read at home. We have also established a place for the materials to be housed. Presently materials are only able to be checked out and returned on a monthly basis. Our goal is to increase check in/check out time to weekly.  Additionally, book resources have recently been added in two languages, so that the child and parent have access to the same text in two languages. This way the parent can read the text the child is reading and support their child during the reading process. |

**Review Rubric:**  
Strong responses include:

* Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

**Review Status:**   
  
**Review Comments:**

**Communication**

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

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

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| **Response:** Information about Title I programs will be sent home in flyers, newsletters, communicated through our dialer/text/email according to parent preferences in CCPS Parent Portal, and made available at our front desk.    All communication is sent home in 3 languages.    Our curriculum, K through 5th grade, revolves around the Florida State Standards. A variety of formal and informal assessments are used throughout the school. Some of the formal assessments include State assessments, SAT 10, and FAIR. All students are expected to meet the state standards by the end of each school year. Demonstration of this can be provided through State Assessments, FAIR, SAT 10, or portfolio.    Parents are encouraged to meet quarterly with their child's teacher. The following are some of the ways this is accomplished.   1. Required Parent/Teacher conferences/Student Led Conferencing  2. Parent Literacy/Math/Science Evenings  3. Teacher requested conference  4. Email - Ongoing  5. Phone Conferences  6. Parent requested conference |

**Review Rubric:**  
Strong responses include:

* Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.

**Review Status:**   
  
**Review Comments:**

**Accessibility**

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

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| **Response:** We have Spanish and Creole translators at all parental involvement activities. In addition, all of our school information is sent home in 3 languages. Phone messages are spoken in 3 languages. |

**Review Rubric:**  
Strong responses include:

* Process the school will use for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages in which information will be provided; and
* Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

**Review Status:**   
  
**Review Comments:**

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and | Literacy Night | Melanie Fike | Parent's ability to comprehend literature as it relates to their child. | Once per year |
| 2 | 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)]; | Transportation provided for parents to attend student led conferencing. | Melanie Fike | Parent understanding of their child's curriculum and progress. | 09/27/16 |
| 3 | Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and | Transportation provided for parents to attend student led conferencing. | Melanie Fike | Parent understanding of their child's curriculum and progress. | 09/27/16 |
| 4 | Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. | Pan Florida Challenge | Melanie Fike | Working with business to provide 50 weekend food packs for students in need. By doing so Mike Davis Elementary attempts to educate the whole family on responsibilites through education. | Ongoing |

**Review Rubric:**  
Strong responses include:

* Identification of the activity which may include the following:
* Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
* Description of the implementation strategy;
* Identification of person(s) responsible;
* Correlation to student academic achievement; and
* Reasonable and realistic timelines.

**Review Status:**   
  
**Review Comments:**

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.

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| [Uploaded Document](file:///C:\Users\fikeme\Downloads\fileUploads\110531_2016-2017_uploadEvidenceParentInput.pdf) |

**Review Rubric:**

**Review Status:**   
  
**Review Comments:**

**Upload Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\fikeme\Downloads\fileUploads\110531_2016-2017_uploadCompact.doc) |

**Review Rubric:**  
School-Parent Compact must include the following components:

* Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
* Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
* Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

**Review Status:**   
  
**Review Comments:**

**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

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

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| [Uploaded Document](file:///C:\Users\fikeme\Downloads\fileUploads\110531_2016-2017_uploadCompactEvidence.pdf) |

**Review Rubric:**

**Review Status:**   
  
**Review Comments:**

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

**Building Capacity Summary**

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

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Student-Led Conferences | 2 | 302 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 2 | Literacy Night | 1 | 31 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 3 | Math Night | 1 | 40 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 4 | Annual Title 1 Meeting | 1 | 33 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 5 | Meet and Greet Event | 1 | 380 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 6 | SAC Meetings | 8 | 136 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 7 | Student Performances | 3 | 450 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 8 | Math & Muffins | 2 | 29 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 9 | Author's Tea | 1 | 25 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 10 | Coffee Hour | 1 | 17 | Increase in parental involvement typically correlated to an increase in student achievement. |
| 11 | Partners in Parenting | 1 | 6 | Increase in parental involvement typically correlated to an increase in student achievement. |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**   
  
**Review Comments:**

**Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Faculty meetings to inform staff on how to reach out to parents. Book studies during Professional Le | 4 | 85 | If staff can reach parents to increase parental involvement, then this will correlate directly to an increase in student achievement. |

**Review Rubric:**  
Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Review Status:**   
  
**Review Comments:**

**Barriers**

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

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | A large number of parents who have limited English proficiency, limited education, and limited resources need additional help in communicating with the school so that they are knowledgeable on how to help their children with learning objectives. | Establish a parent resource room with bilingual materials including dictionaries, books, and learning packets. Share and demonstrate resources such as the CCPS education channel, district website, and Rosetta Stone. Use more translators/translation equipment. Encourage parents to attend student-led conferences to promote communication with their children’s teachers. Schedule events at times that are conducive for parent involvement and in locations that are accessible for all parents. Provide materials/learning packets for parents to use at home with their children. Provide opportunities for parents to do Make-and-Take activities and all events for things that they can use at home. |
| 2 | A large number of parents who have limited English proficiency, limited education, and limited resources need transportation provided to participate in school events. | Make arrangements with the transportation department to provide buses to and from their child's Student Led Conference. |

**Review Rubric:**  
Strong responses include:

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

**Review Status:**   
  
**Review Comments:**

**Best Practices (Optional)**

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

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| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |

**Review Rubric:**  
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:**   
  
**Review Comments:**