**PINE ESTATES ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan**

I, Michele Quarles , 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:** Pine Estates Elementary School, in partnership with the community, will strive to enhance student's education by providing support to their parents through resources, trainings, and events. This collaboration will build better working relationships between the school and community. Every classroom. Every student. Every day. |

**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:**

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**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:** Pine Estates Elementary School, in partnership with families and the community, will provide quality educational opportunities that will inspire students to achieve while motivating them to become lifelong learners.On September 3rd parents were provided the opportunity to review the 2015-2016 Parents Involvement Plan. During this meeting parents received information about the success of each event during 2014-2015 school year. Parents reviewed and discussed data collected from Title I Parent Surveys. Parents provided suggestions for events and activities that will engaged and encourage parent support. Parent's suggestions were noted. In addition the principal has established a School Advisory Council (SAC). The members of the council were selected based on community, school, and student demographics. The principal sent flyers out to all parents providing information of upcoming SAC meeting. Parents in attendance were identified using sign in sheets. This meeting focused on each component of the Parent Involvement Plan. SAC members were also asked to provide input to creating and developing the plan to determine how funds will be used. Parents input were noted using meeting notes. This information will be placed in Parent Involvement Box. At the end of the school year, SAC members will review and evaluate the 2015-2016 Parent Involvement Plan. The plan will be placed on the school website and hard copies will be made available upon parent request. |

**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 | Individuals with Disabilities Education Act (IDEA)  | Supplemental instructional support provided by Title I will be discussed with parents during the development of the students IEP. |
| 2 | Parent Academy | Parent Academy was developed to promote parental involvement through workshops and activities that focuses on student achievement, parenting and advocacy, as well as personal and individual growth. |

**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 | Develop agendas | M. Quarles, Principal and L. Hill, Assistant Principal | September 1, 2016 | Copies of agenda and handouts |
| 2 | Create and disseminate invitations | M. Quarles, Principal and L. Hill, Assistant Principal | September 6, 2016 & September 19, 2016 | Flyers with date of dissemination |
| 3 | Advertise/publicize event | M. Quarles, Principal and L. Hill, Assistant Principal | August 22, 2016 - September 19, 2016 | Announcement via School Messenger Information,School Marque,School Newsletter, and School Website  |
| 4 | Develop sign-in sheets | M. Quarles, Principal and L. Hill, Assistant Principal | September 19, 2016 | Sign-in sheets for meeting,Parent surveys  |
| 5 | Finalize plan from parent input | M. Quarles, Principal and L. Hill, Assistant Principal | September 6, 2016 | Parent feedback and notes, revised plan |
| 6 | Develop a calendar of parent activities | M. Quarles, Principal and L. Hill, Assistant Principal | September 6, 2016 | Activity calendar of events, activities, and trainings |
| 7 | Maintain documentation | L. Hill, Assistant Principal and E. Engram, Parent Liaison  | August 2016-June 2017 | Title I documentation box |

**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:** Pine Estates Elementary will offer both morning and evening parent workshops and parent events. This flexibility will allow working parents that opportunity to attend workshop to learn strategies to assist in their child's education. These workshops include: Literacy in Science K-5. Parents are provided with reading strategies for reading across all content areas and genres.Parents will have the opportunity to explore educational tools and websites that students have access to. Student Progress Night- During one week in January parents will have an opportunity to schedule conferences teachers before school, after school, or during school to discuss student progress. Teachers will be available until 7:00pm.  |

**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 | Meet the Teacher Face to Face and Training Session  | L. Hill, Assistant Principal,P. Huggar; School Counselor, D. Ako; Media Specialist  | Increase parent awareness of resources to enhance their child’s education. To provide parents with these resources and supplemental materials to use have at home access to. | September 2016--June 2017 | Sign-in sheets, Parent Evaluations Forms |
| 2 | Annual Title I Meeting | M. Quarles, Principal,L. Hill, AP, J. McLain, Music Teacher; A.Witherspoon, Art Teacher  | Parents will have the opportunity to view talents and art presentations created their children. Parents will be provided with information of summer creative and educational activities for children during the summer. | September 8, 2016 | Sign-in sheets, Parent Evaluations Forms |
| 3 | Open House – Face to Face and Training Session | M. Quarles, Principal, L. Hill, Assistant Principal, M. Washington, Math Coach | Provide parents with the opportunity to complete science hands on activities and learn to use real world situations to solve math equations. | September 8, 2016 | Sign-in sheets, Parent Evaluations Forms |
| 4 | Goodies for Grans | E. Engram, Parent Lisi Mrs.C.Diggett, K-2 Specialist; P. Huggar, School Counselor | Grandparents will be provided with strategies to help their grandchildren’s academic success. Grandparents will be given strategies to enhance positive communication with their grandchildren. | September 23, 2016 | Sign-in sheets, Parent Evaluations Forms |
| 5 | Literacy in Science | T.Atwater, Lead Science Teacher; A. Witherspoon, Art Teacher  | Parents will participate in Hands on lesson of creating a project through collaboration and then being able to record their work through a visual perspective.  | October 13, 2016 | Sign-in sheets, Parent Evaluations Forms |
| 6 | S.T.E.A.M | M. Quarles, Principal; L. Hill; Assistant Principal, T. Washington; Math Coach | Parents will learn information about the upcoming assessment. Parents will be given strategies and to help their child when test taking and techniques for helping to decrease test anxiety.  | May 16, 2017 | Sign-in sheets, Parent Evaluations Forms |
| 7 | Muffins for Mommy  | Classroom Teachers  | Provide information to parents on their child’s current level and develop a plan to help the child academics success.  | November 17, 2016 | Sign-in sheets, Parent Evaluations Forms |
| 8 | Winter Program | A. Holsey, Reading Interventionist ; R. Jones, Technology  | Parents will be introduced to different educational websites that their children have access to and can utilize. Parents will have the opportunity to explore the websites.  | December 22,2016 | Sign-in sheets, Parent Evaluations Forms |
| 9 | Teaching with Technology  | Grade Level Chairs  | Provide parents with reading, math, and science strategies for assisting their children during the winter break. Parents will be provided with website and informational packets. | January 18, 2017 | Sign-in sheets, Parent Evaluations Forms |
| 10 | Student Progress Day  | P. Huggar, School Counselor  | To allow mothers to learn addtional strategies for helping to increase positive communication and with their child.  | January 17,2017 | Sign-in sheets, Parent Evaluations Forms |
| 11 | Florida Standards Assessment | T. Atwater, Lead Science Teacher; Classroom Teachers  | Parents will be given information about the S.T.E.A.M. The use of Science, Technology, Engineering, Art and Math. Parents will be able to participate in a hands on activity using the STEAM . | February 1,2017 | Sign-in sheets, Parent Evaluations Forms |
| 12 | Engineering with Art | T. Washington, Math Coach; T. Atwater, Science Lead Teacher | Provide presentations and share strategies for helping their child read books across genres. Parents will learn questioning and vocabulary strategies for improving their child's reading comprehension. | March 7, 2017 | Sign-in sheets, Parent Evaluations Forms |
| 13 | Donuts for Dad  | P. Huggar School Counselor  | Provide dads with understanding the benefits of extended family within the schools. Grandparents will also receive strategies for helping their grandchild throughout the school year. | May 10, 2017 | Sign-in sheets, Parent Evaluations Forms |
| 14 | Math in Science  | Michelle Quarles, Principal; Classroom Teachers  | Provide information to parents on expectations, assessments, and strategies an help their child(ren). | May 11,2017 | Sign-in sheets, Parent Evaluations Forms |
| 15 | Talents in the Arts | Michelle Quarles, Principal  | Parents will be provided with information about Title I programs. Parents will also discuss AYP progress from previous school year. | May 26,2017 | Sign-in sheets, Parent Evaluations Forms |
| 16 | Parent Resource Pamphlets and Check Out Area | Michelle Quarles, Principal  | Parents and students will have the opportunity to meet the teacher and discuss the school year expectations. | September 2016--June 2017 | Sign-in sheets, Parent Evaluations Forms |
| 17 | Tuesdays Talk | G. Engram, Parent Liaison  | Parents will be provided with strategies for homework assistance and parent resource materials.  | September 2016-June 2017 | Sign-in sheets, Parent Evaluations Forms |

**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 | Building Positive Parent/Teacher Relationships  | Porsha Daniels, School Counselor  | Provide and share strategies to build and improve parent/teacher relationships though communication . | September 2016--June 2017 | Agenda |
| 2 | Parent Compact Communication | Michelle Quarles, Principal and La'Sha O. Hill, Assistant Principal  | Provide information to teachers on the proper usage of the parent compact | September 2016 | Agenda |

**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:** Parents will be able to access parent resources that will available for checkout. A list of items available for checkout will be provided in parent information area, in the monthly newsletter and displayed during all parent involvement events, workshops, and information sessions. These materials will be monitored by media specialist, reading interventionist, and school counselor. During each event parents that attend they will have the opportunity to win educational door prizes and games. Parents that attend four or more events will have the opportunity to enter a drawing for an Tablet. Parents will be asked to sign in at each event in order to maintain update telephone numbers and address to send out new or additional information in a timely manner. Parents will be encouraged to help their child's school by volunteering, joining and attending Parent Teacher Association (PTA) and School Advisory Council (SAC) meetings. |

**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:** In addition other activities have been scheduled for the 2016-2017 school year include: S.T.E.A.M parent Night, Teaching Technology, Student Progress Night, the Mid-year Stakeholders Assessment, School Advisory Council meetings, and Parent Teacher Association meetings. Upcoming events will be advertised in the school newsletter monthly and posted on the school's website. Parents will also be notified of events via flyers and the School Messenger system. Copies of the newsletters, website and reports from School Messenger system will be placed in the Title I Audit Box to verify communication to parents.Curriculum description and explanation of the new Florida State Standards will be provided to parents in our School Newsletter, Calendar, Website and Marquee. |

**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:** In an effort to encourage the participation of all parents and students, notifications such as monthly newsletters, flyers, School Messenger, and the school's website are utilized to invite parents and students to upcoming events and activities. The school has a small population of ESOL students that would require information in a different language. The small ESOL population of Hispanic speakers would need Spanish translation. If there is a need for parents to have information in specific language the classroom teacher or school counselor will work with district staff and provide this information using TransAct. Using Title funds translators will be available to meet the needs of parents. Pine Estates utilizes a continuum of services to ensure that we meet the needs of parents with children with disabilities and/or limited English proficiency. Information such as newsletters, flyers and parent notifications will be placed in the Title I Audit Box.  |

**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:

X Not Applicable

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| **count** | **Activity**  | **Description of Implementation Strategy** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** |

**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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**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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**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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**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** |

**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** |

**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** |

**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:**